



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: COMMUNITY SCHOOLS 92

DBN 12X092

PRINCIPAL: MANUEL A ESTRELLA EMAIL: MESTRELLA@SCHOOLS.NYC.GOV

SUPERINTENDENT: MYRNA RODRIGUEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Manuel Estrella	*Principal or Designee	
Lisette Vazquez	*UFT Chapter Leader or Designee	
Theresa White	*PA/PTA President or Designated Co-President	
Denise Solero	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Vanessa Santana	Member/Teacher	
Cleyvis Rodriguez	Member/Teacher	
Beverly Anthony Robinson	Member/Teacher	
Nekia Williams	Member/Teacher	
Zenaida Labarca	Member/Teacher	
Mariluz Hernandez	Member/Parent	
Beth Neives	Member/Parent	
Yohanka Sicero	Member/Parent	

Jesennia Cherrez	Member/Parent	
Juyann Sierra	Member/Parent	
Inez Quinones	Member/Parent	
Charlene Olive	Member/Parent	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (**SQR**, ESCA, SCRA, & JIT), which will form the basis of your needs assessment. Include the page number of the report.
- Schools leaders should use the observational process to ensure that teachers are held accountable for incorporating all the developed under PD activities into their instructional delivery. (SQR Page 3, recommendation III., 2012)**

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.
_____ 2.2 School leader’s vision
_____ 2.3 Systems and structures for school development
_____ 2.4 School leader’s use of resources
_____√ 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2013, we will continue to improve teacher effectiveness for all our teachers using the four domains of the Danielson’s Framework, we will utilize the use of formative evaluations to observe note-take and provide effective feedback for teachers to improve the observational process as indicated in our SQR.

Instructional strategies/activities

Principals and Assistant principals will from 2012-2013 provide the following support:

1. *Use the four domains of the Charlotte Danielson’s Framework for Teaching as suggested by the DOE, as a research-based teaching framework tool, to articulate clear expectations for teacher practice and serve as the focus for teacher development and school wide improvement.*
2. *Engage in short, frequent cycles of classroom observation, collaborative examination of student work, and timely, specific, evidence-based feedback teachers can act on to increase the rigor and effectiveness of their instruction Teachers should receive feedback on student work on Common Core-aligned tasks and on successes and challenges related to reaching all students, including students with disabilities and English language learners.*
3. *Strengthen teacher capacity by providing high-quality feedback using low inference observations.*
4. *Provide professional development activities for teachers and leadership to continually improve upon the understanding and implementation of the Danielson Framework.*
5. *With the support of our Fordham Network teachers and staff will receive professional development in four identified areas of the Danielson Framework to support our instructional and curriculum goals.*
6. *With the support of school-based staff teachers will meet with grade supervisors and the principal to continually have conversations and provided with effective feedback regarding the framework.*

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-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).
- Set aside for CFN/PSO Fordham University- 40, 579 TL Network Support- Our Network support liaison will coordinate professional development, site visits and one to one teacher support to achieve this goal, as well as internal support from the administration.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: Priority School Monies

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).
 - Curriculum and staff development from Teachers College Title1 SWP includes 24 Staff development days, 3 Staff development Days with Carl Anderson, 30 Workshop Days, Principal membership, Specialty Group Memberships 2 Teachers, Assistant Principal Membership
 - Set aside for CFN/PSO Fordham University- 40, 579 TL Network Support
 - Title I Priority Focus monies were used for Expanded Learning Time services to meet the needs of our third grade students. Students in the third grade have consistently performed lower on state exams in ELA and Math. This data required us to take action to address this need by providing an after school program to support our state testing outcomes. The Achievers program was selected based on the model of its significant use of data and progress monitoring.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.
- Rubrics should be used as an integral tool in planning and assessing assignments. Teachers should participate in PD activities that model the use of rubrics to provide teacher feedback, peer feedback, and student self-assessment. School leaders should monitor student work and evaluate the quality of feedback that is provided to ensure that it helps students improve and move to the next level. (SQR Page 2, recommendation II., 2012)**

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.
_____ 4.2 Instructional Practices and strategies _____ 4.4 Classroom environment and culture
_____ 4.3 Comprehensive plans for teaching 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
To improve academic performance, students will show progress in their narrative, informational and in their opinion/argument writing. The intent of this goal is to focus our efforts on critical college and career ready skills at every grade level utilizing the common core learning standards and common core library bundles. Students in grades K-5, including students with disabilities and English Language learners, will be engaged in literacy and math tasks embedded in a rigorous curriculum unit aligned to the CCLS.
- *This city- wide expectation will support our focus in literacy and will support students to develop effective writing skills in narrative, information and opinion/argument writing.*
- *By June 2013, all students will be engaged in a rigorous embedded common core task in literacy and mathematics.*

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: *This goal is embedded with our Inquiry Work and supports our teacher development in creating highly effective teachers, this includes the following plan:*
 - (1) Teacher selects a high, medium and low writing sample from their own class.*
 - (2) Each teacher annotates the writing sample using his/her best judgment (first sample only)*
 - (3) The teacher re-annotates the writing samples using The Teacher's College Continuum of Narrative Writing/Non-narrative writing.*
 - (4) Teachers will meet to discuss student work and create pathways to improvement by creating next step opportunities for students.*
 - (5) The principal will establish enrichment Thursdays for creating a professional learning community that evaluates best practices and studies the common core standards for adaptation and implementation.*
 - (6) Teachers will meet after school to work on effective common core practices to improve instruction and planning.*
 - 1. Each teacher will establish a binder with samples of annotated student work and next steps.*
 - 2. Each teacher will complete a template for each child documenting the following information:*
 - 3. A summary of the child's performance on the assigned task based on rubric and conference notes.*
 - 4. The Level of Performance and Criterion (from the continuum or other set standards depending on the bundles rubric and common core standards)*

5. *The evidence that supports the identified level of performance.*
6. *The instructional next steps from the common core standards.*

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-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).
- Set aside for CFN/PSO Fordham University- TL Network Support- Our Network support liaison will coordinate professional development, site visits and one to one teacher support to achieve this goal, as well as internal support from the administration.

- We will continue our partnerships with the Helmsley Charitable Trust Experience Foundation Grant to support 1st-3rd grade students in literacy.
- We will participate in the Arts Achieve Project in partnership with NYCDOE's Office of Arts and Special Projects.
- Students in grades 3-5 will participate in a production of Beauty and the Beast to build upon opportunities for students to explore enrichment activities.
- We have created an uninterrupted reading block for the first two periods of the school day to address the low performance in ELA.
- We will continue our successful Partnership with Jumpstart Early Literacy Program for Pre-Kindergarten.
- Using Logs of Assistance, the supervisory team will see evidence of an increased use of strategies learned as observed through the short frequent observation cycles.
- Dual Language Grant- Estrellita Program
- Professional development agendas, sign in sheets, evaluation and/or reflection responses.
- Increased participation at School Leadership Team and SLT meetings as reflected in agendas and sign in sheets.
- Survey responses from staff indicating awareness and participation of all inquiry work instructional expectations for the 2012-2013 academic year.
- Survey results from the 2013 NYC School Survey
- Care for Teachers Grant Privately Funded
- Partnership with the Whitney Museum
- Partnership with The Book Pals Project- Free
- Reading A to Z
- School produces a Disney Production every year
- Creation of Student Council
- Purchased Jeff's Journey Bullying Program
- 4R's Curriculum for Social Responsibility
- Monthly Student Attendance Incentives for Parents and Students
- After School per session-Math Alignment of Common Core Standards
- Data Specialist work to improve school wide outcomes and increase Academic Expectations and rigor for all teachers and students

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-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).

- Tax Levy Fair Student Funding

- Universal Pre-Kindergarten
- TL Parent Coordinator
- TL P-Card Disney Supplies and Costumes, A to Z Registration, general instructional and school improvement supplies
- Title 1 -Priority Focus- Parent Engagement- The parent coordinator and PTA members will conduct workshops and provide resources for parents to support our priority status designation in our efforts to improve communication between parents about instruction and our shift to meet common core standards.
- Dual Language Grant- Estrellita Program NYCDOE- Title III LEP Dual Language CS 92 won a grant to create and sustain a Dual Language program starting in kindergarten till we reach capacity in fifth grade,
- The Helmsley Charitable Trust Experience Foundation Grant Title I SWP monies used to support program
- ARRA RTTT City Wide Instructional 1X Thursdays 3:15pm-5:15pm
- ARRA RTTT Data Specialist 1X Thursdays 3:00-5:00pm
- Set aside for CFN/PSO Fordham University- TL Network Support- Our Network support liaison will coordinate professional development, site visits and one to one teacher support to achieve this goal, as well as internal support from the administration.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT), which will form the basis of your needs assessment. Include the page number of the report.
- Based on The Learning Environment Survey results as reported on our Progress Report for the 2011-2012 academic year, CS 92 needs to improve upon our School Environment and our Community engagement with our families who attend CS 092.**

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment ___ 6.4 Partnerships and responsibility
___ 6.3 Reciprocal communication ___ 6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
- To improve our school environment as identified by parents and teachers in the 2011-2012 NYC School Survey and Environment component of the Progress Report. This goal is clearly define by how our school has scored in the last two years on our School Environment Survey. Simply put we need to identify, address and support parents who have addressed certain areas on the survey. By June 2013, the principal, parent coordinator, teachers and grade supervisors will meet, discuss and support teacher and parent concerns as identified on the School environment survey in this area of concern. Our continuous conversations with teachers and parents will support a positive increase on the NYC School survey and sustain collaborative efforts for school wide improvement

Strategies to increase parental involvement and engagement

- Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology through parent workshops and SLT meetings.
- 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. Parents will participate in SLT meetings, parent workshops, school open houses, Family Friday's and Parent Teacher Conferences.
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress through Grade generated Newsletters, School Calendars, and our schools new website in partnership with EChalk.
- Providing assistance to parents in understanding City, State and Federal standards and assessments; through parent workshops and teacher meetings and distribution of educational resources from the Chancellor's office.
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- Support of temporary housed families with supplies and uniforms

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-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 1 -Priority Focus- Parent Engagement- The parent coordinator and PTA members will conduct workshops and provide resources for parents to support our priority status designation in our efforts to improve communication between parents about instruction and our shift to meet common core standards.
 - Title 1- SWP Translations/ Interpretation for service to parents who are dominate Spanish speaking families
 - Children First Network Set aside for CFN/PSO Fordham University
 - Title 1 - SWP Temporary Housing Basic Emergency Supplies for supplies and uniforms
 - TL- NYSTL Software Monies were used to support new website(E-Chalk) to bridge communication with school activities and instructional initiatives
 - Set aside for CFN/PSO Fordham University- TL Network Support- Our Network support liaison will coordinate professional development, site visits and one to one teacher support to achieve this goal, as well as internal support from the administration.

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	Experience Corps Achievers Program Grade 3 intervention AIS grade 3 intervention ESL SETTS SGI- All Classroom Teachers Uninterrupted Reading Block Guided Reading Shared Reading Read Alouds	Push In/Pull Out Model One to One Small Group Small Group/ Pull Out Small Group/Push In/Pull Out Small Group/Pull Out Small Group M-W 8:00-10:30, TH-Fri 8:00-9:50 Small Group Whole Group Whole Group	School Day After-School School Day School Day School Day School Day School Day School Day School Day School Day School Day
Mathematics	SGI- All Classroom Teachers	Small Group	School Day
Science			

Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Response to Intervention School Based Support Bronx Lebanon Art Therapy /Counseling Conflict Resolution Peer Mediation Jeff's Journey Bullying Curriculum Positive Reinforcement Kindness Tree Good Sheppard Services	One To One One to One Small Group Small Group Whole Class One to One Family services	School Day School Day School Day School Day School Day School Day School day External Support

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

In order to attract Highly Qualified teachers, CS 92 will do the following:

1. Work with the Human Resource director to find and recruit candidates
2. Attend Job Fairs
3. Share with colleagues
4. Recruit from Universities around the NYC area
5. Use the Open Market system
6. Recruit from Teach for America and other recruitment affiliations with the Department of Education

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND 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, all 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
MAY 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader DebraMaldonado/ Margaret Struk	District 12	Borough Bronx	School Number 092
School Name Community School 92			

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

Principal Manuel Estrella	Assistant Principal Nilsa Schrader
Coach Marcella Jones	Coach type here
ESL Teacher Jerome Wise	Guidance Counselor Zaida GLass
Teacher/Subject Area Alex Mayancela-TBE Span.	Parent Iris Amaya
Teacher/Subject Area Rosa Montalvo-K Dual Lang.	Parent Coordinator Mildred Rodriquez
Related Service Provider Robert Trevino	Other type here
Network Leader Margaret Struk	Other type here

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	3	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	538	Total Number of ELLs	127	ELLs as share of total student population (%)	23.61%
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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. 

Community School 92 Bilingual Program conform to the New York State Part 154 guidelines, ASPIRA Consent Decree and the Chancellor's Regulations and the Language Allocation Policy principals and guidelines. C.S. 92 has three (2) Transitional Bilingual classes from grades one (3) to five (5) serving 133 students. We have two Transitional Bilingual Bridge Classes ; Grade Two and Three and a Grade Four and Five bridge class. This year 2012-13 we opened a Kindergarten Spanish/English Dual Language class. Our ESL program services students in grades k - 5 as a push in and pull out program. Students are service based on their LAB-R or NYSESLAT results.

The students in these programs are held to the same high standards as the monolingual students. English as A Second Language and Native language Arts are taught daily. The language of instruction is in Spanish and English. The instructional strategies the teachers implement are in alignment with the New York City, State and the English Language Arts Standards. These instructional strategies include test sophistication to prepare students for the city and state exams. The ELL teachers use the point of entry model, "to, with and by" to ensure student engagement, student productivity, and real world application. The CS92 Professional Development team continuously meets to disaggregate data provided by such assessments as: Spanish Running Records A-Z, English Teacher College Running Records ,Foundations Early Intervention Program, Estrellita Spanish Intervention Program as well as, New York City and State assessment to drive instruction.

C.S. 92 is a Pre K through grade 5 elementary school serving an ethnically diverse population of which 73.0% are Hispanic, 28% are African American, 0.2% are White / Alaskan Natives and Native Americans. English Language Learners placement is based on Home Language Survey Forms, an informal oral interview and LAB R Results. As part of Section 154, parents of students are continuously informed of the various activities and examinations through parent workshops, letters, and monthly school calendar in both English and Spanish.

At the beginning of each year a team consisting of the following member: Assistant Principal Bilingual Coordinator, Ms. Schrader, School Secretary, Gladys Ramirez, Bilingual Family Worker, Evelyn Rivera, Bilingual Parent Coordinator, Mildred Rodriquez, ESL Teacher, Jerome Wise, and SETTS Teacher, Roberto Trevino are provided with an Bilingual Registration Orientation Meeting, During this meeting the members of the team are provided with a description of the steps to initially identify students who may be ELLs. The following delineate the roles and responsibilities of each faculty member who will participate in the registration process:

1. School Safety Agent, J. Morel will give each parent a registration pass to the main office.
2. Maria Acosta, paraprofessional, checks their address and give parents information regarding their zone school. If they are zoned to our school she will give them a registration number.
3. I. Guerrero will check the CAP system to verify Special Education status.
4. M. Rodriquez, D. Solero, and E. Rivera will greet the parents/ guardians and explain the registration process.
 - a. They will check and make sure the parents have all documentation papers necessary for registration except the Home Language Survey.
5. Zoila Gutierrez, paraprofessional will make copies of the documentation papers and return them to back to Millie, Denise and

Evelyn.

6. R. Trevino (Translator), and J. Wise provide and review all Home Language Survey forms. If the home language is other than English or student's native language is other than English, they will conduct informal oral interview of students.

a. Keep a list of students who will need LAB R and assess within 10 days of admission to our school.

7. R. Trevino will check for any special needs students and I.E.P. and make his recommendations for placement as indicated on the I. E. P.

8. The Principal will review new entrance slips and assign students to their classes.

9. Gladys Ramirez will enter all registration information into A.T.S. Parents of newly enrolled ELL students are provided with an orientation session as they register in the auditorium and throughout the year, on the state standards, assessments, school expectations and general program requirements. They view the video, "Orientation for Parents" for English Language Learners which explains the three programs offered in New York City Public schools. During the school year our ESL teacher, conducts all registrations in the main office, this includes administering the Home Language Identification Survey. If he finds a child may be an ELL, he follows up with a student interview and informs the parent of his determination. It is only after the ESL teacher Mr. J Wise orally interviews the student that he determines whether he will administer the LAB-R. Based on the oral interview, the students is tested with the LAB-R if the student is not able to demonstrate command of the English language they are then assessed utilizing the Spanish LAB within 10 day of admission.

At the completion of the orientation parents of newly enrolled ELL complete a parent survey. The parents are informed of the New York City-wide three- (3) different Bilingual programs and parent choices.

After reviewing the Parent Survey Forms and Program Selection, the trend in program choices that parents have been requesting is as follows:

1. Parents whose Native Language is Spanish request their child enter our either the TB or ESL program. Currently, we are observing a new trend in which many parents of newly admittted ELLs are requesting ESL or Dual Language programs. Thus, we are researched and obtained a Dual Language Grant and opened a Kindergarten Spanish Dual Language classroom. Our plan is to continue to expand the Dual Language program from K to Grade 5.
2. Parents of new admits, whose native language is Spanish and are entering the New York City Public School system for the first time, request their child be placed in a Bilingual Program.
3. Parents of a transfer student, whose native language is Spanish and has had their child in a Bilingual Program, request their child continue their education in a Bilingual Program.

Thus, the programs in our school are aligned with parental request. Regardless, of the parent's choice whether it be Transitional Bilingual or ESL program selection the students who are determined to be ELLs are scheduled for the LAB-R and or Spanish LAB within ten days of admission to our school. In the lower grades Mr. J. Wise, ESL teacher administers the LAB-R and or Spanish LAB in the upper grades such as three, four and five; the classroom teacher has been train to administer the LAB-R and submits the documentation to Mr. J. Wise for review and submission.

All ELLs identified in our Master list of Entitlement are administered the New York State English Language as a Second Language Arts Test(NYSESLAT). Each year during our monthly TBE meetings we review the entitlement list and testing procedures and protocols to ensure all students are tested. TBE classroom teachers and ESL teacher meet with the Testing Coordinator to receive Parent notification letters, teacher directions and on the day of the test, testing materials. The Testing and Bilingual Coordinator meet to review and check to ensure all students have been administered all sections of the NYSESLAT.

The ESL teacher Mr. J. Wise works collaboratively with Ms. Nilsa Schrader, Bilingual Coordinator and K-5 teachers to ensure that parents are constantly informed of their child's academic standing as a result of the LAB-R and NYSESLAT. Thus, Mr. J. Wise distributes the parent choice letters and program selection forms to the teachers before Parent Teacher Conference so that the teacher can meet with the parents and distribute the letters and get signatures.

Based on the LAB-R, Spanish LAB, and NYSESAT parent entitlement letters are distributed. The ESL teacher files the returned entitlement letters and parent surveys selection forms in his office. At the beginning of each year the parents receive notification letters of entitlement, continued entitlementor, if the students scored at the Proficiency level they receive the Non-Entitlement Transitional letter. All students who achieve proficiency are provided with two years of support services such as test modifications and admission to ELL Saturday Acadamey and AIS services.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	127	Newcomers (ELLs receiving service 0-3 years)	102	Special Education	9
SIFE	1	ELLs receiving service 4-6 years	25	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	26	1	0	4	0	0	0		0	30

ELLs by Subgroups										
	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	Total
Dual Language	11	0	0	0	0	0	0	0	0	11
ESL	65	0	8	21	0	0	0	0	1	86
Total	102	1	8	25	0	0	0	0	1	127
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

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	0	10	5	8	7								30
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	10	5	8	7	0	30						

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP
Spanish	10	12																	10	12
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other	1																		1	0
TOTAL	11	12	0	11	12															

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	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	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 10 Number of third language speakers: 1

Ethnic breakdown of EPs (Number):

African-American: 2 Asian: Hispanic/Latino: 10

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	14	19	5	15	14	7								74
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	1	0	2		3								7
Haitian														0
French		1	1		1									3
Korean														0
Punjabi														0
Polish														0
Albanian						0								0
Other	1	1		1		0								3
TOTAL	16	22	6	18	15	10	0	0	0	0	0	0	0	87

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

At C.S. 92 provide our students with a K Dual Language, Transitional Bilingual and English as a Second Language programs in grade K-5.. For our Free Standing ESL program we have one ESL and one Special Education ESL Teacher.

In the early grades Kindergarten and First, our model of instruction is focused on developing the native language using the 60/40 model. Here the teacher develops the students' native language, Spanish, builds confidence, self-esteem and pride for the native language. The content areas of Native Language Arts, Math, Science and Social Studies are taught in the students' native language, while Art, Music, Physical Education, and Technology are taught in English.

The 90 minute literacy block is utilized in Spanish to develop literacy and oral language skills. In the Early Childhood grades English literacy skills such as phonemic awareness, fluency, and word attack skills are introduced using the Waterford Early Intervention Program and ESL methodologies. . This is taught in our Early Childhood Intervention Technology lab where students utilize computers to develop literacy skills in English. In the early grades, the teachers utilized the classroom Spanish and English Library, Getting Ready of the N.Y.S.E.S.L.A.T, both Spanish and English Math books, center materials, manipulative, Spanish Phonic and Literacy Scott F books, maps and globes to teach the various disciplines. The students in these grades are assessed utilizing the Foundations Program and A-Z Spanish reading running records, Estrellita Spanish Literacy Intervention Program and Teachers College English running records as well as formal and informal teacher assessment in core curriculum areas such as Social Studies, Math and Science. In the NYSELSAT many of the students in K/ 1 score at the beginning and intermediate levels. However, utilizing the A- Z Spanish Literacy assessment program, the students achieve scores of intermediate and advance levels. Thus, the students tend to dominate the native language with more success and fluency.

In grades one – five the students are assessed using N.Y.S.E.S.L.A.T proficiency levels. Utilizing the results of this exam, the teachers differentiate instruction based on beginning, intermediate, and advance. For example, beginners in these grades receive 50% of their classroom instruction in English and the other 50 % is in Spanish. Whereas, students who score at the advanced level, are provided with 75% English instruction and 25% Spanish. In all instances teachers utilized ESL strategies and methodologies to develop literacy and math skills. Teachers are required to submit and post schedules which reflect the students' proficiency levels and units of instructions based on these competencies. Thus, insuring that students who scored at the beginning and intermediate levels on the N.Y.S.E.S.L.A.T exam receive 360 minutes and advanced students receive 180 minutes of ESL per week.

Students with Interrupted Formal Education (SIFE)

Students who have had interrupted formal education are assessed using the LAB-R. A parent conference is scheduled to provide an orientation session with the school parent coordinator. Here the parents are informed of our bilingual programs and the students are placed

A. Programming and Scheduling Information

accordingly. The SIFE students are provided with differentiated instruction based on their ability levels in their native language. The classroom teacher is responsible assessing and grouping the students for instruction. A certified bilingual teacher provides additional Native Language Arts and English Language Arts Instruction for these students. For all other content areas of instruction the classroom teacher is responsible for providing instruction on the grade level. The ESL teacher schedules the SIFE students and begins to teach them how to read and write English.

ELLs 4 to 6 years and Long Term ELL s

Students who are identified as long term Ells are offered Academic Intervention Services such as small group instruction and Saturday Extended Day Literacy and Mathematics Academy Classes to enhance academic and language competency. Here the students are provided with small group instruction in English. The language of instruction is based on the teachers' recommendations and the New York State English as a Second Language Achievement Test. Long term ELLs are still serviced by the ESL teacher and are offered extra intervention in our Reading and Math via the push in and for beginners pull out program.

ELLs identified as students with disabilities

These students are in self-contained Special Education class k-5 are serviced by the SETTS teacher and according to their I.E.P. mandates. The Special Education pull out service provider utilizes a various instructional strategies to differentiate modalities of instruction, such as role playing, books on tape, graphic organizers, phonemic awareness and basic literacy and math skills. The materials used also depends on the students instructional level, programs utilized are: Foundations, Wilson, Everyday Math, Times for Kids, NYS Science and Social Studies Scope and Sequence k-5, Common Core Standards, and Teachers College Reading and Writing strategies and rubrics. Flexible grouping is utilized by the service provider, Mr. Trevino, to ensure he see students on a daily basis in small groups. Via weekly grade meetings he is able to articulate with the classroom teachers and obtain additional information to align his support services with the classroom instruction. These students are also included and serviced via our newly developed ICT class, ASP, Saturday Academy School P and are included in all core curriculum instructional program via computers, music, art, drama, guidance, and special events such as plays, trips, and grade celebrations.

Those students who reach proficiency levels continue to be provided with support services for at least two years which include test accommodations such as double time and reading and re-reading of directions, for listening passage the passage is read orally three times. Former ELLs are listed in our school test modification listing so that they can be placed in a group of ELLs during testing and receive the same test accommodations as current ELLs.

ELL students are invited to participate in all school programs via consent slips. School funding is utilized to include ELLs in all curricular and extra curricular as such as: trips, plays, celebrations, AIS, Small Group Instruction, Saturday Academy and Summer School.

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:

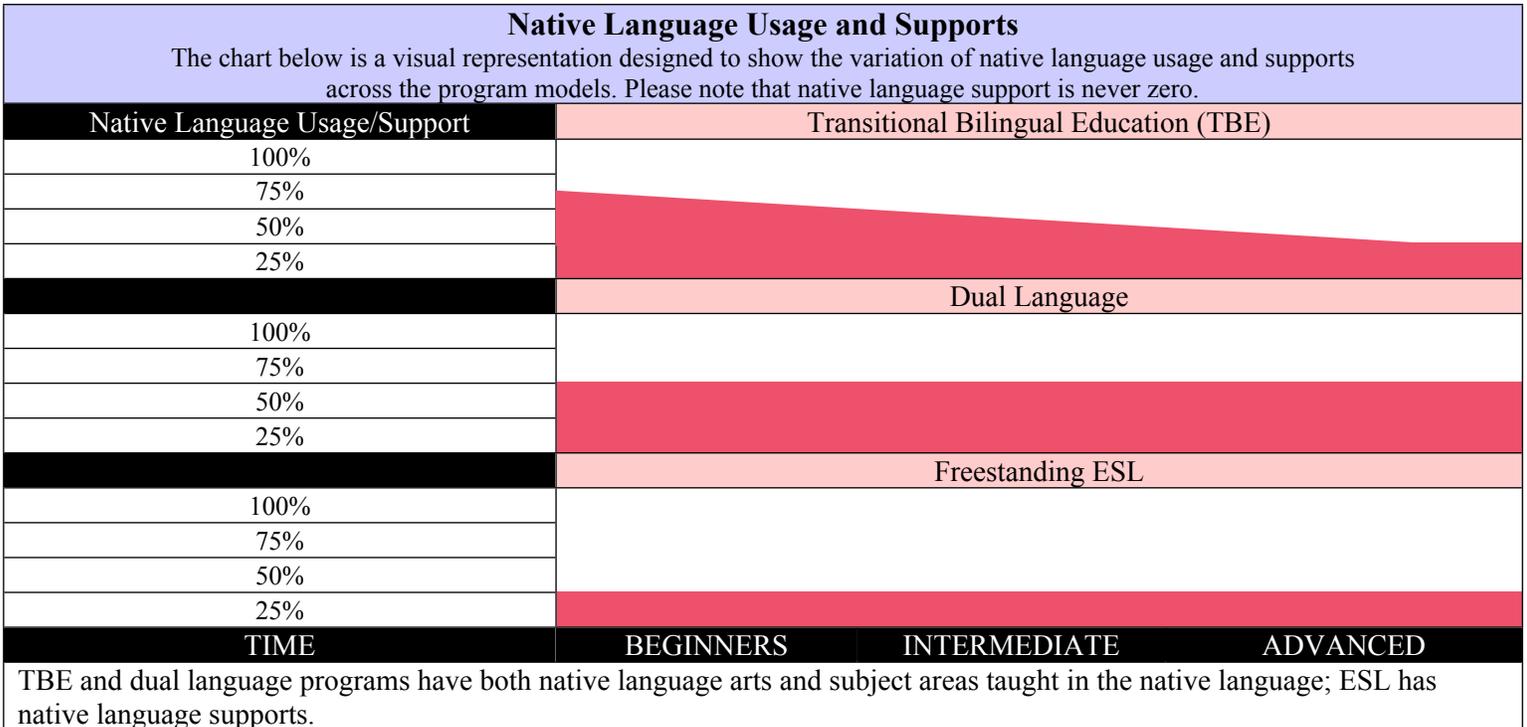
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

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



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?

The teachers use differentiated instruction to meet the needs of all the students. This is reflected in their daily planning and schedule. Students at all proficiency level receive Native Language Arts in content area. The Native Language Arts component continues to focus on the four language skills: listening, speaking, writing and reading. In this program teachers extend the balanced literacy period beyond the 90 minutes to 180 minutes per day. Thus, students are provided with 90 minutes of literacy on a daily basis in either Spanish or English. Utilizing English as Second Language methodologies, teachers integrate content area instruction to provide comprehension and ensure maximum reinforcement of concepts. Academic Intervention Services are available for all ELLs. Grades two thru five have four computers and one printer in each classroom. The computers are used on a daily based to enhance and support reading fluency and vocabulary acquisition. The program provides reading, listening and writing activities for students based on their ability using grade appropriate materials. Activities are designed to help students with specific comprehension-related skills, including understanding cause/effect, sequencing, making inferences, identifying the main ideas, recognizing facts from opinions, and career related articles. Core curriculum libraries are also available in the classroom in Spanish and English. Other core curriculum materials such as Everyday Math, Harcourt Science and Social Studies are provided for these grades in both languages. Supplemental materials include trade books, transparencies, visual aides, manipulative and books such as: Strategies for Achieve Reading Success, New York State Coach English Language Arts, Math, Science and Social Studies, Write It out Mastering Short and Extended Responses to Open Ended Questions, Measuring Up to the NYS Learning Standards Mathematics, and Getting Ready for NYSELSAT. Assessments for the ELLs students includes monthly Teachers College Running Records, ELL NYC Periodic Assessments in ELA and Math, Everyday Math monthly pre/post assessments, As the year progress the teacher utilizes various forms of assessment such as: New York City Predictive and Instructional Targeted Assessments in ELA and Math, and teacher unit exams, determine the language of proficiency level inclusive of the New York State English as a Second Language Arts examination. However, in the 1st and 2nd grade the students begin to move toward the 80:20 model. In this model the teacher continues literacy and content area instruction in the native language while building linguistically skills in English. The students are then assessed with Foundations Intervention Program, Teachers' College Running Record , A- Z Spanish early childhood literacy assessment, and NYSELSAT. As a result, students are grouped according to their proficiency levels beginning, intermediate, and advanced.

Presently, we are implementing Teachers College Lesson structures and QTEL mythologies such as: scaffolding instruction, Turn and talk, book talks, Spot and Jot, author's celebration and before, during and after reading actives. To increase parental involvement this year we have a new initiative called, Family Friday. During this time, parents are invited to come in during the literary block and participate in planned activities or share their cultural and family traditions.

Free Standing ESL Program

For parents who choose to have their children in general education classes and who have been determined eligible to receive ESL services we offer a Free Standing ESL program in grades K -5. In the Free Standing ESL program students receive ESL instruction according to their grade and NYSELSAT proficiency levels such as, the beginning, intermediate, and advance. Our school implements both the "Push-In and Pull-Out" model. Students who are newly admitted ELLs and who are assessed to be at the beginner levels are supported in class via the push in model and receive additional support via the push-out model. In English using ESL strategies and methodologies. In both instances the ESL teacher works collaboratively with the classroom teacher to support and enhance the instruction of ELL students. In the Freestanding ESL program students are taught various styles, strategies, and methods of learning English and how to put that learning to practice. The content area of instruction is in English using ESL strategies. ESL support toward building schema in each area of content-based instruction, through multiple academic vehicles, i.e. computer-based programs, hands-on learning, co-teaching practices,

The materials that are used are emphasizing English Language acquisition in all of the basic content-area.

With the ELL Success Grant Funding, we were able to purchase four computers and two printers for our ESL Lab room. Utilizing NYSESLAT and Teachers College Running Record results ELL students are assessed and work on their grade level core curriculum materials at their ability level. Some of the beginning level students use an internet program called Starfall.com which is another reading/phonics program. Others use some of the hands-on phonic awareness activity programs such as our Listen and Learn program from Lakeshore, then there's the Hooked-On Phonics program.

Some of the instructional materials in the content area as well as language materials are the Wilson Language reading program for grades 2nd and up, the Wilson Language Basics-Fundations program for grades K-2nd. We are using Everyday Math with emphasis on the math games, i.e. (Multiplication Baseball, Basketball Addition, variations forms of Top-It: subtraction, multiplication, domino, and coin). There's the game Angel Race too and many others. Students are encouraged to use the learning games like the game Zingo!, which helps build many different learning skills or the board game by Hooked-On phonics, Roll & Read. Then there's the interactive play from Lakeshore's Storytelling Kit which supports important oral language, story sequencing and early literacy skills. Students are also introduced to Hampton and Brown's English at Your Command! In an effort to meet the required CR part 154 ESL mandates, the ESL teacher will continue to provide services to ELLs in monolingual classroom via a pull out program.

To assess our ELLs in the Free Standing programs, the ESL teacher utilizes the classroom teacher's running records for the student's reading level, CORE Assessments Multiple Measures K-8th grade, as well as teacher made test. Comparatively speaking ELLs enrolled in our Transitional Bilingual programs traditionally score as better than monolingual students in our school both academically and in attendance.

Presently our school offers TBE and Free Standing ESL programs in which the students receive ESL support via the specific language electives via English.

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)?

For this academic year 2012-2013 we opened one 50/ 50 self contained Spanish Dual Language Kindergarten. Solano-Flores and Trumbull (2003) argue that new research and assessment practices need to be developed that include providing the same items in English and the native language, and that this will lead to more valid and reliable assessment outcomes. Therefore, we plan to teach the students both languages and content instruction.

Research has shown that students can acquire a second language much easier during their first years of language development. Providing our students with instruction in both English and Spanish will not only prepare them to compete in this ever-changing global society but also provide them with a sense of bilingual, biliterate, and multicultural education. Balanced with the need to make the second language more comprehensible is the necessity of providing stimulating language input (Kowal & Swain, 1997; Swain, 1987), particularly for the native speakers of each language (Valdés, 1997).

The students in our Dual Language program are held to the same high standards as the monolingual students in general education classes. The language of instruction for our program will be in Spanish and English. The instructional strategies the teachers implement will be aligned with the New York City, State and the English Language Learners Standards and Core Curriculum.

The teacher is highly qualified and certified in Bilingual Education curriculum and second language acquisition methodologies. The teacher is currently teaching literacy in the students' native language using the Estrellita Spanish Early Intervention program and English utilizing Teacher College Reading and Writing Workshop model. Thus, students are learning both languages Spanish and English sequentially.

D. Professional Development and Support for School Staff

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

The Assistant Principal, teachers and support staff in our school are selected to attend professional development days out of the building specifically pertaining to English Language Learners as offered by the Office of English Language Learners in NYC, Columbia University Teachers College Reading and Writing Workshop Model Calendar Days and our Fordham PSO network CFN 551.

These professional development opportunities are scheduled throughout the school year and include scheduling all ELL teachers to attend monthly meetings with the school Bilingual Coordinator, N. Schrader and E. Garcia (R-BERN consultant) to discuss data and strategies for meeting the needs of our ELLs. and sharing of best practices.

The ELL personnel also receive calendar days on the implementation and data interpretation of the NYSESLAT, Teachers College Running Records, ARIS data on standardized assessments and the Inquiry Process.

To support ELLs students in the transition from elementary to middle school the parent coordinator in conjunction with our Principal schedule meetings with the teachers on the selection process and middle school options. Assembly program are scheduled where students are informed and have an opportunity to ask questions about middle school. These sessions are also held in the classroom in Spanish by the classroom teacher so that the students can completely comprehend and ask questions. In addition, feeder schools also schedule orientation and recruitment visits to our school. Most importantly we share with our parents that they are welcome to come back to CS92 anytime and meet with our Parent Coordinator for ongoing support.

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?

At the beginning of each year our Parent Coordinator, Mildred Rodriguez, conducts a general parent meeting in which she shares our school goal and mission. During this initial parent meeting she distributes a Parent Survey which is utilized to determine parent need and develop parent workshop, professional development and elicit volunteers. Our parents of ELLs will participate in ongoing school activities. First and most importantly they are invited to attend our Parent Orientation Meeting. During this meeting they receive information about the ELL programs offered at CS92. Our Parent Coordinator, Millie Rodriguez, is very actively involved with all our parents and is able to translate during our meetings and special events. She encourages our parents to become Learning Learners and collaborates with our neighboring schools in the recruitment and facilitation of Parent Meetings and trips.

In addition, our School Social Worker, Mr. J. Negron, offers parent workshops as well in topics such as but not limited to the following: Teaching Limits, Confident Parenting, Getting Alone, Friendships. We also encourage our parents to attend the Parent Institute at the N.Y.S. Association of Bilingual Education Conference. This year we have expanded our Learning Leaders Parent training program due to the increase in parent participation. Participate in our Family Nite activities and New York Cares day. Parents will be provided opportunities to be actively involved in the establishment of school-based policies and recommendations by serving as members of the School Leadership Team.

- b. Parents are notified of ongoing events, workshops, and activities in a timely fashion through monthly calendars, reminders letters, flyers, e-mail when provided on by the parent, and a news bulletin board set up at the main entrance.
 - c. Workshops are provided in all curriculum areas.
 - d. Special workshops are directed to the parents of at risk students.
 - e. Parents are encouraged to participate in all events and seminars.
 - f. Recommendations are made to the parents on setting up a quiet area at home for their children to complete their assignments and to study.
 - g. In order to be cognizant of school policies and current events parents are encouraged to participate in our monthly P.A. meetings which are held in the evening hours of 6:00PM-7:30PM.
 - h. C.S. 92 will encourage the parents to share in their child's success reflects the parents diligence and commitment to education.
 - i. Parents are advised to attend Parent Teacher Conferences so that they will be mindful of their child's progress. A translator is provided.
 - j. Parents are asked review and sign their child's homework daily.
 - m. Parents are encouraged to participate in workshops within the neighboring school C.S.211, C.S. 300, C.S. 44 as a networking program between the schools.
 - n. Parents are provided with the Chancellor's Discipline Code.
 - o. Parents are encouraged to attend Workshops at Teacher College.
 - p. Parents will be given the opportunity to network with a Get to Know your Neighbors thought Saturday bingo.
- All parents receive a copy of the school Parent Compact and Parent Involvement Policy.

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)	30	11	11	13	5	5								75

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	2	10	10	4	7								33
Advanced (A)	0	1	2	5	7	9								24
Total	30	14	23	28	16	21	0	0	0	0	0	0	0	132

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	30	2	0	1	1	0							
	I	0	3	1	1	2	4							
	A	0	5	12	14	7	8							
	P	0	8	3	7	7	6							
READING/ WRITING	B	30	14	8	10	5	5							
	I	0	3	6	9	4	7							
	A	0	1	2	4	7	7							
	P	0	0	0	0	0	1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	7	7	0	0	14
5	8	6	3	0	17
6					0
7					0
8					0
NYSAA Bilingual Spe Ed				2	2

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	6		4		5				15
5	3		7		6				16
6									0
7									0
8									0
NYSAA Bilingual Spe Ed							2		2

NYS Science					
	Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4	3		6		6		2		17
8									0
NYSAA Bilingual Spe Ed							2		2

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	8	36	42	18				
Chinese Reading Test								

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

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

n the early grade literacy skills are assessed using Spanish A - Z Running Records. The information obtained from the Running Records allows teachers to group students for instruction.

The LAB- R reveals that new admits students are able to respond to the listen portion. However, in the Reading portion of the assessment they are unable to express comprehension and in Writing the trend follows that of the Reading. Whereas, their Speaking and Listen is limited to their conversation mode.

The New York State English as a Second Language Assessment is another useful tool we use to determine student instructional levels. Upon careful examination of the results in all four modalities, it is evident that the area most in need of improvement is the reading and writing. Observing the patterns most students reach the advance level by the end of second grade. This year(Spring 2011) we had an increase in the number of students who scored at theProficiency level beginning in grade two through five. While most students scored within the intermediate and advance level. Thus, we must continue to emphasize native language arts and writing skills so that the students can transfer the skills and knowledge to the second language, English. In compliance with the Language Allocation Policy, teachers and students continue to have access to instructional resources such as textbooks, classroom libraries, and computers. Students participate in a rigorous instructional program that is aligned to the mandated Native and English Language Arts Core Curriculum supported by a Comprehensive Approach to Balance literacy in Spanish and English. Throughout the grades, the use of the two languages is characterized by color coding print to distinguish the language of instruction, as evident in dual word walls, experience charts, and student displayed work. Field trips, project based learning, assemblies, and technology continues to be utilized to provide students with cultural, education, and language experiences. The use of supplemental resources such as: photographs, videos, art, audio cassettes, magazines and newspaper continue to be used to enhance instruction comprehension and language development.

Teachers continue to conference with students during the writer's workshop to discuss ways to improve the reading and writing connection. This includes increased opportunities for ELL students to use English for self expression and artistic creation, while simultaneously, exposing students to various multicultural artist and historical experiences.

With the use of grant writing our Drama teacher was able to provide our students with a Disney Grant and the ELL participated in the school production of "The Jungle Book". This year we are expanding the oral language and arts program to include two Broadway plays in which the ELL students will participate one in the fall entitled "Aladan" and in the spring "Williewanka and the Chocolate Factory". These oral language opportunities have also demonstrated an increase in our school attendance and discipline.

Regular formal and informal assessment in both languages continue to provide teachers with feedback to help tailor instruction for ELLs. Our on going systematic assessment collection of student data will continue to be discussed by the classroom teachers, cluster teachers, school leadership team to make collaborative decisions that drive instruction in alignment with the standards. In addition, teachers maintain authentic assessment in the form of accumulative portfolios for each child.

The following is an analysis of our English Language Learners in Mathematics:

Students in 4th Grade whom were our third grade students for the Spring of 2011 scored:

33% of the students scored a level 3 on the New York State Examination for the year 2011.

27% of the students scored a level 2 on the New York State Examination for the year 2011.

Thus, 40% of the students scored a level 1 and above on the NYS Examination which was a decrease in level ones by 7% and an increase in levels 3.

Students in 5th Grade, whom were our 4th grader in the Spring of 2011 scored:

38% of the students scored a level 3 on the New York State Examination for the year 2011.

44% of the students scored a level 2 on the New York State Examination for the year 2008.

Thus, 18% of the students scored a level 1 the NYS Examination demonstrating students scored increase in math surpass their literacy skills.

Thus, the implication for instruction for the ELL students is in to increase the Comprehensive Approach to Mathematics via differentiated, mental mathematics, increasing mathematical terms and phrases and problem solving skills to incorporate the Common Core Standards which require more model representation of mathematics. Secondly, increase professional development opportunities for teachers of ELLs via attending region, and citywide seminars and conferences. We will focus on be on project based learning to increase opportunities for our ELLs to go from the concrete to the abstract.

The following is an analysis of our English Language Learners in English Language Arts:

Students in 4th Grade

0% of the students scored a level 3 on the New York State Examination for the year 2011.

47% of the students scored a level 2 on the New York State Examination for the year 2011.

53% of the students scored a level 1 on the New York State Examinations for the year 2011.

Students in 5th Grade

18% of the students scored a level 3 on the New York State Examination for the year 2011.

35% of the students scored a level 2 on the New York State Examination for the year 2011.

47% of the students scored a level 1 on the New York State Examinations for the year 2011.

Thus, the aforementioned results indicate a great need for decreasing ELLs at level 1 students and increasing the amount of students in levels 3 and 4. This requires going beyond the early CR Part 154 requirements of identifying students and providing the recommended time for instruction in Spanish and English. It requires providing teachers with comprehensive knowledge of the best practices on the ESL methodologies via on going staff development. It requires differentiated instruction aligned to the students' NYSESLAT level. This year we changed the time from the pm to the am for our Small Group Instruction and are utilizing Teachers College Reading and Writing Workshop Model to increase student interest in reading and critical thinking skills. Teachers use data such as their individual conferencing notes to set goals for their students. We analyze the ELL periodic and predictive exams to provide specific feedback to students and providing instruction that address the students needs.

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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.

I

Part VI: LAP Assurances

School Name:			
<u>CS92</u>		School DBN: <u>12x092</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Manuel Estrella	Principal		11/1/11
Nilsa Schrader	Assistant Principal		11/1/11
Mildred Rodriquez	Parent Coordinator		1/1/01
Jerome Wise	ESL Teacher		1/1/01
Iris Amayo	Parent		1/1/01
Alex Mayancela , 5 th TBE	Teacher/Subject Area		1/1/01
Rosa Montalvo, 1/2 TBE	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Zaida Glass	Guidance Counselor		1/1/01
Margaret Struk	Network Leader		1/1/01
Lysette Vazquez 3/4 TBE	Other <u>Teacher</u>		1/1/01
	Other		1/1/01
	Other		1/1/01

School Name:

CS92

School DBN: 12x092

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 12X092 **School Name:** C.S. 92

Cluster: CFN 551 **Network:**

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.

Based on a review of the Home Language Survey Forms and School Leadership Team recommendations, in compliance with the No Child Left Behind and Child First Mandates, we find the need to request a Spanish Translator . The Spanish Translator is utilized during initial school entry interviews and applications, parent meetings, and to translate written documents such as but not limited to the following; monthly calendar, letters and flyers. Parent letters and notifications are translated and sent home in English and Spanish. For those parents of student whose native language is Arabic or Albanian, we utilize the Department of Education Telephone and Computer Translation service.

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

The Home Language Survey data indicates that 74% of our parent are Hispanic and a increased number 1.0% are of Arabic and Albanian. In September during our School-wide Open House and Parent Orientation sessions, the parents are informed of our ELL programs and translations services offered by C.S. 92 Assistant Principal, Parent Coordinator and Pupil Personnel Secretary. All notifications are translated from English to Spanish and are send home via Parent letters.

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.

In house by school staff Spanish Translator translates English documents into Spanish, thus, providing a parent – school connection which will improve their parent capacity to assist their children academically and in their social achievement. The items to be translated consist of, but will not be limited to, the following:

- o Parent Letters to communicate about academic programs and services offered in the school.
- o Open School Night Activities
- o Testing Dates and Preparation
- o Parent Workshops
- o Parent Surveys

The New York City Department of Education website will be utilized to access translations for parents and students who native language is Arabic and/ or Albanian.

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

Oral interpretation services are provided by our Spanish speaking Principal, Assistant Principal, Social Worker, and teachers. In the immediate need of translation for members of our school community whose native language is either Arabic or Albanian, we will utilize other speakers of the same language and the DOE Translation Phone Service Telephone:

Office for Family Engagement and Advocacy
Translation and Interpretation Unit
N.Y.C. Department of Education
45-18 Court Square - 2nd Floor
Long Island City, NY 11101
E-mail: translations@schools.nyc.gov
<http://www.nyc.gov/schools/offices/translation>

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>.

C.S. 92 conforms to the Section VII of the Regulations A-663 regarding parental notification requirements for translation and interpretation services as found in our Budget Plan for Translations/ Interpretation Plan 2011-2012.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Community School 92	DBN: 12X092
Cluster Leader: DebraMaldonado/ Margaret Skruk	Network Leader: Margaret Struk
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: Small Group
Instruction/intervention
Total # of ELLs to be served: 118
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 4
of content area teachers: 4

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:

Community School 92 Transitional Bilingual/ and English as a Second Language programs conforms to the New York State Part 154 guidelines, ASPIRA Consent Decree and the Chancellor's Regulations. CS92 has two (2) Spanish Transitional Bilingual classes from grades two to five and one Spanish/ English Dual Language Kindergarten class in total serving our 118 students. The number of certified teachers for the academic year 2012-2013 year is as follows : three TBE classroom teachers , one ESL teacher, an a Special Education SETTS teacher . The Bilingual and ESL programs housed at our school consist of the following:

a) K through grade five (5) utilizes a variety of visual and literacy strategies to promote acquisition of English and Spanish along with cultural diversity.

b) The program maintains and fully develops the students' primary language with grade appropriate level activities.

c) Within the various grades English Language Learners (ELL) receive instruction in English as a Second Language (ESL).

- The students in the program are held to the same high standards as the monolingual students. English as A Second Language and Native Language Arts are taught daily. The language of instruction is in Spanish and English. The instructional strategies the teachers implement are in alignment with the New York City, State and the English Language Learners Standards. These instructional strategies include test sophistication to prepare students for the city and state exams. The ELL teachers use the Teachers College Workshop model which consist of the following structures in all of their lesson: Teaching Point, Connect, Teach, model, demonstrate, active engagement and a whole group share out, to ensure student engagement, student productivity, and real world application. The C.S.92 Bilingual Education and ESL teachers meet - continuously to disaggregate data provided by such assessments as: Reading and Writing Teacher College Running Records and A-Z Spanish Running Records, Estrellita and Foundation, NYSESLAT, ELE, ELL Periodic Assessment , and teacher assessments to drive instruction.

The Title III Supplemental funds are utilized to service ELL students at risk. The students are identified based on their LAB R and NYSESLAT exam results. The students are then categorized into subgroups such as beginners, intermediate and advanced and services are provided based on their scores and level of language development. For example, beginners and intermediate level students are serviced both in the push in and pull out model and received two units of ESL which equal 360 weekly minutes. Advance level students are serviced via the push in program and receive one unit of ESL which is equivalent to

Part B: Direct Instruction Supplemental Program Information

180 weekly minutes. Moreover, students are placed in subgroups to be serviced by their grade level and exam results.

Getting Reading for the NYSESLAT and Beyond is utilized for students in the beginning and intermediate levels, along with Foundation, phonic program, and Waterford Technology, early reading intervention, program. The ESL teacher articulates with the classroom teachers to plan instruction that supports the Core Curriculum and provide instruction at the students levels. Students in the advance level are provided with a push in model in which the ESL teacher utilized the classroom materials with ESL methodologies to scaffold instruction so that the ELL students can increase their language development and comprehension. Materials such as New York State Coach English Language Arts and Math books are utilized to supplement the Core Curriculum.

We also provide supplemental services via our Saturday Academy School Program and Small Group Instructional Intervention Program. This program services ELL students grades 3-5 for a duration of four hours per session for 11 weeks. Here the students are provided with small group instruction which focuses on oral language development (all four modalities), writing through literacy, and Math instruction. Based on the student need various hands on activities are utilized to ensure development of native language and scaffolding of instruction to increase English competencies. Both Teachers College and ESL methodologies are utilized to provide instruction to the students. Materials for the Saturday program include but are not limited to Getting Ready for the New York State English as a Second Language Test and Beyond, Use of Dictionaries in English and Spanish to support reading comprehension. Math materials will be utilized to support the day school curriculum and will focus on following directions, understanding sequence and developing critical thinking skills via Everyday Math Games.

The Small Group Instructional Program will provide supplemental instruction to students in our Early Childhood grades Kindergarten, and Grade One and Two. The ESL teacher will meet with the students two times a week for students who are identified as Beginners and Intermediate for 45 minutes. Here the focus will be to emerge students in thematic instruction using to develop and increase knowledge of academic vocabulary while reading non-fiction text via exposure to authentic literacy. For mathematics language support will be provided via read alouds and using math in real life situations via fun activities to support reading and math skills.

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

Part C: Professional Development

Begin description here: All bilingual and monolingual teachers are scheduled to meet and discuss strategies during grade meetings, conferences and staff development sessions. On going professional development sessions provide teachers with time to plan both short and long term instruction goals. Content obligatory and content compatible language objectives include function, vocabulary and grammar language skills. After attending conferences and city wide seminars teachers exchange best practices such as second language acquisition theories and curriculum development and implementation. Effective practices which continue to be implemented include project based learning, scaffolding strategies, differentiated instruction, cooperative learning, graphic organizers including charts and diagrams. During our staff development sessions the following resources are used: LAP Guidelines, LAP Principles, Chancellor's Seven Recommendations, Implementation Recommendation IV (CARE), and New York State Regulations CR Part 154. In addition, . We will continue to use the LAB-R and NYSESLAT to group students and determine instructional alignment to the mandated ESL/ NLA and ELA standards. Students will have access to content area standards-based instructional materials in both languages, Spanish and English. Teachers, School Leadership Team members, and staff will use data to implement informed decision making and drive instruction.

Our school's goals for all ELL's is to develop student proficiency in both their first and second language, to implement a coherent Language Allocation Policy , to meet or exceed New York City and State Standards, and to develop academically bilingual/ bicultural students who can function in our ever changing global society.

Professional Development Activities for the 2012-2013 school years at CS92 will be continuous and on going through out the year. The staff will receive staff development not only during in-house monthly meeting provided by the Assistant Principal and the NYC Regional Bilingual ESL Resource network but also via opportunities offered by the New York City Office of English Language Learners, Teachers College Reading and Writing Project and Forhham University PSO.

The focus will be on the scientifically researched-based implementation of:

- Aligning Common Core standards to the NLA and ESL standards
- Balanced Mathematics
- The Principals of Learning
- ESL Methodologies to meet the needs of the ELLs both current , former and SIFE
- Common Core Standards Bundles in literacy and mathematics
- Data Based Differentiated Instruction

Also, teachers are provided with techenical assistance and professional development by NYC RBE-RN and Fordham University PSO both in individual and small group sessions.

Throughout the year the staff will continue to attend staff development sessions on second language learning, acquisition and techniques to improve relationships between the school community and home.

Part C: Professional Development

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:

Our Bilingual Coordinator, Nilsa Schrader (AP) ESL Teacher (Mr. Wise) and the Parent Coordinator, Millie Rodriguez, work collaboratively to provide parent activities that support our bilingual programs. The Parent Coordinator is very actively involved with all our parents and is able to translate during our meetings and special events. She encourages our parents to become Learning Learners and collaborates with our neighboring schools in the recruitment and facilitation of Parent Meetings and trips.

Parent workshops as well in topics such as but not limited to the following:

Teaching Limits, Confident Parenting, Getting Alone, Friendships.

We also encourage our parents to attend the Parent Institute at the N.Y.S. Association of Bilingual Education Conference. This year we have expanded our Learning Leaders Parent training program due to the increase in parent participation. Participate in our Family Nite activities and New York Cares day. Parents will be provided opportunities to be actively involved in the establishment of school-based policies and recommendations by serving as members of the School Leadership Team.

- Parents are notified of ongoing events, workshops, and activities in a timely fashion through monthly calendars, reminder letters, flyers, e-mail when provided on by the parent, and a news bulletin board set up at the main entrance.
- Workshops are provided in all curriculum areas, life skills, and career readiness.
- Special workshops are directed to the parents of at risk students.
- Parents are encouraged to participate in all events and seminars.
- Recommendations are made to the parents on setting up a quiet area at home for their children to complete their assignments and to study.
- In order to be cognizant of school policies and current events parents are encouraged to

Part D: Parental Engagement Activities

participate in our monthly P.A. meetings which are held in the evening hours of 6:00PM-7:30PM.

h. C.S, 92 will encourages the parents to share in their child’s success reflects the parents diligence and commitment to education.

i. Parents are advised to attend Parent Teacher Conferences so that they will be mindful of there child’s progress. A translator is provided.

j. Parents are asked review and sign there child’s homework daily.

m. Parent are encouraged to participate in workshops within the neighboring school C.S.211, C.S. 300, C.S. 44 as a networking program between the schools.

n. Parent are provided with the Chancellor’s Discipline Code in their language.

o. Parent are encouraged to attend Workshops at Teacher College.

p Parent will be given the opportunity to network with a Get to Know your Neighbors thought Saturday bingo.

All parents receive a copy of the school Parent Compact and Parent Involment Policy in September. Parent are also invited to attend the Title 1 Parent meeting and participate as active members of our PTA community.

Part E: Budget

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

Allocation Amount: \$

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

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.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		