



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: RIDGEWOOD INTERMEDIATE SCHOOL 93

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 24/Q/093

PRINCIPAL: EDWARD SANTOS

EMAIL: ESANTOS3@SCHOOLS.NYC.GOV

SUPERINTENDENT: **MADLINE TAUB-CHAN**

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
Edward Santos	*Principal or Designee	
John Harrington	*UFT Chapter Leader or Designee	
Tammy Kruthoff	*PA/PTA President or Designated Co-President	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Ann Valentin	Member/Teacher	
Eva Conway	Member/Teacher	
Maria Ostapak	Member/Teacher	
Susan Zampino	Member/Teacher	
Rosemary Hennessey	Member/Parent	
Dorina Torres	Member/Parent	
Brenda Zuaznabar	Member/Parent	
Celeste Islam	Member/Parent	
Lydia Martinez	Title I Parent Representative (suggested for Title I schools)	

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- In ELA, students will be able to select and incorporate relevant textual evidence that supports a claim in a well-written argument as defined by the CCLS.

Measurable Objective: By June 2013, the majority of students in all sub-groups will demonstrate improvement in their ability to support a written argument with relevant text-based evidence. Improvement will be measured by comparing initial and end-of-year writing samples using a rubric aligned with the CCLS.

Comprehensive needs assessment

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

The 2011 and 2012 NYS ELA Test results showed an upward trend as compared to the results of the 2010-2011 school year. In 2012, 45% of grade six students achieved levels 3 and 4 on the state exams. This represents an increase of 5% from 2011. In 2012, the number of seventh grade students achieving levels 3 and 4 was 39%, which is an increase of 1% from the previous year. In 2012, the number of eighth grade students achieving levels 3 and 4 was 40%, an increase in 10% from the 2011 exam.

Despite the increased demands and continued changes to the structure of the state exams, student performance increased at all grade levels, with the 8th grade showing the most growth. This could be attributed to the incorporation of newly developed units of instruction focusing on the understanding of nonfiction texts, the cycles of feedback between the subject supervisor and the ELA teachers, and the focus on nonfiction instructional strategies during professional development and department conferences.

Some trends in demographic data are still evident. Overall, girls continue to outperform boys in all grades. An average of 8% more girls perform at level 3 or higher. Hispanic students outperform their African American peers, but continue to lag behind their Asian and Caucasian counterparts. Data shows that the wide performance gap between Students with Disabilities and general education students has increased from 6% to 11%. In addition, only 4% of LEP students met or exceeded the standards, a 2% decrease from the previous year. This decrease might be attributed to the more rigorous demands of the exam which include an increase in text complexity.

We are continuing to identify, analyze, and develop understanding the academic needs of these subgroups. Some changes that affect the learning environment include: teachers remaining at the same grade level in order to master their knowledge of content and resources; the literacy coach has been assigned to an ELL class; more in-depth analysis of student work and tasks during Inquiry Team meetings; collaboration among ELA teachers and other content area teachers.

An evaluation of formative and summative data indicates a growth in student performance on written responses. As other subject areas

continue to focus on evidence writing, a continued increase is expected.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.
- Teachers (including CTT, SETSS, and ESL) will incorporate a variety of strategies designed to support the needs of identified subgroups (i.e., SWD, ELLs). These include: graphic organizers, tiered workstation tasks, small group instruction, student self-reflections, sentence stems and framed paragraphs, use of the Depth of Knowledge (DOK) to develop higher level thinking skills, direct vocabulary instruction, use of structured discussions, and visual aides.
- The assistant principal will engage in cycles of evaluation and feedback based on **Charlotte Danielson's *Framework for Teaching*** with all ELA teachers, with a focus on Domain 3.
- The assistant principal and literacy coaches will provide professional development to strengthen teacher effectiveness in the areas of questioning and discussion, student engagement, using assessment during instruction, and evaluating student performance on written tasks.
- The grade level inquiry teams will analyze student work in order to determine which strategies, scaffolds, and practices contribute most to increases in student performance and will modify tasks accordingly.
- During common planning, teachers will evaluate and revise tasks to support rigorous units of study that are aligned with the CCLS. Curriculum maps will reflect modifications of the units of instruction.
- The assistant principal, literacy coaches, and teachers will use qualitative and quantitative data, the Common Core Library, Webb's D.O.K, and current curriculum to continually revise the CCLS-aligned literacy tasks at each grade level.
- Teachers will administer and examine the results of the CCLS-aligned tasks in order to determine next steps.

During the Fall of 2012, teams will analyze baseline assessments and other student work to understand the steps needed to reach the level of performance that the CCLS demands. In the Winter, teachers will assess results of the first CCLS-aligned literacy task. In the Spring, teachers will assess the results of the second CCLS-aligned literacy task. In addition, instruction will include a focus on strengthening quality classroom discussions and facilitation of higher levels of student engagement. At the close of the 2012-2013 school year, teacher teams will share findings and suggest revisions to the curriculum and/or teaching practices based on the evidence.

Strategies to increase parental involvement

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

Goal: Students will be able to select and incorporate relevant textual evidence that supports a claim in a well-written argument as defined by the CCLS. One activity that specifically addresses this goal is a parent-student workshop offered during the school day, in the evening, and on Saturday. During this workshop, parents examine samples of student writing, the process of incorporating relevant textual evidence to support a claim, and the alignment to the CCLS. Language interpreters will be present to support. Tips on how to help children at home will be presented. The workshop will most likely take place in our Title I Parent Library pending the number of participants. The workshop will be advertised via our website, backpack, hone messenger, and during PTA, SLT, and Student of the Month ceremonies.

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.

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

If other is selected describe here:

FSF, Title I SWP, C4E, Title III, and TL CFN will be used to achieve the ELA goal: Students will be able and incorporate relevant textual evidence that supports a claim in a well-written argument as defined by the CCLS. These funds are conceptually consolidated to implement the instructional actions, strategies, and activities listed above. Funds pay for coaching, collaborative inquiry, and professional development, as well as opportunities for supplemental instruction for students outside of regular school hours.

Service and program coordination

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

Goal: Students will be able to select and incorporate relevant textual evidence that supports a claim in a well-written argument as defined by the CCLS. During the school day, CTT, SETSS, push-in ESL teachers provide support for this goal. In addition, Title I SWP and Title III supplemental academic programs outside of regular school hours and Extended Day instruction support this goal by providing participating students with opportunities to write arguments supported with relevant textual evidence. In sync with NYC Instructional Expectations and this goal, CFN 204 will provide professional support to supervisors, coaches, and teachers regarding design and implementation of CCLS tasks focused on writing arguments.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Students will craft well-written arguments in science that are aligned with the CCLS.

By June 2013, the majority of students in all sub-groups will effectively include text-based evidence to support their culminating written arguments as part of the requirements of our newly designed and CCLS-aligned science units. Written arguments will be evaluated using rubrics aligned with the CCLS.

Comprehensive needs assessment

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

Since a question breakdown of NYS Science Test results is unavailable for close analysis this year, the information gleaned by our science teachers from the state exam scores is limited to the following data: The performance of ELLs has decreased overall on the 8th grade state science assessment. We saw a decrease in level four performances, from 5% last year to none this year. Level three performances dropped from 30% in 2011 to 14% in 2012. Level two performances increased from 44% in 2011, to 57% in 2012 with a 14% increase in ELL performers in level on 21% in 2011 to 35% in 2012.

SWD are making progress compared with 2011 scores. Level 3 performance is up from 12% to 18% in 2012. Level 2 performance has decreased from 48% to 43% in 2012. In addition there was a decrease in level 1 performance from 40% to 39%. The fact that the current NYS science results are limited, the science department has looked to other assessment tools to make a more comprehensive and relevant needs assessment for students in science. Based on teacher observations while grading the state science exam in 2012, it seems that our lower one third performers continue to have difficulty adequately responding to extended response questions in science. This lowest third subgroup and the subgroups it's comprised of (i.e., SWD, ELLs, Hispanic males) also has continued to have difficulty making predictions based on data from a graph.

Weekly analysis of student writing samples in science has also indicated that our lower one third performers are challenged by the CCLS writing standard: 1) writing arguments to support claims reasons and relevant evidence; and 2) writing informative/explanatory texts to examine topics and convey ideas through the selection, organization and analysis of relevant content, using appropriate transition words and content specific vocabulary, particularly in writing a coherent conclusion. This need has also been noted in our assessment of ELA needs. In sum, there is a need for improved writing skills in science. By raising the demands and quality of writing in science (i.e., on lab reports, extended responses, and projects) students will understand and retain the science required to perform better on our informal assessments as well as the NYS science test in 2012, specifically the extended response portion of the exam.

In order to help students address the writing demands of the CCLS, our science teachers spent several weeks designing and

implementing special units of study around a controversial science topic culminating in an argument writing task aligned with the CCLS. This work is linked to the principal's PPR goals and the Chancellor's Citywide Instructional Expectations for 2012-13.

Instructional strategies/activities

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

- Teaching students to use IDD and DSET organizers to communicate their science learning
- Using customized Urban Advantage rubrics for evaluation of student writing pieces
- Incorporating a variety of strategies designed to support the needs of identified subgroups (i.e., SWD, Ells). These include: graphic organizers, tiered workstations, small group instruction, student self-reflections, sentence stems and framed paragraphs, use of the DOK to develop higher level thinking skills, direct vocabulary instruction, and visual aids; teachers trained in QTEL (Quality Teaching for English Learners) will incorporate QTEL structures where appropriate
- Science inquiry teams will meet weekly to evaluate student writing (i.e., lab reports, extended responses, IDD, DSET) for evidence of standards attained and implications for lesson planning. Our partnership with PASCO and Urban Advantage will help increase and improve student writing in the science classroom through technology and outside resources.
- Participating teachers will turn key best practices at bi-weekly science department conferences. Additionally, in alignment with the NYC Instructional Expectations, the assistant principal will provide frequent cycles of feedback to strengthen teacher effectiveness in the areas of questioning and discussion.
- Resources such as Webb's Depths of Knowledge levels will be used to guide discussions about questioning, tasks, and the implementation of strategies/activities.
- An SBO agreement to alter the school schedule has enabled teachers to choose the day and time of inquiry Team meetings (Thursdays), which is time to conduct collaborative analysis of students' written work and discuss pedagogical responses, thereby improving instruction.
- DYO periodic assessments were created by and are revised by teacher teams to address the science content and skills students need most in alignment with NYS science standards needed and our spiraled science curriculum maps. The work done with Brett Cluff to create tasks that are aligned with the CCLS has begun with rollout lesson in December, based on five days of professional development throughout the fall.
- Teachers are helping students engage in multiple close readings of texts of varying levels of complexity as part of specially designed units of study aligned with the CCLS.
- The assistant principal will engage in a system of evaluation (three informal evaluations) using feedback based on Charlotte Danielson's *Framework for Teaching* with a focus on Domain 3. In addition, the assistant principal will provide professional development to strengthen teacher effectiveness in the areas of planning and evaluating student performance on written tasks.
- Over the course of 2012-2013, science teachers meet regularly; weekly for inquiry, bi-weekly for science department conferences, and bi-monthly for UA and PASCO trainings. These regular meeting are primarily for the purpose of analyzing student work and determining the strategies and activities best suited for improving science learning as evidenced by culminating in June 2013. Periodic assessments are administered four times per year: October 2012, January, March, and June 2013.

- Adjustments to our periodic assessments and curriculum maps are finalized in June 2013.

Strategies to increase parental involvement

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

Parents and family members are granted free admission to the participating Urban Development Science Institutions in the NYC area (i.e., American Museum of Natural History, Hall of Science, Bronx Zoo, and the Botanical Garden) The Parent Coordinator will arrange throughout the year.

One activity that specifically addresses this goal is a parent-student workshop offered during the school day, in the evening and on Saturday. During this workshop, parents examine samples of student writing in science, the process involved and the alignment of the CCLS. Language interpreters will be present to support. Tips on how to help children at home will be presented. The workshop will most likely take place in our Title I Parent workshop Library pending the number of participants. The workshop will be advertised via our website, newsletter, backpack, hone messenger, and during PTA, SLT, and student of the month ceremonies.

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.

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

If other is selected describe here:

FSF, Title I, SWP, Title II b, and Title III will be used to achieve our science goal by funding coverage and substitutes so teachers may attend professional.

Service and program coordination

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

Title I, SWP, and Title III supplemental academic programs outside of regular school hours and extended day instruction support this goal by providing participating students with opportunities to further their knowledge and understanding of science vocabulary and concepts.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Students will demonstrate improved skill in writing a standards-based social studies DBQ essay.

By June 2013, the majority of students in all subgroups will demonstrate improvement in social studies DBQ essay writing in one of four identified areas of need: citing evidence, using content vocabulary appropriately, including prior knowledge, or showing evidence of analysis. Improvement will be measured using current NYS DBQ essays rubrics.

Comprehensive needs assessment

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

An analysis of data based on a DBQ essay writing assessment revealed the following:

With regard to content, students: 1. Need to learn the purpose of citing evidence 2. Need build their knowledge and use of content vocabulary 3. Lack the use of prior knowledge and 4. Are unable to analyze documents (they merely restate). With regard to writing, students 1. Need assistance with paragraph structure/organization, punctuation and even capitalization and 2. Have weak introductions and conclusions.

Instructional strategies/activities

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

Teachers of S.S. will engage in a five day workshop from the Office of Achievement Resources to assist in the development of our first CCLS aligned unit. Teachers will continue to engage in professional development twice a month (for 37 minutes) within their department focusing on data analysis in order to group students and differentiate instruction.

Teachers will incorporate a variety of strategies designed to support the needs of identified subgroups (i.e., SWD and ELLs). Strategies include the following: read alouds, multiple close readings of texts varied in complexity, QTEL structures, graphic organizers, small group instruction, paragraph frames, direct vocabulary instruction, visual aids and use of the internet.

S.S. Inquiry Teams will meet weekly (for 37 minutes) to evaluate student writing (Exit Slips, DBQ's and other writing assignments) and determine plans of action for students (and subgroups). Weekly updates are available on our school's website through EChalk.

The assistant principal will engage in a system of evaluation (three informal evaluations) using feedback based on Charlotte Danielson's *Framework for Teaching* with a focus on Domain 3. In addition, the assistant principal will provide professional development to strengthen teacher effectiveness in the areas of planning and evaluating student performance on written tasks.

Teachers will continue to participate in weekly common planning periods in order to evaluate and revise tasks to support the units of study and ensure alignment with CCLS.

Teachers of ELLs and SWDs will engage in professional book study groups to inform research-based decisions in the classroom (i.e., Content-Area Conversations by Douglas Fisher, Nancy Frey and Carol Rothenberg and Preventing Long-Term ELLs by Margarita Espino Calderon and Liliana Minaya-Rowe).

Our ELL Coordinator will attend a series of workshops provided by Network 204 and turn-key the information monthly.

Beginning in September of 2012, teachers will create one CCLS aligned unit of instruction to be implemented in January. Teachers will create a second CCLS aligned unit beginning in late 2012 and continue through March. Teachers will meet weekly for grade common planning and Inquiry and bi-weekly for professional development with the entire department. Analysis of student writing will be the focus of discussion. At the end of May, teachers will administer the same baseline writing assessment from September to determine growth.

Teachers will continue to participate in weekly common planning periods in order to evaluate and revise tasks to support the units of study and ensure alignment

Strategies to increase parental involvement

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

The Assistant Principal of Social Studies presented the expectations of the Common Core Learning Standards in S.S., as well as, the outcomes of the baseline writing assessment at the October Parent Teacher Association Meeting and the School Leadership Team Meeting. Parents were given opportunity to engage in a Question and Answer session based on the material presented. Parents were also encouraged to use the school's website to access resources (i.e., the Common Core Library and ARIS).

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

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

Title I SWP and Title III will be used to achieve our Social Studies goal by funding coverage and substitutes so teachers may attend professional training. Funds are also used to provide supplemental instruction to students in the area of Social Studies writing using strategies/activities outlined above.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Students will improve their mathematical knowledge and understanding by participating in CCLS-aligned units of study each focused on a specific mathematical domain.

By June 2013, the majority of students in all sub-groups will show improvement in one mathematical domain as measured by comparing student performance on instructional and culminating tasks in at least one CCLS unit using a standards-aligned rubric.

Comprehensive needs assessment

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

Based on the data provided by NY Start, there was a percent decrease of level 1 students by 6% in 2012. Additionally, there was a percent increase of level 3 and level 4 students of 6% in 2012. Therefore, a 5% increase in the number of students meeting or exceeding NYS CCLS is an attainable objectives based on prior student performance.

Instructional strategies/activities

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

Professional development will be provided to teachers for the purposes of aligning all aspects of pedagogy with the new common core learning standards including lesson planning with the content and mathematical standards as outlined by the citywide instructional expectations, instruction (using question and discussion techniques, addressing the learning needs of all students, facilitating mathematical talk).

Teachers create grade level tasks with a level of rigor commensurate with expectation outline by the CCLS and CCLS aligned units and assessments.

The math department has adopted the NYC Scope and Sequence with adjustments to meet the needs of our student population. The NYC Scope and Sequence includes the major work of each grade level.

The assistant principal, math coaches and teachers will analyze data using department-designed tracking program for the purposes of measuring students' strengths and weaknesses with regards to individual CCLS content standards. Information from tracker is used to design meaningful student intervention during small group instruction. Inquiry further provides a platform where samples of student work from various assessment tasks to help teachers identify problems of practice, misconceptions and content areas requiring additional emphasis.

Strategies to increase parental involvement

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

The Assistant Principal of Mathematics will present the expectations of the Common Core Learning Standards in math, and the outcome of the grade 6 Ratio unit major work unit at the January 2013 Parent Teacher Association Meeting and the School Leadership Team Meeting.

Budget and resources alignment

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

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

If other is selected describe here:

Service and program coordination

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

Funds are used to provide supplemental instruction to students in the area of Mathematics during morning, afternoon and Saturday programs.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

- Teachers will demonstrate effective planning and unit design.

By June 2013, teachers of ELA, Math, Science, and Social Studies, including teachers of special education and English language learners will demonstrate effective instructional practices in the area of planning through the design and implementation of two instructional units that are aligned with the CCLS and evaluated using the Danielson Framework.

Comprehensive needs assessment

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

Formal and informal observations indicate that our teachers need feedback and recommendations in the areas of planning; questioning and discussion; engaging students in learning; and using assessment for instruction.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - f) key personnel and other resources used to implement these strategies/activities,
 - g) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - h) Timeline for implementation.
- The science and social studies assistant principals and teachers will complete five sessions (**September – November**) of professional development provided by the DOE Office of Assessment
 1. Reflect on planning and practices in the context of CCLS instructional shifts in literacy and learn about text complexity as it pertains to science
 2. Unpack the elements of CCLS-aligned units and begin to analyze the alignment of a culminating task requiring a written argument
 3. Understand the difference between instructional and assessment tasks in a unit, create text-dependent tasks, and review a unit to ensure the tasks are text-dependent and coherent with the culminating task requiring a CCLS-aligned written argument
 4. Discuss connections between classroom practice in discussion and formative assessment and CCLS, and understand how talk and discussion techniques support practice
 5. Finalize unit outline for feedback and implementation
- Teams of teachers will meet weekly during Inquiry to analyze selected student work collected to determine gaps between what students know and the expectations of CCLS tasks
- Engage in the process to complete a second unit/culminating task as per the 2012-13 CIE (**January – May**)

Last year, ELA teachers fulfilled the CIE regarding alignment of tasks to the CCLS.

This year, the ELA AP, coaches, and teachers will complete the design and implementation of a second end-of-unit literacy task (argument writing) as per CIE, and

they will deepen this work by using interim instructional assessments to gauge student learning and guide their teaching throughout the unit.

1. Inquiry teams will meet weekly by grade to examine and discuss the results of instructional literacy assessments – baseline and interim samples of students' written responses
2. Using a standards-based rubric and knowledge of students and the curricular expectations, written commentary will help memorialize the teams' thinking
3. Members of these same teams will meet for grade-level common planning to determine instructional next-steps as they prepare students for success on the end-of-unit tasks previously created
4. The AP and coaches will organize professional development activities that further deepen the thinking around improving student performance in the area of argument writing
5. The Danielson Framework will be used as a guide to improving instruction as teachers respond to assessment results. The components of the framework that will be referred to are Assessment for Instruction, Engaging Students in Learning, and Questioning and Discussion Techniques

Last year, math teachers fulfilled the CIE regarding alignment of tasks to the CCLS.

This year, the math AP, coaches, and teachers will complete the design and implementation of a second end-of-unit math task as per CIE, and they will deepen this work by using interim instructional assessments to gauge student learning and guide their teaching throughout the unit.

1. *Inquiry teams will meet weekly by grade to examine and discuss the results of instructional math assessments in the areas of ratios, proportions, and linear relationships*
2. *Using a standards-based rubric and knowledge of students and the curricular expectations, written commentary will help memorialize the teams' thinking*
3. *Members of these same teams will meet for grade-level common planning to determine instructional next-steps as they prepare students for success on the end-of-unit tasks previously created*
4. *The AP and coaches will organize professional development activities that further deepen the thinking around improving student performance in the area of ratios, proportions, and linear relationships*
5. *The Danielson Framework will be used as a guide to improving instruction as teachers respond to assessment results. The components of the framework that will be referred to are Assessment for Instruction, Engaging Students in Learning, and Questioning and Discussion Techniques*

Strategies to increase parental involvement

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

n/a

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

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

Available funds are used to pay for coverages and substitute teachers so that our teachers may participate in professional development in and out of the building.

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	Extended Day; AM & PM Achievement Academy; Saturday Achievement Academy	Small Group One- to- one conferences	Tuesday and Thursday 7:00 to 8:00; Monday & Wednesday 3:00 to 4:30; Saturday 9:00 to 12:00
Mathematics	Extended Day; AM & PM Achievement Academy; Saturday Achievement Academy	Small Group One -to-one conferences	Monday & Wednesday 7:00 to 8:00; Tuesday & Thursday 3:00 to 4:00; Saturday 9:00 to 12:00.
Science	Extended Day using science information text to build literacy skills and comprehension; Saturday School for exit projects beginning May 2013 to facilitate standard setting exit projects and written reports.	Small Group	Monday, Tuesday and Wednesday; Saturday
Social Studies	Content Area Reading is largely made up of nonfiction passages related to Social Studies topics. It is used during Extended Day as a supplement to other materials.	Small Group	Monday, Tuesday and Wednesday; Saturday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Psychologists, Counselors and Social Workers meet with students who are at risks for behavioral issues, have been suspended, or need emotional support.	Small Group One-to-one conferences	During the school day; Weekly; Bi-weekly

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

- Assignments and Support: Currently, 100% of our ELA teachers are Highly Qualified as per the 2013 BEDS-NCLB Summary Report. Title I funds will be used when appropriate to support any teacher in meeting the Highly Qualified requirements (i.e., tuition reimbursement). Additionally, all probationary HQT and those en route to becoming HQ will receive professional support from an ELA or math coach or mentor.
- Retention and Support: To retain HQT, professional development opportunities are continually offered internally through coaching and supervisory feedback and recommendations as well as externally through our CFN and other branches of the NYC and NYS DOE. High Quality Professional Development is measured in terms of being “of sufficient intensity and duration to have a positive and lasting impact on the teacher’s performance in classrooms” such as the work we are doing to align our core subject units to the CCLS. We use the Danielson Framework to guide professional feedback for teachers.
- Recruitment: New teachers are recruited through New Teacher Finder and the Open Market Transfer System by working closely with our CFN HR department to select HQ teachers to fill all vacancies before the start of the new school year.

**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) TEMPLATE

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

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Diane Foley	District 24	Borough Queens	School Number 093
School Name I.S. 93 Ridgewood Intermediate School			

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

Principal Edward Santos	Assistant Principal Catherine Fratangelo
Coach Dominika McPartland	Coach Paula Oliveri
ESL Teacher Sharifa Cadogan	Guidance Counselor Debby Hartz
Teacher/Subject Area Gloria Serna/Spanish	Parent
Teacher/Subject Area	Parent Coordinator Mildred Reyes
Related Service Provider	Other
Network Leader Diane Foley	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	6	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	3
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	1298	Total Number of ELLs	171	ELLs as share of total student population (%)	13.17%
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Part II: ELL Identification Process

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

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

1. Upon registration, certified pedagogues including the ELL coordinator or ESL and bilingual teachers perform an oral interview with the parents and children. The Home Language Identification Survey is administered (in students' native language) and when needed/possible oral translation into the native language is provided by the pedagogues. Translation services are contacted for uncommon languages as well. Teachers identify LAB- R eligibility and administer LAB-R within 10 days of the date of admission. Spanish Lab is also administered during the first ten days to ensure better placement. Students are evaluated annually using the New York State English as a Second Language Achievement Test. Based on scores, students are placed in appropriate classes and parents receive entitlement and placement letters in their native language. Teachers use data from LAB-R and NYSESLAT to guide instruction and inquiry work. Reports used to look at students performance are RNMR (which separates all modalities) and RLAT which shows performance levels and eligibility. Students are placed in classes based on their performance levels. Generally, beginners and intermediates are placed together and receive 8 periods a week of ESL instruction, as well as content instructions using ESL methods. Advanced students receive at least 4 periods a week of ESL instruction through either as a separate class or through content class ESL push-in.

NYSESLAT is administered starting in April, when students are tested on speaking by designated ESL pedagogues, then in May three modalities are tested on three separate days. Listening first, followed by reading and then by writing component. All ESL test administrators receive formal orientation on test procedures.

2. Once a student is identified as an ELL, parents meet with a certified ESL or bilingual teacher for parent orientation (this meeting usually happens on the day of registration). School pedagogues review three English language programs offered in the New York City Department of Education, parents view the orientation video and program pamphlet in their home language. Parents have the opportunity to ask questions and complete parent choice letters. If parents are not available for parent orientation, teachers call parents to schedule appointments within the first ten days of the day of admission. Parent orientation is conducted in the home language and a translator or translation services are contacted when needed. Parent choice forms are completed during parent orientation to ensure collection. Parents choose the program they are most interested in. If the program chosen is not offered at our school, the parents are given contact information to neighborhood schools that offer the program and they can choose to register their child in a different school. We keep records of parents' choices to determine the needs for new programs in our school. New ELPC screen is used to enter data into the ATS. Data entered includes LAB-R dates, parent choice and placement and it is done within 20 days on students' entry to the public school system.

3. Based on NYSESLAT and LAB-R scores, non-entitlement, entitlement and placement letters are distributed within the first month of school or when the student is placed in the program. ATS and ARIS reports are used to check and double check who the entitled students are. Students who have scored proficient on the NYSESLAT receive the non-entitlement letter. All letters are copied and kept for reference in an ESL office. The assistant principal, guidance counselor and/or the ESL coordinator perform this function to ensure that the distribution is complete. If a form is missing/not returned, telephone calls are made to get the parent to come to school. Once

HILS and Program Selection Forms are complete, ESL coordinator makes copies and stores one copie in an ESL office, in a binder. The original is returned to school secretacy to be put into students' cumulative files for further reference if needed. All data is recorded in new ELPC screen within 20 days of students' first entry into the public school system.

4. The assigned pedagogue discusses program choice with parents, reviews parent choice letters in native languages and determines placement into appropriate ESL, Dual Language or Bilingual instructional programs. When available the supervisor of ESL also participates in the process. Translators or translation services are provided when necessary.

5. Over the past few years, program choices have included the following trends: We have had no parents who chose a transitional program.

2007-2008 school year: New Admits: 100% ESL

2008-2009 school year: New Admits: ESL-95%

Dual Language- 5%

Parent choice selection changes due to new Dual Language Program:

Dual Language- (ELLs only) 10%

ESL- 90%

As of September 24, 2009:

New Admits: ESL- 75%

Dual Language- 25%

As of October 2010:

New Admits: ESL: 75%

Dual Language: 25 %

As of October 2011

New Admits: ESL:88%

Dual Language:12% (due to the change in DL structure now offered only to English proficient students)

6. Program models of English as a Second Language offered in our school are aligned with parent requests and if a request is not offered at our school, parents are informed of options available at the nearest school. We have not had a parent choose another school because we could not accommodate their need. We keep an excell file with students LAB-r and Spanish LAB scores, as well as parent choices of programs. We examine this data to look at the trends. If we have fifteen parents choosing a program we do not currently offer, we will apply to open the program.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							1	1	1					3
Push-In							4	4	5					13
Total	0	0	0	0	0	0	5	5	6	0	0	0	0	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	171	Newcomers (ELLs receiving service 0-3 years)	101	Special Education	31
SIFE	18	ELLs receiving service 4-6 years	17	Long-Term (completed 6 years)	53

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. [i](#)

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	101	12	7	17	4	4	53	2	20		171
Total	101	12	7	17	4	4	53	2	20		171

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														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
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

**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: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							40	41	42					123
Chinese							1	3	3					7
Russian									1					1
Bengali														0
Urdu														0
Arabic							7	4	9					20
Haitian														0
French														0
Korean														0
Punjabi														0
Polish							7							7
Albanian							1	5						6
Other							3	2	2					7
TOTAL	0	0	0	0	0	0	59	55	57	0	0	0	0	171

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. In the ESL program, the instructional model is a stand alone model for our true beginner ELLs using a program titled English Now!. All classes are departmentalized and students move from room to room with their class. All other ELLs receive services via a push-in/co-teaching model or a combination of self-contained and push-in. Students are grouped by grade and are heterogeneously grouped by proficiency level to the extent possible.

2. There are six certified ESL teachers and two certified content teachers with bilingual extensions. In the ESL program, there are two full ESL classes on each grade level. ELLs not in designated ESL classes are serviced by an ESL certified teacher via a push-in model.

A. Programming and Scheduling Information

Beginner and intermediate ELLs receive eight periods (180 minutes) of instruction by a certified ESL teacher. Advanced ELLs receive four periods (360 minutes) of instruction by a push-in ESL teacher. To the extent possible, the ESL teacher pushes in to the ELA classroom.

3. In the ESL program model, content is delivered in English with native language support. ESL teachers, provide students with native language glossaries and dictionaries, and if available with native language textbooks and readings. We currently have resources in Spanish, Arabic, Chinese, Tibetan, Polish and Albanian and ESL are multilingual and provide on the spot support with vocabulary and comprehension development. The school uses a workshop model (balanced literacy approach) for all content areas. The ESL teachers use the same model adapted with QTEL techniques. Content and ESL teachers are encouraged to plan cooperatively to the extent possible during common planning periods. All teachers use Inquiry Team methods to study ARIS and ATS data to drive their instruction. Every staff member is a member of a subject Inquiry Team by grade. Teachers are aware of the ELLs in their classes and discuss the needs of the ELLs in their classes at team meetings. All teachers of ELLs were recently canvassed and Professional Development sessions are being encouraged so that ALL teachers of ELLs will complete the required 10 hours of PD by the end of June 2012.

4. To the extent possible and in languages spoken by our staff, the initial evaluation is based on informal interview in students' native language about their studying/reading habits, attitude towards education, as well as hobbies and interests. The formal part includes a short baseline in math and writing. Students whose native language is Spanish are evaluated with the Spanish Lab and ALLD (if the student is identified as SIFE). Writing and math baseline assessments are evaluated and shared with content teachers. Spanish speaking students take a computerized reading level determination pre-test on Achieve3000 in Spanish in addition to the English one.

5a. ELL and content teachers are trained to meet the needs of ELLs with interrupted formal education. Training includes QTEL, interclass visitation, interschool visitation, professional study groups, and coaching. Teachers also meet to collaborate during common planning periods. These professional development sessions include instructional techniques for SIFE students. SIFE grants are used to train teachers of ELLs in content area programs such as Achieve3000 and Destination Math. These programs are used with our SIFE students as a form of academic interventions. Parent Workshops are also offered to familiarize parents with the programs and facilitate their use at home. Students are also given support outside the classroom including Saturday school, vacation school, and summer school that focus on English and native language support. The ESL inquiry and AIT teams examine student data and reviews students' needs to prepare and implement appropriate academic interventions.

5b. Students in the US for less than three years are assessed in their English and Native language proficiency. When they first arrive, they are tested with the LAB-R and Spanish Lab, at the end of that year, the NYSESLAT and ELE (for students in DL). During the year students are also evaluated with the ELL Periodic Assessment and through Achieve3000 on their reading levels. Teachers use these scores to guide instruction. Once in the classroom, teachers make observations and assessments of daily practice in the areas of speaking, listening, reading and writing. They assess literacy using various ongoing assessment tools including the QRI-4 and interim assessments. In the native language, students are tested using the ALLD and EDL2 to determine Spanish proficiency. Based on assessment, students receive explicit instruction to develop their speaking and listening and reading and writing proficiency. Students are held to the same ELA standards as non ELLs and teachers scaffold lessons to reach the same goals as English proficient students. Teachers of ELLs have high expectations as well as provide high levels of support.

5c. ELL and Content teachers are trained to teach ELLs receiving service 4-6 years using various linguistic and scaffolding strategies. Teachers work together to assess student instructional needs using formal and informal assessment including ongoing observations, QRI-4, Periodic Assessments, and NYSESLAT data. Literacy and language needs by modality are determined. Teachers meet during common planning and coaching conferences to discuss specific instructional needs. Literacy is developed through individual, guided and group instruction. Students are also given native language support such as technology, translation glossaries, and dictionaries.

5d. ELL and content teachers are trained to meet the needs of long term ELLs. Training includes QTEL, interclassroom visitation, interschool visitation, professional study groups, and coaching. Teachers also meet to collaborate during common planning periods and discuss instructional plan for building academic language and literacy needs. These professional developments guide instruction of Long Term ELLs. Teachers use appropriate scaffolding strategies to target the needs of ELLs. Long Term ELL grants are used to train teachers of ELLs in content area programs such as Achieve3000 and Destination Math. These programs are used with our ELLs as a form of academic interventions. Parent Workshops are also offered to familiarize parents with the programs and facilitate their use at home.

A. Programming and Scheduling Information

Students are also given support outside the classroom including Saturday school, vacation school, and summer school that focus on English and native language support. The ESL inquiry team examines student data and reviews students' needs to prepare and implement appropriate academic interventions such as specific guided instruction.

6. ELL, content and special education teachers are trained to meet the needs of LEP students with IEPs. Professional development includes QTEL training, interclassroom visitation, interschool visitation, professional study groups, and coaching. Those teachers also meet to collaborate during common planning periods. Students are given support outside the classroom including morning and after-school programs, Saturday school, vacation, and summer programs that focus on native language and English support. The ESL inquiry and Academic Intervention teams examine student data and review students' needs to prepare and implement appropriate academic interventions.

Teachers of ELL-SWDs use a variety of strategies and grade level materials that provides access to academic content areas and accelerates English language development. For example, graphic organizers, "juicy sentences" activities, read alouds, turn and talk, daily use of the seven comprehension strategies, guided instruction in small groups and one on one conferences are just a few of such strategies. In addition, we have a wealth of technological resources to foster academic success for our ELL-SWDs. Every student has their own laptop computer for use in school. Interactive technology programs include: BrainPOP (and BrainPop ESL), Achieve3000, and Accelerated Math. Teachers also have access to headphones to foster listening and speaking. All classrooms are equipped with substantial classroom libraries ranging from pre-primer to high school level reading material, as well as books on tape in all ELL classrooms.

7. Curriculum maps are being designed for use across content areas. These maps build in modifications for ELLs and SWDs. These modifications provide differentiation and scaffolding where needed. Teachers provide small group instruction and one on one conferences when necessary. In addition, programming considerations are made with regard to student placement. ELL-SWDs are placed in classes where additional support is provided all day (e.g. ICT or SETSS classes) in addition to the push-in ESL teacher.

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
Native Language Arts	
Social Studies:	
Math:	
Science:	

Class/Content Area	Language(s) of Instruction

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

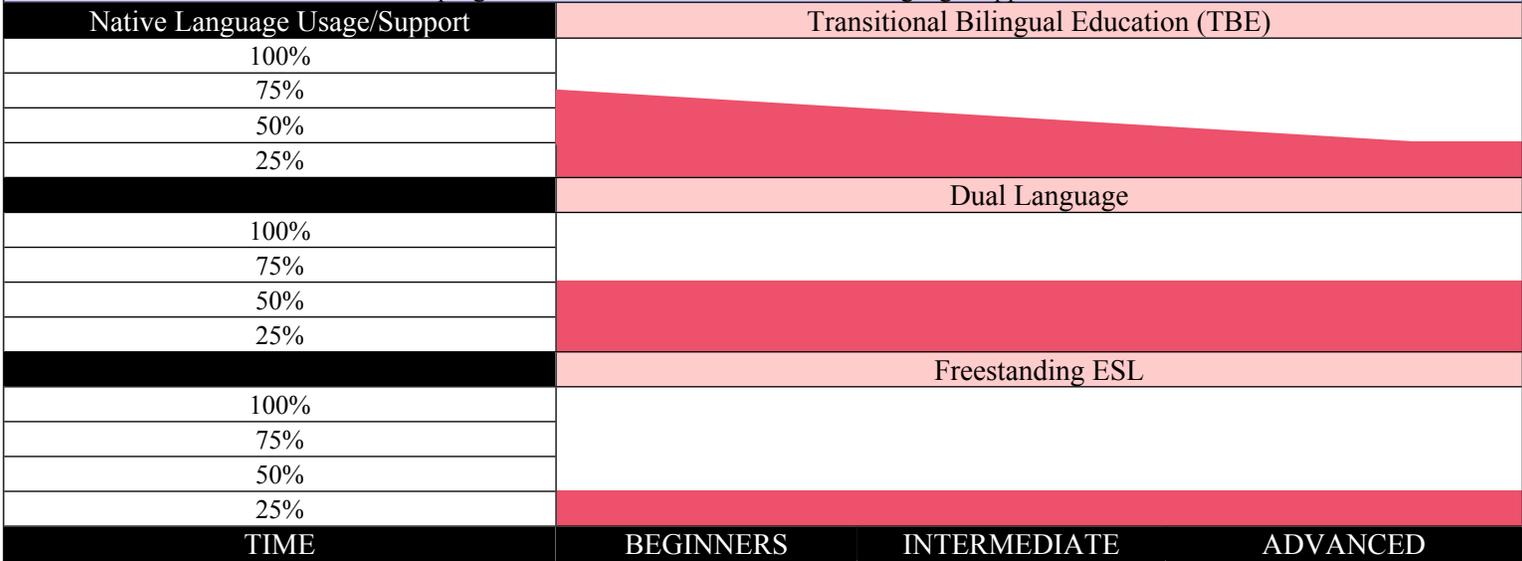
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



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

B. Programming and Scheduling Information--Continued

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

8. I.S. 93 uses data (i.e. a mathematics and writing baseline assessment, the ELL periodic Assessment, NYSESLAT and teacher made quizzes/tests) to target ELL interventions. Classes are programmed based on this data in order to best support our ELLs. ELL teachers co-plan and co-teach with content teachers. Teachers meet weekly to examine student work and determine action plans for individual students. Students receive small group and guided instruction and use support resources such as books on tape according to proficiency and language needs. Daily classroom instruction is in English (where ELLs are serviced via push-in (for intermediate and advanced) or self-contained/independent for beginner ELLs). ELLs receive native language support such as bilingual libraries, translation glossaries, and bilingual dictionaries. Some of the languages available are Spanish, Arabic, Polish, Albanian, Russian, and Romanian. Technology based interventions for ELLs, and specifically SIFE and Long Term ELLs, include Achieve 3000 and Destination Math in both Spanish and English. During our Saturday Language Learner Academy, students are able to receive native language support using native language reading books and technology such as Rosetta Stone.

9. All former ELLs (two years or less) receive extended time for all NYS exams. In addition, bilingual dictionaries are provided to the same specifications as current ELLs. All former ELLs are invited to attend additional classes on NYSESLAT preparation. To the extent possible, former ELLs are placed in classes of ESL licensed teachers. Teachers of former ELLs are trained in the appropriate ways to scaffold instruction when needed. Many of the teachers who teach former ELLs have attended QTEL training. After careful examining data, students are placed in classes that appropriately support their language needs. Former ELLs that need a more rigorous curriculum are placed in our SP classes. Students that need literacy support are placed in ICT classes. When possible, students are placed in a class that is currently servicing ELLs. Former ELLs are also offered enrichment through title III and continue to receive access to Achieve3000. All students at I.S. 93 are given native language support including bilingual dictionaries, native language libraries and independent reading books.

10. For the upcoming school year, I.S. 93 offers a true "beginner" curriculum titled English Now!

11. Our Dual Language Program has been discontinued due to low enrollment.

12a. ELLs are offered opportunities to attend all school programs including Regents and Specialized High School Prepration classes. All ELLs are mandated to attend our morning Extended Day Program from 8:00 - 8:37. There is a Title III Saturday Language Learner Academy which provides ESL services to ELLs from 9:00 to 12:00 a.m. Instruction focuses on literacy development, academic language, and content area skills through ESL strategies and methodologies. Students develop oral reading proficiency through use of Achieve3000 and Rosetta Stone. Students receive native language support through the use of native language libraries and native language independent reading books. Each student has access to books in their native language. In addition, this program includes a series of excursions.

12b. Before and After school Programs meet during the week both before and after school. These programs are designed to immerse ELLs in the academic environment in order to enhance their learning and to assist in attaining language proficiency. The instruction focuses on native language fluency, cultural recognition, and using technology to attain fluency. Students use Rosetta Stone for explicit instruction in English, practicing sight words, phonics and vocabulary in content. In addition, students use audio books, computer assisted and leveled libraries. Title III and a SIFE/LTE grant fund these programs.

13. Instructional materials include technology, assessment tools, literature, and supplies. A new program, English Now!, was purchased this year for beginner ELLs. All ELLs have daily access to computers and Smartboards in all content areas. Computer based literacy programs such as Achieve3000 (for ELA) and Accelerated Math (for math) are also used to enhance student performance. These programs have built in assessments to show growth and needs. Teachers in ELA also use assessment tools such as QRI-4 and the ELL Periodic to guide instruction. In all content areas, teachers make dictionaries and translation glossaries accessible to support instruction. Our new Social Studies textbooks (Holt McDougal) have online teacher resources that translate summaries into many languages. ELA classrooms contain ELL libraries that include leveled, age appropriate books and books on tape. Independent reading books are available in the native language.

14. I.S. 93 only offers an ESL program. In our program, native language libraries, dictionaries and glossaries are available as well as technology in native languages (see Question #13 above) are used to support instruction. Instruction is delivered in via a workshop model. During the work period, students are grouped accordingly for differentiated instruction.

15. Services support and resources correspond to ELLs' ages and grade levels. Classroom libraries are age and grade appropriate and leveled by literacy needs. Interest inventories are administered in September and teachers gather materials that correspond with students' interests. Title III funds are used to purchase additional materials to ensure appropriate age and grade level materials are available. Books in classroom libraries are chosen based on "age appropriateness" for our students. In addition, content curriculum maps are being designed with appropriate modifications for ELLs. Teachers use QTEL strategies to scaffold instruction and promote academic language use.

16. Newcomers are tested and placed using LAB-R within 10 days of registration. These students are identified as proficient, advanced, intermediate, or beginner. These students are placed according to their levels of English proficiency into an appropriate ESL class. Parents have the option of a bilingual class if available at an alternate site. Each student and parent have a causal meeting with our Parent Coordinator, Mildred Reyes, to highlight special programs at I.S. 93 to help direct the families to academic support services such as Title III programs as well as to existing support services (e.g. Extended Day). Feeder schools visit I.S. 93 in May. At this orientation, students and parents are introduced to our Parent Coordinator who addresses individual needs (i.e. ELL concerns). In addition, an articulation team visits all feeder schools and gathers information on all students (including ELLs) to gain information about students prior to their entering so we can prepare ourselves on how to better assist them when they enter I.S. 93. Articulation forms provide extensive information regarding students' social, behavioral and academic needs. These articulation forms are analyzed by our own team during placement. A Parent Orientation meeting is also held in early September for parents to come and learn more about I.S. 93 and to meet about individual concerns.

17. At the current time, 8th Grade ELLs are offered 1-2 periods a week of Foreign Language (Spanish) instruction. Honors students are offered Spanish beginning in grade 6. Italian is also offered to a few classes.

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)?

D. Professional Development and Support for School Staff

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

1. IS 93 was once designated as a QTEL (Quality Teaching for English Learners) Demonstration Site. To date, approximately 40% of our teachers have completed QTEL Training. The Principal and three assistant principals also completed the QTEL institute. Seventy five percent of teachers who teach our ESL eligible students are QTEL trained. All new teachers and content teachers that teach classes with ELLs will be encouraged to attend trainings in the upcoming school year. QTEL professional development will continue in the 2011-2012 school year focusing on ways to build higher quality interactions among ELLs and to prepare lessons that reflect academic rigor and high expectations in all content areas.

All teachers of ESL students at I.S. 93 have engaged in in-house technology training. These teachers use Smartboard technology and the internet regularly to enhance instruction and make content more accessible to our ELLs. Currently all classrooms have accessible laptops attached to a school wide server.

The ESL department (the designated Assistant Principal and ESL Coordinator) designs, plans and delivers on-going professional development throughout the year. This PD is delivered monthly in the school calendar designated as Professional Development. The department members also collaborate with other subjects such as ELA and Social Studies to update the training that other subject area teachers receive in the respective subjects. Throughout the school year, teachers of ELLs receive coaching in scaffolding strategies, teaching ELLs in the content areas, accountable talk, and building literacy and academic language. Teachers also have opportunities to participate in inter-classroom visitations to develop teaching skills. Monthly meetings to support ELLs will continue and include inquiry team meetings to discuss data, AIT meetings, professional books studies, and workshops on topics such as unpacking the NYSESLAT and maximizing the use of dictionaries as a testing modification.

This year's PD plan for 2011-2012 is as follows (all teachers of ELLs are invited to attend):

September: data analysis (NYSESLAT and baselines)

October: Achieve 3000

November: Alignment of CCSS

December: Text Exemplars and SIFE/LTE modifications

January: book study title is Scaffolding the Academic Success of Adolescent English Language Learners by Aida Walqui and Leo van Lier

February: Video analysis

March: Construction of Meaning

April: NYSESLAT components

May: book study title is Preventing Long Term Els by Margarita Calderon and Liliana Minaya Rowe

June: analysis of growth

2. In May, an articulation team visits with our feeder schools to gather information about students in order to be better prepared for their arrival to middle school. Our school's ELL guidance counselor attends these visits with a school supervisor and special education coordinator. Our school also assists incoming ELLs in the transition from elementary to middle school by opening our doors for an open house in September for students and families. Elementary students are invited to participate in a summer program with our middle school students. In order to support the ELLs transition from middle school to high school, the guidance department offers High School Open Houses, interschool visitations, information meetings, and small group counseling. Small group counseling consists of 4-6 students and focuses on the high school application process. Once a semester, guidance counselors speak with ELL classes/students regarding high schools and guides students through the application process. I.S. 93 works closely with ELL Network Support Specialists. Supervisors and teachers attend workshops facilitated by these specialists in order to help with maintaining a smooth transition from elementary to middle school as well as within grades in middle school. This year, we geographically housed our sixth graders in a separate wing of the building and provide them with a separate lunch period.

3. I.S.93 trains all staff to support ELLs. Teachers are invited to all meetings including training on using Achieve3000, Accelerated Math, unpacking the NYSESLAT and using data to guide instruction. Content teachers of ELLs are invited to participate in ESL department book studies and Professional Development Sessions offered by our ESL Network Specialists and/or ESL Department Coordinator. All

content teachers are also encouraged to attend courses in colleges which offer ESL or Bilingual extensions. A binder is kept in the ESL office noting courses taken by teachers of ELLs. Courses include QTEL, and topics such as:

Brain Research: Keeping ELLS in Mind

Common Core Learning Standards for Mathematical Practices for ELLs

English Language Learners with Disabilities: Assessment, Placement and Parental Involvement

Facilitating Content Area Conversations with ELLs

ELL K-8 Literacy Conference

E. Parental Involvement

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

1. The Parent Coordinator conducts monthly meetings and/or workshops, providing translation when needed. ESL and computer classes are offered to parents at various times throughout the year.

A "Parent Library" will be available for parents in January 2012 every Saturday from 9:00 - 12:00 (supervised by our Parent Coordinator). Computers will also be available for use.

Targeted audience workshops for parents of students with disabilities and ELL's regarding the Common Core State Standards will be offered (organized through our Parent Coordinator).

The School Leadership Team meets montly. Members inform parents of CEP initiatives and activities.

The school's Principal conducts quarterly meetings with the PTA executive board and meets monthly with the Title I Parent Involvement Committee to discuss recommendations for how to use Title I Parent Involvement Funds.

I.S.93 now holds an annual meeting to inform parents of the school's participation in Title I, Part A programs and offers all parents the chance to participate on the Title I Parent Involvement Committee, which recommends to the SLT ways to use Title I funds (1% Set Aside) to promote parent involvement.

Translation equipment has been purchased using Title I funds (1% Set Aside) for meetings and translators are contracted as needed through Legal Interpretation Services.

ARIS training is also provided on a one to one level when requested (also through our Parent Coordinator).

Montly PTA meetings encourage parent participation in school events (i.e. fund raising, chaperoning school dances, etc.).

2. Our Beacon Program provides support for out ELLs every day after school and on Saturdays through workshops and fieldtrips.

We also have partnership with the Queens Public Library which is located right across the street from our school. The library offers our students tutoring and homework help every day from 3:00 - 6:00 p.m.

3. Parent Needs are determined by: Surveys, personal requests, meetings and through email. Our parent coordinator responds immediately via email and/or sets up necessary meetings (with translation) when requested. Surveys are analyzed by the SLT and school's Academic Leadership Team. Changes are made based on survey outcomes.

4. Many activities are directed to meet the needs of the parents. For example, English and computer classes are offered to assist parents in learning English in order to overcome language barriers and to help parents communicate better with our school community. Computer classes enable parents to stay connected with their child's progress through ARIS. As well, our parents can peruse our school's website for information. Workshops like gang awareness keep them informed of the colors and what to look for. PTA meetings include presentations from health clinics to inform parents of available health insurance regardless of their immigrant status.

High school workshops assist families in choosing the best High School. Depending on the needs they are oriented on a one to one basis.

We also maintain parent communication through the following:

- I.S. 93 website
- Backpack notices
- Monthly parent newsletter

- Student planners
- Parent Coordinator bulletin board
- PTA bulletin board
- SLT meetings
- High School Application Orientation
- Telephone Message System
- School sign (located in front of the building)

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)							8	14	17					39
Intermediate(I)							17	15	23					55
Advanced (A)							35	20	16					71
Total	0	0	0	0	0	0	60	49	56	0	0	0	0	165

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							2	4	3				
	I							9	4	10				
	A							35	21	20				
	P							26	28	20				
READING/ WRITING	B							1	14	10				
	I							15	16	23				
	A							23	19	9				
	P							33	12	22				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	23	26	4	0	53
7	17	28	1	0	46
8	19	27	4	0	50

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
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									0
5									0
6	16		34		8		4		62
7	14		24		14		4		56
8	13		19		26		4		62
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									0
8	11		22		16		3		52
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	1		1	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	1		1	
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language	8		8	
Other				
Other				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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)	13	9	5	12	41	23	17	19
Chinese Reading Test								

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

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

1. QRI-4 is used to determine reading levels (aside from our "beginner" ELLs). All of our ELLs assessed by QRI4 have scored between third and 7th grade. (The majority on 3rd, 4th and 5th). Beginner students are assessed with Achieve3000 which determines their lexile levels. The results range from pre-leveled to second grade for our beginner ELLs. Achieve3000 is offered in two languages - English and Spanish and measures lexile levels in Spanish as well. Our beginner ELL students are usually at the second or third grade reading levels. The LAB-R is also given in both Spanish and English to our newcomers. It provides us with initial data regarding early literacy skills in reading, writing, and listening. We place students in classes based on the results. The ALLD assesses literacy and mathematics for our newcomer SIFE students. We use these results to determine the grade level of our Spanish-speaking newcomers. We often find that SIFE students are pre-literate in their native language. Teachers use this data to differentiate instruction, to plan intervention for small groups and individual students.

2. As of Oct 26, 2011, Grade 6 had 3 beginners, 17 intermediate and 46 advanced ELLs. In grade 7, there were 10 beginners, 18 intermediates and 22 advanced ELLs. In grade 8 there were 18 beginners, 24 intermediates and 21 advanced ELLs. Most of our beginners are concentrated on 8th grade and advanced on 6th grade. Almost all our ELLs with exception of a few advance at least one level each year. Twenty percent of our ELLs became proficient last year, some of them came in as beginners the same year. Unfortunately, our ELLs have great difficulty on standardized tests and score in the lower percentiles.

3. Teachers use NYSESLAT modality patterns to guide instruction:

Speaking and Listening- Students need explicit instruction to develop their speaking and listening proficiency. Therefore, read alouds and shared reading experiences need to be a part of each instructional day. Students need to be encouraged and expected to engage in accountable discussions about content specific topics to develop oral fluency. Students should be given regular chances to listen to books on tape and respond to them orally. Students need to participate more in 1 to 1 conferences with teachers as well as in guided group instruction.

Reading and Writing- Students need to be given explicit instructional experiences that develop comprehension, fluency, phonics skills, and word recognition/vocabulary. Classroom libraries are offered in a wide range of independent reading selections in a variety of genre from reading levels ranging from emergent reader to fluent reader (based on Fountas and Pinnel A to Z leveling system). Students need to read independently every day. Students engage in guided reading and writing groups based on his or her reading and writing needs. Teachers need a wider collection of instructional texts and technology for whole class, small group, and individual instruction that develops reading fluency using indicators such as expression, phrasing, rate and accuracy.

4.

A. In grade six, 23 ELLs scored at performance level one on the ELA State Assessment and 16 scored at performance level one on the mathematics assessment. In grade seven, 17 students scored at level one on the ELA Assessment and 14 at level one on the mathematics assessment. In grade eight, 19 scored at level one in ELA and 13 at level one in mathematics. Results from the prior year showed that our ELL population had fewer students scoring at performance level one in mathematics and ELA. In ELA, our ELLs have struggled in the past but this year many more are scoring at performance level two. This is in part due to the increase in scale scores by the city. Unfortunately, few of our ELLs meet or exceed standards on standardized tests taken in English.

B. The ELL Periodic Assessment guides leadership in teacher training and guides teachers in making instructional decisions. The data is analyzed by the ESL Department at professional development and used to appropriately group students, as well as to provide targeted assistance. The school's academic leadership team also analyzes the data to make decisions based on greatest needs first. The cooperating ELL teacher will share periodic results with the content teacher. Class placement decisions are also made based on this data.

C. The first point would be that in-house Periodic Assessments used by the ELA department are not extremely useful to assess beginners. We know they are beginners and therefore expect poor results. Students who are Intermediates or Advanced are able to answer enough on the assessments to begin to create a better picture for us because we can more readily see where they need assistance or interventions. This pattern holds true for using softer data from Achieve3000 and other non-standardized assessments. The ELL Periodic Assessment provides us with more accurate data and proves a great predictive to the NYSESLAT scores.

The Periodic Assessments do provide the school with important data that guides instruction. Linguistic features as well as language modality results are analyzed and student language and literacy needs are determined. One intervention driven by the ELL Periodic data is our native language support. ELLs have more access to native language resources such as bilingual dictionaries and glossaries as well as bilingual libraries, technology, and native language independent reading books.

5. I.S. 93 no longer has a Dual Language Program.

6. The success of the programs for ELLs is based on a variety of data including the NYSESLAT, State Math and ELA, Periodic Assessments, the ELE, and a wide variety of informal assessments. We use an ELL Inquiry team to study longitudinal progress of every ELL. This data compares not only the NYSESLAT and ELA scores but the percent gains in each of those tests. Along the way, Achieve3000 data is studied. We believe that having no holdovers is a positive measurement of success as well.

Additional Information

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

Part VI: LAP Assurances

School Name: I.S. 93		School DBN: 24Q093	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Edward Santos	Principal		11/21/11
Catherine Fratangelo	Assistant Principal		11/21/11
Mildred Reyes	Parent Coordinator		11/21/11
Dominika McPartland	ESL Teacher		11/21/11
	Parent		
Sharifa Cadogan	Teacher/Subject Area		11/21/11
Gloria Serna	Teacher/Subject Area		11/21/11
Paula Oliveri	Coach		11/21/11
	Coach		
Debby Hartz	Guidance Counselor		11/21/11
Diane Foley	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q093 **School Name:** Ridgewood Intermediate School

Cluster: 2 **Network:** 4

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.

The school uses several sources of data. We use the ATS Home Language report, feedback from parents (obtained via email or oral discussion at PTA, SLT or face to face meetings), as well as, anecdotal data obtained from parent surveys. Our Parent Coordinator is our point person for making arrangements for translations for Parent Information Night, Parent/Student award ceremonies and for School Assemblies that are held after regular school hours.

- The Principal, Parent Coordinator and Pupil Accounting Secretary review the Home Language Report from ATS (RHLA) to determine the languages spoken by the families of our students.
- Twice a year, Parent Surveys are given during Parent Teacher conferences. Several questions specifically address how the school communicates with parents.
- For new admits to the school, the pupil accounting secretary surveys the parent during registration to determine translation needs.

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.

- It was determined that thirty seven different languages are spoken by students of I.S. 93 and their families. Forty-one percent speak Spanish, two percent speak Arabic, four percent speak Chinese, and five percent speak Polish. Along with this data, the team also looked at the "softer" data from our surveys concerning the parents' perceptions of how I.S. 93 communicates with them regarding their children. These two forms guided our initiatives to support translation services.
- It was determined that several areas of translation were needed. It was determined that oral translation services were needed when incidents occur that require parents to come to school to discuss academic or discipline issues. It was also determined that parents wanted translations of documents that get sent home in the book bags of students with announcements and memos concerning a variety of topics from the school

such as parent conferences, PA meetings, monthly newsletters, etc.

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.

- NYCDOE translation services will be utilized when documents are deemed critical or sensitive. We will rely on the accuracy of this service for sensitive, timely or private information that requires the highest level of accuracy to the original documents.
- In-house staff such as our Spanish, Arabic, Chinese, and Polish speaking persons will translate written documents, such as letters and the Parent Coordinator's monthly Parent Newsletter.
- The documents that are provided by the OELL are used to communicate the processes of ELLs regarding school procedures.

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.

- Translators (with appropriate transmission equipment) are used for after-school parent meetings such as Open School Night, PA meetings and other informational school meetings for parents. Parents wear the headphones and hear nearly instantaneous translations of the presentations. We have four channels and have offered Spanish, Polish, Arabic and Romanian.
- For the past three years, we have also offered sign language interpreters for Parent Teacher Conferences and school-wide activities (i.e. graduation).
- Title I translation and Tax Levy funds are used to pay for outside contractors during parent teacher conferences and workshops when needed.
- Guidance counselors, deans and the Parent Coordinator use the free NYCDOE phone conference translation service for parent conferences.
- In-house staff such as our Spanish, Arabic, Chinese, and Polish speaking persons translate oral person-to-person or phone conferences with parents on a regular basis.
- Outside contractors are used when in-house translation or the NYC DOE Translation Unit cannot meet the needs of the family.

- Teachers, deans and guidance counselors utilize the NYC DOE Translation Unit to communicate effectively with parents/guardians.
- This year, I.S. 93 will generate translated report cards through Student Transcript and Academic Recording System (STARS) in a few available languages.

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

The school provides a copy of the Bill of Parent Rights to each parent, whose primary language is a covered language or who requires language assistance. Extra copies of the translations can be found in our Parent Coordinator's and guidance offices suites. A sign in each of the covered languages is posted on the Parent Coordinator's bulletin board in the lobby of the school. A translation of the posting requirements of this section of the Chancellor's Regulation regarding this topic, is also posted on the bulletin board.

The School Safety Plan contains a provision and a procedure for parents in need of language assistance to be able to communicate with the administrative offices.

Also, our school's Parent Coordinator informs parents of translation options on the school's website.

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: I.S. 93	DBN: 24Q093
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 checked="" 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: 150
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 7
of certified ESL/Bilingual teachers: 4
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:

Based on the NYSESLAT, state ELA and mathematics examinations, interim results and on-going classroom assessments, our ELLs require supplemental academic support in the following areas: literacy development, academic language, oral reading proficiency and content instruction.

All ELLs are invited to attend a supplemental program and choose from the following:

1. Before school each Monday and Wednesday from 7:00 a.m. until 8:00 a.m.
2. After school from 3:00 p.m. to 4:00 p.m. on Monday and Wednesday.
3. Saturdays from 9:00 a.m. until 12:00 p.m.

The program begins the second week of November and ends at the end of April.

To the extent possible, students are grouped by sub-group (e.g., SIFE, LTE, ELLs with special needs and former ELLs) and grade level. The Saturday program will have two classes. Students spend 1.5 hours in ESL with a licensed ESL teacher and 1.5 hours in Mathematics classes with a teacher that teaches mathematics during the day and is completing a bilingual license program.

The morning and afternoon programs will have two classes each with licensed ESL teachers.

All classes are taught in English with native language support via bilingual dictionaries and native language libraries. Additional materials used to support English Language Learners are: Rosetta Stone, Brain Pop ESL, Study Island, native language libraries, dictionaries in multiple languages, Empire State NYSESLAT test preparation books, books on tape and leveled instructional texts for social studies and science.

This year, beginner class size for ELLs during the regular school day has been reduced. It is our hope to keep rosters at a maximum of 22 students per class. In addition, ESL service providers push-in a total of eight periods per week for beginner and intermediate ELLs and four periods per week for advanced ELLs. In addition, some ESL classes receive bilingual push-in services above the mandated units of service.

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:

With a large population of ELLs, we feel the need to support our teachers with on-going training. Our in-house ESL coordinator attends outside training and turn keys the information each month during a scheduled workshop (the last Friday of the month from 7:00 - 8:30 a.m.). All teachers of the Title III program attend. In addition, all teachers in the school that teach ELLs or former ELLs attend these workshops. All professional development opportunities from the Office of English Language Learners are shared via email with all staff. Common planning has been put into each teacher's program to ensure the sharing of best practices and to plan collaboratively. All teachers of ELLs participate in two book studies each year. An ELL Inquiry Team meets each week to analyze student work and determine reading and writing interventions for ELLs.

This year's PD plan for 2011-2012 is as follows:

September: data analysis (NYSESLAT and baselines)

October: Newcomer Orientation

November: Alignment of CCSS

December: Text exemplars and SIFE/LTE modifications

January: Book Study - Preventing Long-Term Els By: Margarita Calderon and Liliana Minaya Rowe

February: Video Analysis

March: Construction of Meaning

April: Vocabulary in the ELL classroom

May: Book Study - What's Different About Teaching Reading to Students Learning English? By: Dorothy Kauffman

June: Analysis of Growth

Part D: Parental Engagement Activities

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: We believe that parents of ELLs should play an active role in their child's education regardless of their language barrier. Use of the NYC DOE Translation Unit has been essential to maintaining contact with parents of varied languages. Below is a list of activities that I.S. 93 offers to ensure greater parent engagement in our school community:

The Parent Coordinator, Mildred Reyes, conducts monthly meetings and/or workshops, providing translation when needed. Notice of meetings are sent via a monthly newsletter as well as posted on our school's website.

ESL and computer classes are offered to parents at various times throughout the year.

A "Parent Library" is available for parents (via our Parent Coordinator). Computers are also available for use in our school's library.

Targeted audience workshops for parents of students with disabilities and ELL's regarding the Common Core State Standards will be offered (organized through our Parent Coordinator) throughout the year.

Translation equipment has been purchased for meetings and translators are contracted as needed through Legal Interpretation Services. This service is on-going (available during all PTA meetings, Parent Orientation Night and Parent-Teacher conferences).

ARIS training is also provided on a one-to-one level when requested (also through our Parent Coordinator).

Monthly PTA meetings encourage parent participation in school events (i.e. fund raising, chaperoning school dances, class trips, etc.).

Our Beacon Program provides support for out ELLs every day after school and on Saturdays through workshops and fieldtrips. Parents are invited to participate.

We also have a partnership with the Queens Public Library which is located right across the street from our school. The library offers our students tutoring and homework help every day from 3:00 - 6:00 p.m. Parents are encouraged to accompany their children.

Parent Needs are determined by: Surveys, personal requests, meetings and through email. Our parent coordinator responds immediately via email and/or sets up necessary meetings (with translation) when requested. Surveys are analyzed by the SLT and school's Academic Leadership Team. Changes are made based on survey outcomes.

Part D: Parental Engagement Activities

Many activities are directed to meet the needs of the parents. For example, English and computer classes are offered to assist parents in learning English in order to overcome language barriers and to help parents communicate better with our school community. Computer classes enable parents to stay connected with their child's progress through ARIS. As well, our parents can peruse our school's website for information. Workshops like gang awareness keep them informed of the colors and what to look for. PTA meetings include presentations from health clinics to inform parents of available health insurance regardless of their immigrant status.

High school workshops (given by our school guidance counselors) assist families in choosing the best High School. Depending on the needs they are oriented on a one to one basis (with translation when requested).

We also maintain parent communication through the following (with translation):

- I.S. 93 website
- Backpack notices
- Monthly parent newsletter
- Parent Coordinator bulletin board
- High School Application Orientation
- Telephone Message System

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

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