



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**DBN (i.e. 01M001):** 20K192

**Principal:** LISET ISAAC

**Principal Email:** [LISAAC@SCHOOLS.NYC.GOV](mailto:LISAAC@SCHOOLS.NYC.GOV)

**Superintendent:** KARINA COSTANTINO

**Network Leader:** NEAL OPROMALLA

**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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Liset Isaac	*Principal or Designee	
Beverly Gold	*UFT Chapter Leader or Designee	
Ingrid Rojas	*PA/PTA President or Designated Co-President	
	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	
Lauren Behan	Member/ UFT Representative	
Valerie Carroll	Member/ UFT Representative	
Cathy Speziale	Member/ UFT Representative	
Marie Mohamed	Member/ Title I Representative, PTA Co-President	
Crystal Roman	Member/ PTA Vice President	
Elizabeth Vega	Member/ PTA Treasurer	
Nancy Sierra	Member/ Parent Representative	
	Member/	

\*\*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 which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### Annual Goal #1

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

By June 2014, 10-12% of Level 1 and Level 2 students in grades 4-8 (exclusive of Students with Disabilities and English Language Learners) will progress a minimum of one proficiency level as measured by the 2014 NY State ELA assessment.

### Comprehensive Needs Assessment

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

Based on the subgroup data of the 2013 NY State ELA exam 67% (112/166) students in grades 4-8 (exclusive of SWDs and ELLs) performed at Level 1 and 2. When looking at the breakdowns, 17% (28) of students scored a Level 1 and 51% (84) students scored a Level 2. After a careful analysis of the scale scores of our Level 2 students, it is noted that in grades 4, 5, and 7 there are approximately an even number of low and high Level 2's (27 low 2's and 24 high 2's in total). While in grade 6, over two-thirds (71%) of students are low 2's (15 students), and in grade 8, three-fourths (75%) of students are high 2's (9 students). Among these Level 1 students, 100% scored at the higher end of Level 1 range. Given this information, we need to further target these students and provide instruction to progress a minimum of one proficiency level, as well as providing additional ELA supports to raise their skills to be able to ideally perform at a level 3 on the NY State ELA exam.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

**Activity 1: Extended Day Program** – We are continuing the Extended Day Program with an early morning start which allows for small group instruction that is targeted to meet the needs of identified students. During this time, teachers provide specific literacy strategies for comprehension, vocabulary building, and additional writing practice. As part of our Extended Day work our middle school students are also receiving specific content area literacy intervention as part of our efforts to implement the instructional shifts of embedding literacy skills within students' content knowledge.

**Activity 2: Small Group Instruction** – Small group instruction will be strategically created to address students' short- and long-term learning goals that assist in the work of our students performing on standard in literacy. This work is accomplished through guided reading, strategy groups, and group conferences.

**Activity 3: Professional Development** – The school administration is utilizing Charlotte Danielson's Framework to develop teachers in the areas of planning, preparation, and instruction to prepare students for the challenge of the Common Core Standards. Teachers participate in on-going staff development both inside and outside of the school building provided by Columbia University Teachers College Reading and Writing Project as well as CFN 409's Literacy Staff Developer to ensure that we are preparing all of our students for the rigor of the new tasks they are facing. The Instructional Coach and Data Specialist are providing on-going professional development in planning, assessment and data analysis.

**Activity 4: ELA Level 1 and 2 After School Intervention** - This program will support Level 1 and 2 students in intensive small group strategy work to increase their performance in reading and writing.

**Activity 5: Academic Intervention Services** – To address the needs of students who performed below standard on the 2013 NY State ELA exam, intervention services will be provided to students in grades 3, 4, 5, and 6. The teachers will both push into classrooms during the ELA block and pull out small groups of students to provide additional support in the areas of reading comprehension and the writing process.

#### B. Key personnel and other resources used to implement each strategy/activity

**Activity 1: Extended Day Program** – All classroom and out-of-classroom teachers

**Activity 2: Small Group Instruction** – Classroom teachers, ESL teachers, AIS teacher, Speech Teachers,

**Activity 3: Professional Development** – All classroom teachers, Instructional Coach, Data Specialist, Teachers College Staff Developers, CFN 409 Literacy Staff Developer

**Activity 4: ELA After School Intervention** – Select teachers

**Activity 5: Academic Intervention Services** – AIS teachers

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

**Activity 1: Extended Day Program** – Progress during Extended Day will be evaluated through conference notes, pre- and post- On Demand assessments aligned with the ELA curriculum, formal and informal TCRWP running records, and ELA periodic assessments. These assessments will be monitored periodically to inform and drive our instruction during the Extended Day Program.

**Activity 2: Small Group Instruction** – The effectiveness of small group instruction will be evaluated through the process of conferring, observation, pre- and post- On Demand assessments, and formal and informal TCRWP running records. These assessments will be monitored to inform and drive our instruction during small group instruction.

**Activity 3: Professional Development** - The effectiveness of Professional Development will be evaluated through formal and informal observation conducted by school administrators as they follow up on strategies presented in the professional development workshops.

**Activity 4: ELA After School Intervention** - Over the course of the After-School Programs, the teachers will administer pre- and post-mock ELA exams to evaluate student progress and program effectiveness. Data from these assessments will be used to drive further instruction.

**Activity 5: Academic Intervention Services** – AIS will be evaluated through conference notes, formal and informal TCRWP running records, pre- and post- On Demand assessments aligned with the ELA curriculum, and ELA periodic assessments. These assessments will be monitored periodically to inform and drive our instruction provided through AIS.

**D. Timeline for implementation and completion including start and end dates**

**Activity 1: Extended Day Program** – Sept. 2013 – June 2014

**Activity 2: Small Group Instruction** – Sept. 2013 – June 2014

**Activity 3: Professional Development** - Sept. 2013 – June 2014

**Activity 4: ELA After School Intervention** – January 2014

**Activity 5: Academic Intervention Services** – Dec. 2013 – June, 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

**Activity 1: Extended Day Program** – SBO

**Activity 2: Small Group Instruction** – N/A

**Activity 3: Professional Development** – SBO, Title I

**Activity 4: ELA After School Intervention** – Per Session

**Activity 5: Academic Intervention Services** – N/A

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

In the fall, parents were notified that their child performed at a Level 1 or 2 on the 2013 NY State ELA exam. Parents were then invited to a workshop that provided an explanation of the instructional shifts in the Common Core Standards and guidance in how to read their child's individual data reports. Additionally, the workshop included an overview of supports implemented during the school day for their children as well as ideas for supporting their child at home. The workshop was translated into 5 languages to help increase our parental involvement. Additional opportunities for parents will be provided by the Parent Coordinator to assist in reading and understanding accountability systems such as the Annual School Report Card, Progress Report, and the Learning Environment Survey Report. The Parent Coordinator will be available to assist parents in viewing the progress of their children through the ARIS portal and/or Engrade. Assistance will also be offered in helping parents understand standards and assessments. She will also organize trips to places such as to Barnes and Noble to heighten literacy awareness. Teachers conduct Family Fun Nights focused on literacy in which students and their families engage in interactive read-alouds and other activities. Families attending these events receive numerous books to take home and enjoy with their children.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #2**

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

**Annual Goal #2**

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

By June, 2014 the percentage of Students with Disabilities (SWDs) and English Language Learners (ELLs) in grades 3-8 achieving proficiency (Level 3-4) in ELA will increase by 7-10% as measured by the 2014 New York State ELA assessment.

**Comprehensive Needs Assessment**

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

Based on the subgroup data from the 2012-2013 Progress Report, 0% of our Self-Contained, 2.6% of our Integrated Co-Teaching (ICT), and 0% Special Education Teacher Support Services (SETSS) students scored at performance levels 3 or 4. While we are aware that the scores across the city dropped as a result of the changes to the State Exam, the achievement of our students with disabilities needs continued attention. Currently our September 2013 Independent Reading Level school data indicates that 77.2% of our SWDs in grades 3-8 are reading below grade level. We recognize this as a major concern and establish this as an ongoing instructional focus.

Based on the performance of our English Language learners (ELLs) on the 2013 ELA exam, it was noted that only 1% of our ELL students in grades 3-8 performed on or above standard (Levels 3-4) as compared to 20.4% of all students tested in grades 3-8. One third (178) of our school's total population (619) is comprised of ELLs. Of these students 60% are in grades 3-8, with a breakdown of students at the following levels: 19% (19) beginner, 37% (38) intermediate, and 44% (45) advanced. Even more significant, only 9% (7) performed at level two, while 90% (69) of ELLs achieved a level 1. Stronger collaboration between ESL teachers and classroom teachers is required to better meet the needs of students. While a variety of strategies are being used and taught to our ELLs, many concepts are still not being mastered due to the material not being properly adapted to meet their needs.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

**Activity 1: Small Group Instruction** – All teachers in grades K-8 are providing differentiated instruction with ESL strategies and student feedback to accommodate the various levels of our ELLs and SWDs. During small group instruction, guided reading and strategy lessons are being implemented. Teachers are integrating technology (SMARTboards, iPads, SmartPens, iPods, laptops, etc.) in their daily lessons to address the learning modalities of the students in their classrooms. For beginner and intermediate ELLs, Imagine Learning (a technology based literacy program that supports foundational language learning for ELLs) is being used to support this work.

**Activity 2: Focused Inquiry Work** - Inquiry teams are involved in the cyclical task of analysis of student work and data to be used to drive instruction. As a result of this work, teachers will focus on working with our SWDs and ELLs to improve their learning by including Universal Design for Learning (UDL) supports during their ELA instruction. ELA curriculum units as well as strategic learning plans are customized to create long and short-term goals that address the needs of these targeted students.

**Activity 3: Professional Development** – The school administration is utilizing Charlotte Danielson's Framework to engage teachers in professional self-assessment and strengthened practice in the areas of planning for our diverse range of student needs and applying Universal Design for Learning (UDL) strategies. We continue to fully align our ELA units of study with the Common Core Standards, allowing for multiple entry points for our SWDs and ELLs. The Instructional Coach is providing on-going professional development in curriculum mapping with Atlas Rubicon and delivering the units of study to meet the needs of all students. Teachers participate in on-going staff development both inside and outside of the school building provided by Columbia University Teachers College Reading and Writing Project to ensure that we are preparing all students for the challenge of the tasks of the Common Core Standards. Additionally, the CFN 409 Special Education Staff Developer is providing continued support for the integrated co-teaching model and special education teachers focusing on new partnerships, intervisitations, and best practices. Grade 6 teachers are also attending a series of Goldmansour and Rutherford professional development workshops.

ELL Professional development for this year has been planned for both short-term and long-term professional learning experiences. Our ESL teachers, classroom teachers who have a significant number of ELLs in their rooms, and new teachers are working in house with a Network Staff Developer, focusing on the following: student-centered instruction, collaboration, ESL "Best Practices", and aligning ESL and ELA instruction. Additionally, ESL teachers are attending a series of workshops provided by the CFN 409 Network focusing on the SDAIE model (Specifically Designed Academic Instruction in English), collaborative vs. cooperative learning, connecting to previous learning, emphasizing vocabulary, and lesson planning with content and language objectives. ESL teachers will also attend workshops offered by the Office of English Language Learners (OELL) that focus on effective instructional strategies integrating language learning across the curriculum. As a way of fulfilling the mandated 7.5/10 hours of ESL professional development for new teachers, each new teacher is partnered with an experienced ESL teacher to mentor and turn-key ESL "best practices".

**Activity 4: After-School ESL Programs** - The after-school program is divided into two sessions. Session 1 is targeted for Newcomers to provide immediate instruction in acquiring the English language. The teachers will be utilizing Carolyn Graham's literacy program "Jazz Chants" and Scott Foresman's text "Accelerating English Language Learning". Session 2 consists of ELA and NYSESLAT test strategies for intermediate and advanced ELLs. The teachers will utilize Attanasio and Associates "Getting Ready for the NYSESLAT", Empire State NYSESLAT preparation materials, and exam samplers provided by the State.

**Activity 5: Extended Day Program** – We are continuing the Extended Day Program with an early morning start which allows for small group instruction that is targeted to meet the needs of identified students, specifically our ELLs and SWDs. During this time, teachers provide specific literacy strategies for comprehension, vocabulary building, and additional writing practice. Teachers are also utilizing supplemental resources from the Foundations Program (a phonological/phonemic awareness, phonics

and spelling program) and Imagine Learning (a technology based literacy program that supports foundational language learning for ELL students) during this time.

**B. Key personnel and other resources used to implement each strategy/activity**

**Activity 1: Small Group Instruction** – All special education and ESL teachers, general education teachers with SWDs and ELLs in their classrooms, special education service providers, paraprofessionals

**Activity 2: Focused Inquiry Work** – All special education and ESL teachers, general education teachers with SWDs and ELLs in their classroom, Speech Teachers, Instruction Coach, Data Specialist

**Activity 3: Professional Development** – All special education and ESL teachers, all classroom teachers working with SWDs and ELLs, Teachers College Staff Developers, CFN ESL Staff Developer

**Activity 4: After-School ESL Program** – Selected ESL teachers in collaboration with selected classroom teachers

**Activity 5: Extended Day Program** - All classroom and out-of-classroom teachers

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

**Activity 1: Small Group Instruction** – The effectiveness of small group instruction will be evaluated through the process of conferring, observation, pre- and post- On Demand assessments aligned with the ELA curriculum, and formal and informal TCRWP running records. These assessments will be monitored periodically to inform and drive our instruction during small group instruction.

**Activity 2: Focused Inquiry Work** – Effectiveness is shown through the progress of students meeting short and long-term goals that are strategically created during Inquiry Work. At the culmination of each unit, teachers reflect on the impact of the special education and ELL supports that were incorporated into the unit of study as they engage in the development of the following unit.

**Activity 3: Professional Development** – Formal and informal observations conducted by school administrators will be used to evaluate the effectiveness of Professional Development, as they follow up on the implementation and impact of strategies presented in the professional development workshops. Evidence of effectiveness will also be increased levels of collaboration among classroom teachers, Special Education teachers, and ESL teachers resulting in progress in student performance.

**Activity 4: After-School ESL Program** – Over the course of the After-School Programs, the teachers will administer pre-, mid-, and post-assessments to evaluate student progress and program effectiveness. Data from these assessments will be used to drive further instruction.

**Activity 5: Extended Day Program** – The impact of Extended Day will be evaluated through analysis of conference notes, pre- and post- On Demand assessments, formal and informal TCRWP running records, and ELA periodic assessments. These assessments will be monitored periodically to inform and drive our instruction during the Extended Day Program.

**D. Timeline for implementation and completion including start and end dates**

**Activity 1: Small Group Instruction** – Sept. 2013 – June 2014

**Activity 2: Focused Inquiry Work** – Sept. 2013 – June 2014

**Activity 3: Professional Development** – Sept. 2013 – June 2014

**Activity 4: After-School ESL Program** – December 2013 – February 2014 (Session 1) and March 2014 – May 2014 (Session 2)

**Activity 5: Extended Day Program** – Sept. 2013 – June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

**Activity 1: Small Group Instruction** – N/A

**Activity 2: Focused Inquiry Work** – SBO

**Activity 3: Professional Development** – SBO, Title I

**Activity 4: After-School ESL Program** – Per Session

**Activity 5: Extended Day Program** – SBO

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parent workshops will be conducted by our ESL staff to provide materials and training to assist the parents of our English Language Learners in working with their children to improve their achievement levels. The Parent Coordinator will assist in disseminating information about school and parent related programs, meetings, and other activities in the languages that parents can understand. Opportunities will be provided to parents to assist in reading and understanding accountability systems such as the Annual School Report Card, Progress Report, and the Learning Environment Survey Report. Assistance will be offered in helping parents understand standards and assessments. The Parent Coordinator will also be available to assist parents in viewing the progress of their children through the ARIS portal and/or Engrade. She will also organize trips to places such as to Barnes and Noble to heighten literacy awareness. Over the course of the year, teachers conduct family literacy nights in which students and their families engage in interactive read-alouds and other literacy-based activities. Families attending these events receive numerous books to take home

and enjoy with their children.

### ***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	X	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.								

### **Goal and Action Plan #3**

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

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

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

By June 2014, 10-12% of our "Lowest Third" of all tested students in grades 4-8 will increase at least one proficiency level on the 2014 NY State Math exam.

#### ***Comprehensive Needs Assessment***

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

Based on the "Lowest Third" subgroup data, most of our "Lowest Third" students in grades 4-8 (96 students) performed at a Level 1 on the 2013 NY State ELA exam. In grades 4, 5, and 6 100% of "Lowest Third" students scored at a Level 1; in grades 7 and 8 the majority (69% and 95% respectively) scored at a Level 1, while 31% and 5% of these students scored at a Level 2. Within this group 51% (49) are ELLs, 55% (53) are SWDs, 29% (28) are identified as both an ELL and a SWD, and 23% (22) of students are neither ELLs nor SWDs. Given that these students perform within the lowest third of our tested population, further support in mathematical instruction, specifically including ELL and UDL strategies, is needed to aid in raising students' proficiency levels.

#### ***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

##### **A. Strategies/activities that encompass the needs of identified subgroups**

**Activity 1: Extended Day Program** – We are continuing the Extended Day Program with an early morning start which allows for small group instruction that is targeted to meet the needs of identified students. During this time, teachers provide specific mathematical instruction in concepts, strategies, and skills, including multiple entry points for our ELLs and SWDs.

**Activity 2: Small Group Instruction** – Small group instruction will be strategically created to address students' short- and long-term learning goals that assist in the work of our students performing on standard in mathematics. In grades 3-5, teachers are using the GO Math curriculum which has explicit small grouping components imbedded in the program. During the practice portion of each lesson, students are divided into mastery groups and provided with lesson interventions, independent practice, and/or enrichment activities. In grades 6-8 teachers are using the Connected Mathematics 3 curriculum and provided skill-based small group instruction. Additionally, in the middle school, math teachers hold small group tutoring sessions during Math Lunch Clubs.

**Activity 3: Professional Development** – The school administration is utilizing Charlotte Danielson's Framework to develop teachers in the areas of planning, preparation, and instruction to prepare students for the challenge of the Common Core Standards. Teachers participate in on-going staff development both inside and outside of the school building. The CFN 409's Math Staff Developer works with grades 3-5 to provide ongoing GO Math curriculum support as well as instructional strategies to accommodate for ELLs and SWDs.

**Activity 4: Math Level 1 and 2 After School Intervention** - This program will serve to support Level 1 and 2 students in intensive strategy work to increase their performance in mathematics.

**Activity 5: Academic Intervention Services** – To address the needs of students who performed below standard on the 2013 NY State Math exam, a teacher will provide intervention services to students in grades 4, 5, and 6. The teacher will both push into classrooms during the math block and pull out small groups of students to provide additional support in the areas of math skills and concepts.

##### **B. Key personnel and other resources used to implement each strategy/activity**

**Activity 1: Extended Day Program** – All classroom and out-of-classroom teachers

**Activity 2: Small Group Instruction** – Classroom teachers, ESL teachers, AIS teacher, Speech Teachers,

**Activity 3: Professional Development** – All classroom teachers, Instructional Coach, Data Specialist, Teachers College Staff Developers, CFN 409 Literacy Staff Developer

**Activity 4: Math After School Intervention** – Select teachers

**Activity 5: Academic Intervention Services** – AIS teacher

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

**Activities 1, 2, and 5 (Extended Day Program, Small Group Instruction, and Academic Intervention Services)** – The impact of Extended Day will be evaluated through analysis of observation notes and checklists, pre- and post- unit assessments, quizzes and tests (teacher created and from the curriculum), performance assessment tasks, and math periodic assessments. These assessments will be monitored periodically to inform and drive our instruction during the Extended Day Program.

**Activity 3: Professional Development** - The effectiveness of Professional Development will be evaluated through formal and informal observation conducted by school administrators as they follow up on strategies presented in the professional development workshops.

**Activity 4: Math After School Intervention** - Over the course of the After-School Programs, the teachers will administer pre- and post-mock math exams to evaluate student progress and program effectiveness. Data from these assessments will be used to drive further instruction.

**D. Timeline for implementation and completion including start and end dates**

**Activity 1: Extended Day Program** – Sept. 2013 – June 2014

**Activity 2: Small Group Instruction** – Sept. 2013 – June 2014

**Activity 3: Professional Development** - Sept. 2013 – June 2014

**Activity 4: Math After School Intervention** – January 2014

**Activity 5: Academic Intervention Services** – Dec. 2013 – June, 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

**Activity 1: Extended Day Program** – SBO

**Activity 2: Small Group Instruction** – N/A

**Activity 3: Professional Development** – SBO, Title I

**Activity 4: Math After School Intervention** – Per Session

**Activity 5: Academic Intervention Services** – N/A

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

In the fall, parents were notified that their child performed at a Level 1 or 2 on the 2013 NY State Math exam. Parents were then invited to a workshop that provided an explanation of the instructional shifts in the Common Core Standards and guidance in how to read their child's individual data reports. Additionally, the workshop included an overview of supports implemented during the school day for their children as well as ideas for supporting their child at home. The workshop was translated into 5 languages to help increase our parental involvement. Additional opportunities for parents will be provided by the Parent Coordinator to assist in reading and understanding accountability systems such as the Annual School Report Card, Progress Report, and the Learning Environment Survey Report. Assistance will also be offered in helping parents understand standards and assessments. The Parent Coordinator will be available to assist parents in viewing the progress of their children through the ARIS portal and/or Engrade. Teachers conduct Family Fun Nights focused on mathematics in which students and their families engage in fun math activities.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1.

**B. Key personnel and other resources used to implement each strategy/activity**

1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**D. Timeline for implementation and completion including start and end dates**

1.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

Indicate using an "X" 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
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1.

**B. Key personnel and other resources used to implement each strategy/activity**

1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**D. Timeline for implementation and completion including start and end dates**

1.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

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## Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

### Description

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<p><b>ELA</b></p>	<p><b><u>Soar to Success:</u></b> A reading program for grades 3-8 that provides systematic, scaffolded instruction that uses reciprocal teaching and graphic organizers to develop comprehension strategies.</p> <p><b><u>Great Leaps:</u></b> A 1:1 reading program for students in K-8 that promotes fluency in letter sound and word recognition.</p> <p><b><u>Wilson Reading System:</u></b> A K-5 researched based multi-sensory reading program that provides systematic and explicit instruction in the areas of phonemic awareness, phonics, and word and syllable study, vocabulary, sight words, and fluency.</p> <p><b><u>Imagine Learning:</u></b> A K-5 technology based reading skills program that uses formative assessment and differentiated, individualized instruction for ESL students.</p> <p><b><u>Early Success:</u></b> A reading program for grades 1-2 that provides systematic, scaffolded instruction that supports phonemic awareness, phonics, reading fluency and decoding strategies.</p> <p><b><u>ELA AIS-</u></b> Small group instruction based on student needs to improve literacy skills with an emphasis on strategies</p> <p><b><u>Extended Day-</u></b> Small group instruction based on student needs to improve ELA skills</p>	<p><b><u>Soar to Success:</u></b> Small Group</p> <p><b><u>Great Leaps:</u></b> One-to-one</p> <p><b><u>Wilson Reading System:</u></b> Small Group</p> <p><b><u>Imagine Learning:</u></b> Individual</p> <p><b><u>Early Success:</u></b> Small Group</p> <p><b><u>ELA AIS-</u></b> Small Group</p> <p><b><u>Extended Day-</u></b> Small Group</p>	<p><b><u>Soar to Success:</u></b> During the school day.</p> <p><b><u>Great Leaps:</u></b> During the school day and Extended Day.</p> <p><b><u>Wilson Reading System:</u></b> During the school day and Extended Day.</p> <p><b><u>Imagine Learning:</u></b> Individual</p> <p><b><u>Early Success:</u></b> Extended Day</p> <p><b><u>ELA AIS-</u></b> During the school day.</p> <p><b><u>Extended Day-</u></b> Before school</p>

<p><b>Mathematics</b></p>	<p><b>Math AIS-</b> Small group instruction based on student needs to improve mathematical skills with an emphasis on strategies.</p> <p><b>Extended Day-</b> Small group instruction based on student needs to improve math skills.</p>	<p><b>Math AIS-</b>Small group</p> <p><b>Extended Day-</b> Small group</p>	<p><b>Math AIS-</b> During the school day</p> <p><b>Extended Day-</b> Before school</p>
<p><b>Science</b></p>	<p><b>Extended Day Science AIS-</b> Small group instruction that integrates ELA and science content area for students in middle school.</p>	<p><b>Extended Day Science AIS-</b> Small Group</p>	<p><b>Extended Day Science AIS-</b> Before the School Day</p>
<p><b>Social Studies</b></p>	<p><b>Extended Day Social Studies AIS-</b> Small group instruction that integrates ELA and Social Studies content area for students in middle school.</p>	<p><b>Extended Day Social Studies AIS-</b> Small Group</p>	<p><b>Extended Day Social Studies AIS-</b> Before the School Day</p>
<p><b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b></p>	<p><b>Crisis Intervention and Counseling –</b> Guidance Counselors and Social Workers meet with students to come up with behavior and attention management plans assisting students in their ability to focus on learning.</p>	<p><b>Crisis Intervention and Counseling –</b> Small Group</p>	<p><b>Crisis Intervention and Counseling –</b> During the school day</p>

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

As of last year, 100% of our teachers are Highly Qualified and teaching within their certification areas. In order to attract highly qualified teachers with beliefs that are aligned to our teaching philosophies, we will continue to update and maintain our school website and e-chalk. Interested teachers will be able to access the school's most current Annual School Report Card to gain a snapshot view of the school community. We will recruit new staff through colleges, universities, and recruitment events. Our substitute teachers will also be observed as a means to recruit. New teachers will be supported through the New Teacher Mentoring Program, the Instructional Coach, and Staff Developers from outside agencies, such as Columbia University Teachers College and CFN 409 Staff Developers. Teachers receive individual professional development to match their pedagogical needs.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

As the Common Core Standards and Charlotte Danielson's Framework for Teaching implementation continues, school faculty has attended various professional development sessions on how to improve their practice and align instruction to the new city-wide instructional expectations. The administration, instructional coach, data specialist, Teacher's College Staff Developers, along with CFN 409 Staff Developers (Literacy, Math, ELL, and Special Education) have provided in-house professional development sessions surrounding this work, including support for how to address the needs of all learners. New special education teachers attend monthly support workshops and the IEP teacher is part of a Network-led study group for IEP teachers. ESL teachers are attending the CFN 409 ELL Institute that takes place across the year. The principal attends monthly conferences provided by Teacher's College. School administrators attend CFN 409 Principal and Assistant Principal conferences throughout the school year.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet **the intent and purpose** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

There are a variety of ways that we use our funds to meet the intent and purpose programs. We provide services for our identified Students in Temporary Housing by having parents/guardians meet with the Parent Coordinator or Guidance Counselor to assist with any needs that the families may have such as referrals to outside agencies, supplies, or clothing. The Guidance Counselor also provides guidance/crisis intervention in small groups and one-on-one in addition to high school application advising. Additionally, the SAPIS Counselor provides Violence Prevention services in a variety of settings as well as leads in-class lessons about bullying and gun violence and provides crisis intervention and mediation in small groups. Concerns are identified through consultations with teachers. The SAPIS Counselor also leads community awareness initiatives such as "Respect for All Week" and "No Name Calling Week". As part of our Attendance Outreach efforts, with our truant students we follow up with the families to address these concerns. The pupil accounting secretary, in conjunction with the Attendance Teacher, monitors all students who have been absent for more than 10 days who are flagged on the U407 report. In the effort to provide early childhood pre-readiness skills we offer a full day Pre-Kindergarten program. Also, to meet the various language needs of our parents, as part of the Translation and Interpretation Program we utilize paraprofessionals both before and after school to provide translations during parent outreach initiatives. School Messenger is also used to reach out to parents.

## SWP Schools Only

### Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

A variety of measures are taken to help students transition into Kindergarten. Near the end of the school year, the Pre-Kindergarten Social Worker in conjunction with the Parent Coordinator offer a workshop titled "Transitioning to Kindergarten" that is held for the parents of Pre-K students and other parents enrolling their child in school for the first time. Information regarding academic expectations, daily routines, and social and behavioral expectations is discussed. Additionally, Pre-K students engage in a variety of activities to prepare them for the following year including touring the Kindergarten classrooms and practicing eating in the cafeteria. A packet of preparation activities is also sent home over the summer to reinforce letter/sound recognition, sight words, and name recognition. The Parent Coordinator provides information and assistance to parents regarding the application process and options for Kindergarten.

Once children arrive in Kindergarten at the beginning of the year, teachers are intentional about providing additional supports for students who are in the school setting for the first time. Student records are carefully compiled and reviewed as they are transferred from the Pre-K teachers to the Kindergarten teachers. Parents are invited to an Open House to learn more about academic expectations and the environment of Kindergarten classrooms. Especially at the beginning of the year, Kindergarten teachers incorporate more movement between activities over the course of the day, repetition of nursery rhymes and poems during shared reading to reinforce letters, oral language experiences for retelling stories, and the incorporation of manipulatives such as puppets for interaction.

### Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

During the summer, administrators met with a group of teachers who represented the teacher body to discuss assessment measures. They contributed their views and agreed that all teachers are collaboratively responsible for the growth of students who fall into the "Lowest Third" category. They decided to use the same local assessment measures as the previous years (TCRWP levels, spelling inventories, Periodic Assessments, etc.).

In continuing our implementation of Danielson's Framework for Teaching (Component 3D) teachers are receiving professional development in using assessment in instruction both formatively and summatively. Support for this work is provided through the Instructional Coach, Data Specialist, and Teacher's College Staff Developers. After each assessment is completed, the Data Specialist compiles and analyzes the data before turn-keying the outcomes to administrators and teachers.

## TA Schools Only

### Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

### TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).



## **The Magnet School for Math and Science Inquiry**

**PS/IS 192**

**4715 18<sup>th</sup> Avenue**

**Brooklyn, New York 11204**

**Phone: 718-633-3061**

**Fax: 718-871-8721**

Liset Isaac  
**Principal**

Leslie Pagliaro  
Amy Muscarelle  
**Assistant Principals**

### **Parent Involvement Policy (PIP)**

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

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

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

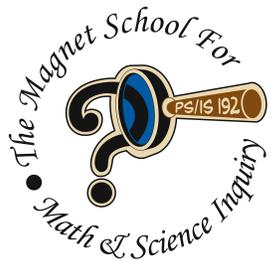
In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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



**The Magnet School for Math and Science Inquiry**

**PS/IS 192**

**4715 18<sup>th</sup> Avenue**

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**Phone: 718-633-3061**

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Liset Isaac  
**Principal**

Leslie Pagliaro  
Amy Muscarelle  
**Assistant**

**Principals**

**School-Parent Compact**

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

**I. School Responsibilities**

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers

*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 1<sup>st</sup> 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;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences, Open House, Family Fun Nights, and organizing trips to Barnes and Noble.

*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, Open House;

*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;
- informing parents that their child performed at a Level 1 or 2 on the 2013 NY State ELA and Math exams;
- providing an explanation of the instructional shifts in the Common Core Standards and guidance in how to read their child's individual data reports, an overview of supports implemented during the school day for their children, as well as ideas for supporting their child at home;
- conducting ESL workshops to provide materials and training to assist the parents of our English Language Learners in working with their children to improve their achievement levels;

## **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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District <b>20</b>	Borough <b>Brooklyn</b>	School Number <b>192</b>
School Name <b>Magnet Sch. for Math and Sci. Inquiry</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Liset Isaac</b>	Assistant Principal <b>Leslie Pagliaro</b>
Coach <b>Pam Mullin</b>	Coach
ESL Teacher <b>Hannah Rosenrauch</b>	Guidance Counselor
Teacher/Subject Area <b>Lauren Behan</b>	Parent <b>Marie Mohamed</b>
Teacher/Subject Area <b>Jennifer Vincente</b>	Parent Coordinator <b>Yolanda Fioriello</b>
Related Service Provider <b>Janine Kraljev</b>	Other
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>4</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>3</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>558</b>	Total number of ELLs	<b>178</b>	ELLs as share of total student population (%)	<b>31.90%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
Push-In	12	8	10	8	16	4	8	10	12	0	0	0	0	88
Pull-out	0	4	3	4	0	4	4	4	4	0	0	0	0	27
<b>Total</b>	<b>12</b>	<b>12</b>	<b>13</b>	<b>12</b>	<b>16</b>	<b>8</b>	<b>12</b>	<b>14</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>115</b>

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	178	Newcomers (ELLs receiving service 0-3 years)	125	ELL Students with Disabilities	54
SIFE	0	ELLs receiving service 4-6 years	32	Long-Term (completed 6+ years)	21

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	125	0	23	32	0	13	21	0	18	178
Total	125	0	23	32	0	13	21	0	18	178

Number of ELLs who have an alternate placement paraprofessional: 10

### 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
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

\*EP=English proficient student

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																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0

**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
<b>TOTAL</b>	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): 0      Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0      Asian: 0      Hispanic/Latino: 0  
 Native American: 0      White (Non-Hispanic/Latino): 0      Other: 0

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	14	14	12	9	9	10	7	7	6	0	0	0	0	88
Chinese	0	1	0	0	0	1	1	1	2	0	0	0	0	6
Russian	1	4	4	5	4	2	0	1	4	0	0	0	0	25
Bengali	0	0	1	1	0	0	0	0	1	0	0	0	0	3
Urdu	0	1	0	2	1	2	0	1	0	0	0	0	0	7
Arabic	0	2	0	1	0	0	0	1	0	0	0	0	0	4
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	9	4	5	4	6	3	5	2	7	0	0	0	0	45
<b>TOTAL</b>	24	26	22	22	20	18	13	13	20	0	0	0	0	178

## Part III: Assessment Analysis

### Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)	4	2	0	2	4	2	3	4	4	0	0	0	0	25

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)	6	11	5	8	8	5	4	5	8	0	0	0	0	60
Advanced (A)	14	9	17	10	8	10	5	4	8	0	0	0	0	85
Total	24	22	22	20	20	17	12	13	20	0	0	0	0	170

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	15	2	1	0	18
4	14	2	0	0	16
5	10	1	0	0	11
6	12	0	0	0	12
7	18	2	0	0	20
8	10	2	1	0	13
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	14	0	3	0	2	0	1	0	20
4	11	0	6	0	0	0	0	0	17
5	10	0	2	0	0	0	0	0	12
6	7	0	5	0	0	1	0	0	13
7	7	1	8	2	2	0	0	0	20
8	7	0	4	0	0	1	0	1	13
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	0	2	0	7	0	4	0	16
8	2	0	6	0	3	1	0	1	13
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	2	0	2
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math 0	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other 0	0	0	0	0
Other 0	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

**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 will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.

At P.S./I.S. 192, we use a variety of assessments to evaluate our students’ literacy progress and achievement. Once each quarter, literacy assessments from TCRWP are conducted. These assessments provide a profile of our ELL students’ strengths and weaknesses in literacy. These assessments evaluate letter/sound identification, word identification, and concepts of print (for the lower grades); additionally, differentiated spelling inventories (primary, elementary and upper grade) and running records are also administered. Running records measure students’ ability to decode and comprehend texts based on literal and inferential information. Running records are administered more frequently based on when teachers identify that students are ready to progress to higher reading levels. Teachers differentiate instruction based on the results of these assessments. Strengths and weaknesses are noted and flexible groups are formed for small group instruction.

Students’ writing abilities are assessed using “On Demand” writing tasks. These serve as pre-assessments for students’ writing in the areas of focus, organization and craft in the narrative genres and nonfiction. Individualized instruction and small groups are formed based on the analysis of the students’ writing. Then at the end of each unit, final writing pieces are collected and evaluated.

In addition, this year the school will also conduct baseline assessments at the beginning of the year in core content areas as part of our collection of Measures of Student Learning (MOSL). Reviewing this data provides direction for instruction and student grouping. At the end of the year, a final assessment will be administered to measure progress over the course of the year.

The ESL teachers also utilize these results to scaffold their instruction to meet student groups’ specific needs. During Inquiry Meetings, they discuss the assessment results to drive instruction for ELLs.

As of now, considering that it is still early in the school year, literacy assessments are in process and have not yet concluded. The results of these assessments are updated multiple times throughout the school year to drive instruction. Based on their June 2013 data, most ELLs fall below standard in their reading levels, particularly among beginner and intermediate ELLs. We took note of this, and will support them in moving up benchmark levels.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

When reviewing the NYSESLAT scores from 2013 we noted an increase of students reaching proficiency on the NYSESLAT (29 students from grades K-8). We also noticed steady movement across levels for the vast majority of our ELLs. Across the grades, we found that most of our ELLs scored at the advanced (50%) or intermediate (35%) levels of proficiency, with 15% of students scoring at the Beginner level. This is an improvement from the 2011-2012 LAP where most students fell at the intermediate level. The chart below shows overall movement from the Spring 2012 NYSESLAT to the Spring 2013 NYSESLAT. Overall most students either moved up levels (44%), in some cases two levels, or they stayed the same level (46%).

NYSESLAT SCORES - MOVEMENT from 2012 to 2013

Current Grade	Positive Growth	Same Level	Regression	Explanation*
2	76%	24%	0%	Significant positive movement from 2012 to 2013.
3	71%	24%	5%	Significant positive movement from 2013 to 2013.
4	32%	53%	16%	Most students stayed on the same level & some moved up.
5	29%	53%	18%	Most students stayed on the same level & some moved up.
6	61%	39%	0%	Most students moved up.
7	29%	59%	12%	Most students stayed on the same level & some moved up.
8	23%	61%	13%	Most students stayed on the same level & some moved up.
Average	44%	46%	10%	Most students either stay on the same level or move up.

\* Across the board we noticed that the majority of SWDs (58%) stayed on the same language level while 28% moved up.

On the LAB-R from Fall 2013, which pertains to our Kindergarteners and other newcomers, about half of students are advanced and the other half scored at the Beginner/Intermediate level. Most of the Beginner students consist of very recently arrived immigrants where as most of the Advanced students are born in the United States, but speak and understand a language other than English in the home, as indicated on their Home Language Survey.

Based on the data (2013 NYSESLAT and LAB-R) our focus will be pushing students up proficiency levels, and given that 50% of

our students fall at the advanced level, we will challenge them to become proficient. This is especially true for students in our upper grades (4-8), where the data shows that they have remained on the same level from one year to the next. Many of these ELLs are also students with disabilities, so we will have to work in greater collaboration with Special Education teachers to improve how we scaffold instruction.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

NYSESLAT modality information is not available at this time.

4. For each program, answer the following:
  - a. 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?

4a. After analyzing the data from the ELA exam we found that the vast majority of our ELLs are below standard or exhibit basic proficiency (Level 1 and 2). When ESL teachers push into the classroom during the reading and writing workshop as well as when students are pulled out for ESL, the focus will be on helping these students master the Common Core ELA standards in addition to meeting the ESL standards. We will emphasize helping them understand story elements and key vocabulary, collecting and interpreting data in nonfiction texts, making inferences, using schema, determining meaning of unfamiliar words through context clues, and using specific evidence from a text to back up claims, exploring multiple perspectives, and analyzing author's craft. These are competencies that are assessed throughout the state ELA exam and on in-house assessments.

After reviewing the NYS Math scores, we found that many of our ELLs are below standard and exhibit basic proficiency (Level 1 & 2). In order to help the ELLs perform on standard in math, the ESL teacher will incorporate math literature, manipulatives, vocabulary, and flash cards into the lesson. Word problems also prove to be more difficult for ELLs, especially newcomers, because they require a greater understanding of literacy and inferring mathematical verbal nuances. Therefore, we will work with students to decode word problems and identify important information with an emphasis on vocabulary and comprehension.

The data from the 2013 4th Grade Science Exam shows that more than half of our ELLs are in Level 3 and 4. On the 8th grade Science Exam, most students fell in the 2-3 range. However, only a very small number of students (16 and 13, respectively) took the test, so it is difficult to draw many meaningful conclusions about this data. ESL teachers and content area teachers will continue to make the content more accessible for ELLs by using ESL methodology and providing additional vocabulary support.

In addition, we have found that students who take content area tests written in their L1 or with oral translation score on Levels 2, 3, and 4. Most of these students are newcomers from the upper grades and are higher performing. All of the students that requested native language test already seem to have had a strong background in Math and Science in their native languages from their schooling in their home country.

4b-c. In 2012-2013 we administered the ELL Periodic Assessment only at the beginning year as a baseline. Multiple periodic assessments in Math and ELA were administered throughout the year. Teachers use the results from these assessments to drive instruction. The School Leadership team reviews the assessment data and considers how the results should influence instruction and programs. Results of assessments are discussed with classroom teachers to identify areas of need for their students. ESL teachers collaborate with classroom teachers for optimal academic growth according to the Common Core State Standards. From these results we can identify which students have the great potential of moving up levels of language proficiency and we challenge students accordingly. We also identify which students consistently show minimal improvement and consider innovative ways to motivate and challenge them. At the moment, Math Periodic Assessments are not provided in students' native languages.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

To provide ELLs with rigorous instruction, a strong Response to Intervention (RtI) model has been established at our school. When ELLs are targeted for needing additional support, the Response to Intervention framework is applied. It's important to refer to the RtI framework so that struggling ELLs aren't initially mislabeled as SWDs. However, if academic data reflects that students are not responding well to universal instructional practices (Tier 1), then small group targeted interventions are used to support the child (Tier 2). This occurs both in the classroom and from AIS intervention. Teachers refer to TCRWP data, periodic assessment data, and classroom observations and assessments to help evaluate a student's needs. If Tier 2 interventions are not sufficient, then intensive individual interventions are applied (Tier 3).

6. How do you make sure that a child's second language development is considered in instructional decisions?

ELLs' English development is regularly considered when making instructional decisions. Teachers take into account the child's competencies in relation to the language acquisition continuum, referring initially to their NYSESLAT levels. Then during instruction teachers provide multiple pathways for all students to engage with the content, for newcomers, intermediates, and advanced students alike. Particularly with newcomers, teachers utilize native language supports (when possible) and also partner them with more proficient students who speak the same language.

7. 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?

n/a

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our program both qualitatively and quantitatively. Qualitatively, we observe students informally and note their strengths and areas of growth academically. Through asking questions and discussion we monitor student understanding and progress (Danielson's Framework - 3b); this allows us to assess whether or not our program is effective and useful for students. Quantitatively, we analyze movement according to the NYSESLAT and ELL Predictives between the levels (beginner, intermediate, and advanced), also noting how many students exit the program. At the beginning of the year we also look at their State ELA and Math exam data and compare it to subsequent periodic assessments. Additionally, we engage in inquiry work, discussing students' progress on classroom assessments with classroom teachers. As part of our alignment process with the Common Core State Standards, all students, including ELLs, must complete ELA and Math performance tasks that embody the level of rigor present in the standards. This year, baseline assessments in all core content areas were also administered and these results for ELL students will be compared to final content area assessments in the spring. All this data is used to evaluate the success of our program for ELLs. We continue to reflect on our teaching (Danielson's Framework - 4a) to see how the ESL program can be revised and improved.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

At registration and throughout the school year, the Pupil Accounting Secretary notifies the ESL (English as a Second Language) Coordinator and teachers to interview the parents and student to determine the language(s) spoken in the home. Based on this determination, the ESL staff then administers the Home Language Survey which includes an informal oral interview with the parent and the student regarding the students' home language. This Home Language Survey is translated into nine languages. When additional translation is needed, we call on a staff member who is on the translation committee to assist with the process. These translators have been trained by the ESL staff to conduct the interview appropriately.

Based on the completed Home Language Survey, ESL staff determine whether or not the student is eligible to take the LAB-R (Language Assessment Battery - Revised). The results of this assessment determine a student's language proficiency, potentially qualifying them for state mandated services for ELLs. Students who speak Spanish and are eligible for ESL services per the LAB-R are also assessed through a Spanish LAB to determine language dominance. The Spanish LAB is administered only once at the time of initial enrollment. To maintain compliance, the Home Language Survey and the LAB-R are always completed within 10 days of the student first being enrolled.

Each spring ELLs are administered the NYSESLAT to determine English proficiency and eligibility for ESL services for the following school year. Students who become proficient based on this assessment exit the program. For students who were already enrolled and entitled to receive ESL in the previous year, we review their scores from the previous spring's NYSESLAT. These results dictate the number of periods of ESL services they will receive. To prepare students for the NYSESLAT exam, ESL

teachers use test preparation books during an after school NYSESLAT preparation program available to students at all levels and grades in the months preceding the administration of the exam. We also hold workshops for parents specific to the different testing bands in order to inform them about test structure and expectations, encouraging them to work with their children in all four modalities of language development. Parents are also informed of the testing dates and are provided an explanation of the test through an official letter produced by the Department of Education.

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.

Within ten days of a student being identified as an English Language Learner (ELL), as per the Home Language Survey and LAB-R, parents are invited to an orientation that provides information about programs for ELLs. At this orientation, parents are presented with a packet which includes a parent guide for ELLs in their native language and a parent survey program selection form. ESL teachers, along with translators, explain all three program choices: Transitional Bilingual Education (TBE), Dual Language, and Freestanding ESL. Available translators include L. Villatoro and Y. Fioriello (Spanish), S. Zapasner and V. Tackenko (Russian), P. Ip (Chinese), A. Sadeque (Urdu), A. Orfin (Polish). Parents also view a video presentation in their native language which explains the instructional programs that support the needs of their children and gives them the options of program choices for ELLs. If a parent selects a language program that is not currently available in the school (TBE or Dual Language), they are informed that they will be contacted via letter and/or phone when/if these programs become available at a later time. A copy of their program selection is kept on file with the ESL Coordinator and in their cumulative records. If the program they originally selected becomes available, they have the option to enroll their students in this type of language support program. For new students who arrive later in the year, individual orientations are provided in one-to-one meetings.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

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

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.

According to parent preferences, as shown on the Program Selection Form, we currently provide ESL services through the push-in/pull-out model of instruction. An explanation regarding how our program works is provided during the parent orientation meeting mentioned above. When parents opt for TBE, we explain that 15 students of the same language background in that grade or two consecutive grades are needed to form a Bilingual class. As soon as this becomes feasible, we will notify the parents of this option. If parents opt for a Dual Language program, they will be notified when one becomes available. When communicating with parents, we always provide interpreters when needed. We draw from our bilingual staff representing a variety of languages to meet the needs of parents. After the language program has been selected, the ESL Coordinator inputs ELL eligibility, parental choice, and program placement into the ELPC ATS screen within 20 days of enrollment.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

In preparation for the NYSESLAT exam, ESL teachers consult the testing calendar to identify the administration window for the exam. Testing dates are put on the school calendar to avoid potential scheduling conflicts. Based on the RLER ATS report, we confirm which students are eligible to take the NYSESLAT. We then generate a testing memo informing teachers of the dates of the test for the different modalities including the names of the students and teachers affected. Parents are also notified in a letter of the exam dates and are provided with an explanation of the NYSESLAT components and implications. Translations are provided when available.

When administering the Speaking section of the NYSESLAT, ESL teachers pull students one by one to administer the assessment. No student is tested by the teacher that provides them with their ESL services in order to remain accountable. Their speaking scores are initially recorded on the NYSESLAT speaking score sheet and are later transferred onto the writing grids.

When administering the Listening, Reading, and Writing sections we select three consecutive days for the exam. Classroom teachers and out-of-classroom teachers are trained to administer the exam (use of CDs for the Listening section for grades 3-8, K-2 administration, etc.). SWDs' testing modifications are followed as per their IEP mandates. Make-ups are conducted when necessary.

6. 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.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [i](#)

Consistently, when given the program choices, over 95% of our ELL parents have opted for a free-standing ESL program as the form of instruction for their children. Based on this trend, at P.S./I.S. 192, we provide an ESL program based on the push-in/pull-out model so as to align with parent preferences. If a parent opts for a TBE or Dual Language program, parents are informed at orientation that their Program Selection Form is kept on file until the required number of students for a TBE or Dual Language Program becomes available.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

We currently have four certified ESL teachers at P.S./I.S. 192: Hannah Rosenrauch (Coordinator), Leslie Villatoro, Alison Duff, and Brooke Mackin. Due to the overwhelming response by parents on the parent selection survey, we have implemented a freestanding ESL program which incorporates the push-in/pull-out model of instruction. Through the push-in model, the ESL teacher works with ELLs during content instruction in collaboration with the regular classroom teacher to provide language acquisition and vocabulary support while retaining content instructional time. Through the pull-out model, students are brought together from various classes for English acquisition focused instruction based on literacy and content topics. This allows us to engage ELLs through linguistically relevant literature and teach rigorously in the different content areas.

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

2. 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)?

Students in grades K-8 at the beginning and intermediate levels of English proficiency are developed by receiving 360 minutes of ESL instruction per week. Students at the advanced level receive 180 minutes of ESL instruction per week. Because these services are mandated, these time allotments are built into the students' schedules throughout the school day. ESL teachers deliver these services in small groups using the push-in/pull-out model of instruction. During push-in services, there are always two available teachers to work with students, with the ESL teacher collaborating within the content area to supplement with language support. All ELLs additionally receive 180 minutes of ELA instruction over the course of each week that is provided by their classroom teachers or the middle school ELA teachers.

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 foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

will support the classroom teacher to engage all ELLs in rigorous tasks, embedded in well-crafted instructional units.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

N/A

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We assess the students' abilities in the four language modalities through formal and informal assessments. Formal assessments include the ELL Periodic Assessments that are administered twice a year and the NYSESLAT in the spring. Informal assessments vary by modality. For speaking students participate in presentations, Readers Theater plays, and through general classroom discussions. For listening, students have to respond to questions during Interactive Read Alouds and students' ability to understand and respond to directions and questions during class. For reading, students are assessed using TCRWP running records and during guided reading. And finally for writing, students are assessed in their ability to respond to various short answer questions and in their ability to write narratives and essays across the genres. Assessments across the modalities are consistent with the expectations outlined in Charlotte Danielson's Framework.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6a. Currently, there is one new SIFE student in the building, and we acknowledge that more can always come. This student is in third grade and she only attended school for 3 months prior to coming here. Currently, the ESL teacher is working with her on basic literacy skills and school competencies. This includes teaching her the alphabet, basic vocabulary through repetition, modeling, use of visuals, etc. This has been brought to the attention of the classroom teacher so that the teacher can plan effectively for the student's success. We plan to also involve our Academic Intervention Services (AIS) personnel by offering small group literacy instruction to this student. Our school guidance counselor and psychologists are available for support in order to help this student make an easier transition to our school. Additionally, we will stress the need for SIFE students to attend after-school sessions as well as summer school. Furthermore, we will provide any future SIFE students with tutorial services during Extended Day to help them meet the rigorous academic standards.

6b. Currently over 70% of our ELLs (125 students) are labeled as newcomers (0-3 years of services). According to current research, it takes approximately 3-5 years for second language learners to acquire Basic Interpersonal Communication Skills (BICS) and 7-10 years to acquire Cognitive Academic Language Proficiency (CALP). During the 37 ½ minutes of extended time and during ESL instructional time, ESL teachers work with newcomers to strengthen their English language skills. Since newcomers are at the beginning level of English language acquisition we stress activation of prior knowledge, phonemic awareness, TPR, repetition, retelling, and vocabulary and utilize big books, songs, chants, and poetry. Students who are literate in their L1 are encouraged to respond in their native language until they acquire sufficient written English language skills. We also plan to offer an after-school program for our new immigrants. Research has also shown that newcomer programs help to support the adjustment of immigrant students to the language and schooling of their new country. Additionally, during after school programs we hope to utilize Imagine Learning, a technology based program which is a fully interactive, step-by-step language acquisition program that assesses students' current language abilities and provides activities that address areas of needed development.

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

6c. We currently have 32 ELLs (18%) who have received four to six years of ESL services. The ESL staff works collaboratively with the classroom and content area teachers to differentiate instruction. This allows us to evaluate the students' strengths and weaknesses and plan our lessons accordingly. As part of teacher best practices, we strive to ensure that all instruction is data driven and based on formal and informal assessments.

After analyzing the NYSESLAT and ELA scores from spring 2013 we found that most students struggle primarily with

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

6d. Currently, we have 21(12%) long term ELLs (more than 6 years of ESL services), many of whom are SWDs. The ESL teachers enhance their instruction with small group attention, guided reading, repetition, and graphic organizers. Most students in this category struggle primarily with reading and writing, therefore we focus instruction on learning through authentic literature contexts.

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

For some of our long-term ELLs who are also SWDs, we will initiate the ELAND procedure (English Language Acquisition Needs Determination.) While not common, in some cases a student classified as an ELL may have a disability that prevents him or her from reaching proficiency on the NYSESLAT even though the student no longer has English acquisition needs.

6e. Former ELLs who achieved proficiency in the last 1-2 years continue to receive the extended time accommodation on all state exams. Each year, we generate a list of students to whom this is applied and submit it to the testing coordinator. As needed, if students still demonstrate needs for continued language support, AIS services are provided to them.

7. 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?

We currently have 54 students with special needs; this makes up 30% of our overall ELL population. These students receive intensive interventions, monitoring for results during small group literacy instruction. Due to the fact that most of our special education students have not met the performance standards in reading or writing, we will continue assist these students in these modalities. The AIS and IEP teachers will use the Soar to Success Reading Program which provides systematic, scaffolded instruction that uses reciprocal teaching and graphic organizers to develop comprehension strategies. These teachers push-in and collaborate with classroom teachers to meet the needs of SWDs. They also use Foundations Phonics Program, and Wilson Reading Programs, which are multi-sensory reading, writing, and spelling programs using explicit systematic instruction. Great Leaps is another program used to support students. Teachers are constantly engaged in examining student work to better design and implement instruction that supports college and career readiness.

The ESL teacher will assist them with strategies for pre-writing, drafting, revising, editing, and publishing. This allows students to focus on one task at a time and receive feedback from conferences and peers. We found that our special needs students need additional assistance with the following strategies: organizing, paragraphing, sentence variety, order of ideas, spelling, grammar, and punctuation. During the reading workshop, we will form guided reading groups and focus on key vocabulary and reading comprehension. At all times, we strive to ensure that the materials with which students interact are grade level appropriate. This requires meaningful differentiation in order to maintain the rigor level of academic content.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

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

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

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

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

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

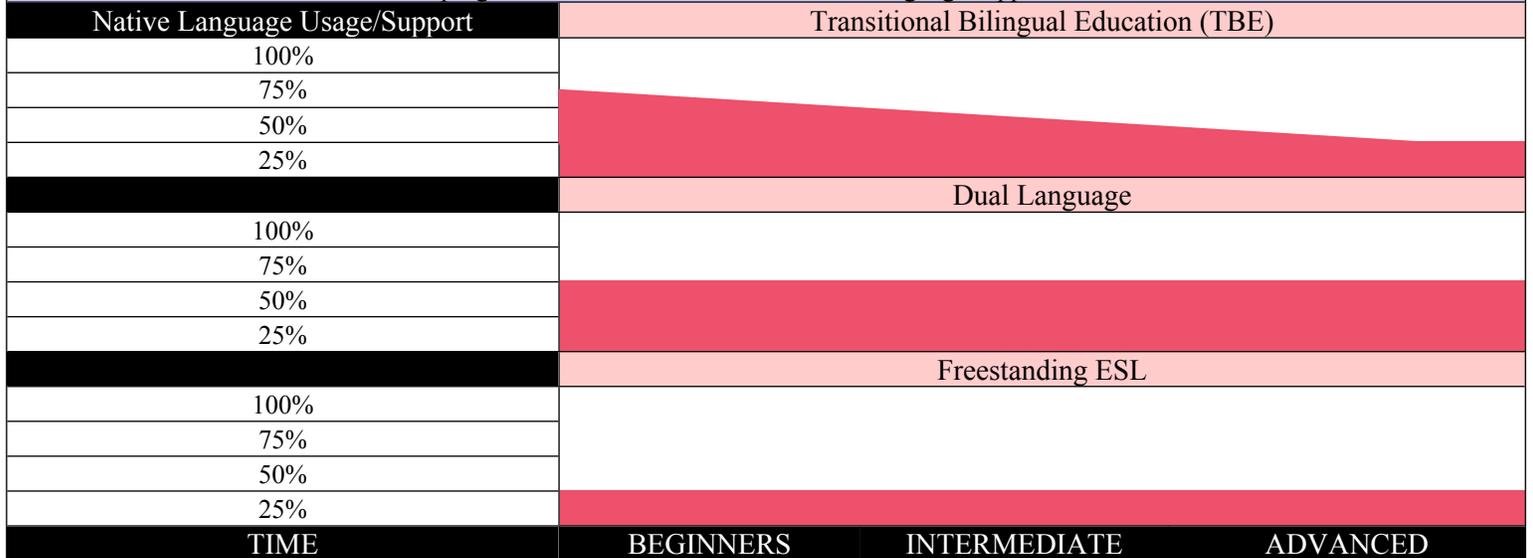
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. 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.

After reviewing the NYSESLAT, we target our Advanced ELLs who are close to achieving proficiency so that they are more likely to exit the ESL program. We also focus our work with newcomer ELLs because they need significant support in all four language modalities in order to catch up with their peers. Of course, we strive to provide meaningful language and academic support to students at all levels.

The IEP teacher and AIS teacher also push into classrooms and collaborate with classroom teachers to meet the needs of ELLs. At times they also pull students out to work in small groups. Depending on the content area, they provide specific assistance regarding new and reviewed content. They also use the Soar to Success Reading Program which provides systematic, scaffolded instruction that uses reciprocal teaching and graphic organizers to develop comprehension strategies. The classroom teachers use the Foundations Phonics Program, and Wilson Reading Programs, which are multi-sensory reading, writing, and spelling programs that use explicit systematic instruction for small groups. Additionally, the Great Leaps Program is also used to support students.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

ESL teachers provide classroom teachers with collaborative planning sheets on a weekly basis to ensure that we can apply ESL strategies to content instruction, making information more accessible for our students. Within content area instruction, such as math, ELA, science, and social studies, a heavy emphasis is put on vocabulary and comprehension drawn from authentic literature contexts. This way our ELLs receive rigorous instruction in content areas, enabling them to meet academic Common Core academic standards. Based on our recent data, students are moving up proficiency levels, and we now have more students at the advanced level and exiting ESL.

11. What new programs or improvements will be considered for the upcoming school year?

In an effort to be more aligned with the Common Core standards, new curricula have been purchased in Math for the elementary grades and ELA for the middle school. In the elementary grades, teachers are now using the Go Math! program. The program offers specific support for differentiation and intervention so that all students can achieve success. In the middle school, students are now using Scholastic's Code X program. Code X includes daily strategies and teacher modeling to support English language learners, struggling readers, students with learning disabilities, and advanced learners. We hope that these programs will increase the achievement of our ELLs supporting them to exit the ESL program.

12. What programs/services for ELLs will be discontinued and why?

We are discontinuing old curricula in math (Everyday Math) and ELA (Teacher's College Program in the Middle School) due to the increased expectations and rigor level of the Common Core Standards. In additions SONDAY, QAR Test Wise, and Quick Read are three other programs that are being discontinued due to staff reorganization and lack of funds.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are integrated into all levels of the curriculum at P.S./I.S.192. Students receive ELA, math, science, and social studies instruction across the grades. We offer programs in art, music, music and movement, physical education, and Engineering in the 21st Century, and Career readiness for our students. All teachers are considerate about the special needs of ELL students and ensure that their instruction provides multiple pathways for ELLs to engage in instruction and learning activities. Many extracurricular activities are made available to all students, such as ballroom dancing, CHAMPS character and sports program, football, technology, zumba, and recycling initiatives. Notification letters sent home regarding these programs are written in both English and Spanish. Additionally a translation stamp accompanies each letter to direct parents to contact the school with further questions. We hope to also offer test prep to our ELLs as an after school program for all major state exams, including the NYSESLAT exam.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Materials used for our ELL population include:

- Leveled and thematic classroom libraries including big books
- Bilingual and Native language libraries in the ESL classroom (Spanish, Russian, Urdu, Arabic, Polish, Bengali)
- Developmental Learning Materials (DLM) for language acquisition
- English and Bilingual dictionaries (Spanish, Russian, Arabic, Uzbek, Polish)
- Leapfrog Quantum pad - a multi-sensory program for language development , providing strategies to help students build

vocabulary

- Rigby's "On Our Way to English" – ESL language, literacy, and content curriculum set for grades K-5
- "Into English" for grades K-2
- "Avenues" – for newcomers in an after-school program
- "NYSESLAT and Beyond" by Attanasio and Associates – focusing on the four modalities to assist in test preparation for grades K-8
- "Jazz Chants: Fairy Tales" - for grades 3-6
- "Poetry Power" for ESL for grades K-3
- Readers Theatre for fluency and comprehension used across the grades
- Imagine Learning – technology based language acquisition program for grades K-8
- Instructional Books: Empire State–English Language Arts (2-6), Vocabulary Links (3 Levels), Journey into Reading (3 Levels), Phonics and Word Study (3 Levels)

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

At this time, we do not have any bilingual or dual language classes in the building. However, students who are literate in their L1 are encouraged to respond in their native language until they acquire sufficient written English language skills. Since literacy skills in L1 facilitate the development of L2 literacy, we encourage our classroom teachers to allow the use of L1 in all necessary and appropriate contexts, for example referring to common cognates. When possible, newcomers are paired with students who speak their native language and have a command of English. Additionally, we have bilingual picture dictionaries/books of the languages spoken in our school available in various languages located in the ESL classrooms. Classroom teachers have free access to utilize these resources for their ELL population. Classroom teachers with multilingual knowledge are encouraged to refer to other languages when students need additional direction.

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

Translation Support Websites

1. <http://www.freetranslation.com/>
2. <http://www.bing.com/translator>
3. <http://www.uzbek-dictionary.com/#changelanguage>
4. <http://translate.google.com/>
5. <http://www.wordreference.com>

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

We consult with the Pupil Accounting Secretary for a list of students who register in the spring through June for the following school year who might be eligible for language services. Once the students have been identified as ELLs, they are eligible for After School Programs that specifically target newcomers' needs. As new students continue to register over the course of the year, we provide foundational language support in the areas of phonics and vocabulary. These students are also included in Extended Day to receive additional support.

18. What language electives are offered to ELLs?

We offer Spanish as a foreign language to grades 7 and 8. ELLs have equal access to this language learning opportunity.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?

- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. ESL teachers and teachers with ELLs in their classrooms receive continued ESL specific professional development. They receive in-house training with the CFN 409 ESL Staff Developer (Doug Ricketts), focusing on the following: student-centered instruction, collaboration, and ESL "Best Practices". Additionally, ESL teachers are attending a series of workshops provided by CFN 409 focusing on the SDAIE model (Specifically Designed Academic Instruction in English), collaborative vs. cooperative learning, connecting to previous learning, emphasizing vocabulary, and lesson planning with content and language objectives (Oct. 31, Dec. 11, Feb. 13, March 20, May 21). ESL teachers will also attend and then turn-key workshops offered by the Office of English Language Learners (OELL) that focus on effective instructional strategies integrating language learning across the curriculum.

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

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

- Building Vocabulary for enhanced reading and writing
- Break down of NYSESLAT and student needs

2. As the Common Core Standards have been unrolled, staff members have attended several sessions regarding incorporating and utilizing the new standards to drive instruction. All additional meetings and professional development sessions that are attended by our ESL teachers will be turn-keyed to the rest of the ESL teaching team and then to the teachers with whom they work. The Department of Education provides a menu of workshops offered by the Office of English Language Learners (OELL). These workshops focus on effective instructional strategies integrating language learning across the curriculum as it is aligned with the Common Core Standards. We also encourage teachers working with ELLs to research and attend professional development sessions focusing on ELLs that are specific to their needs and concerns.

Facilitators from Teachers College provide in-house professional development for elementary grade teachers and ESL staff members. They demonstrate various strategies within the units of reading and writing to meet the challenge of the Common Core Standards, with specific attention on our ELL students engaging in rigorous learning. Debriefing sessions are held before and after lessons that they model in lab-site classrooms. Some sessions are focused directly on how to support ESL students within literacy development. Teachers also have the opportunity to attend workshops held at Teachers College to strengthen their understanding and implementation of the units of study in reading and writing. Additionally, last year we had two ESL consultants come into our classrooms for multiple sessions to support the ESL teachers in their instructional techniques. As an extension of this, teachers with large ELL populations in their classes would also benefit from this type of support.

3. We collaborate with teachers to help them become aware of students' backgrounds as they transition from one grade to the next. We all work together to ensure that students are comfortable in the new setting, for example by providing at least one other student in their class who speaks the same native language. To support staff members, we provide ample literacy resources for their low-level ELLs and in addition we turn-key "best practices" gleaned from professional development sessions attended by the ESL teachers. We also communicate with the school counselor about concerning issues. When 8th graders go through the process of applying for high school, our guidance counselors meet with students one-on-one to help them determine their best options. These students are also encouraged to attend high school orientations. When necessary, particularly for newcomers, interpreters are made available to help them understand their options. The guidance counselor also leads a parent workshop providing parents with information regarding the transition to high school and the application process. The School Consultation Team regularly meets and discusses teacher concerns, including the need for more time to collaborate between classroom and ESL teachers. An ESL teacher is a member of this team and she represents the needs of our ELLs.

4. As per Jose P. newly appointed teachers receive the mandated 7.5 hours of ELL training (10 hours for Special Education teachers) through various external or in-house sources. Over the course of the year, CNF 409 ESL Staff Developer (Doug Ricketts) regularly provides support for teachers working with ELLs, including new teachers. We also notify new teachers of relevant workshops that the Department of Education provides. These records are monitored and kept on file as part of the responsibilities of the principal and assistant principals.

## D. Parental Involvement

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

1. In order to encourage parental involvement, we invite parents to attend formal and informal events. The ESL team offers workshops to help parents know how to better support their children academically. We plan to lead parent sessions during the fall, winter and spring separated according to the lower grades (K-4) and upper grades (5-8). We intend to offer the following workshops.

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

Our school sends all official school correspondence in both English and Spanish, and other languages as needed. The translation stamp written in multiple languages is also printed on each letter home directing parents of other languages to reach out for more information if needed. We provide translation services during Parent-Teacher conferences by utilizing our Parent Coordinator and bilingual staff members. Throughout the school year, they host family night events such as arts and crafts, pajama night, and chorus and band assemblies to encourage fellowship and collaboration between our parents and school staff.

Our Parent Coordinator, in conjunction with Mattie Katz offers a variety of events for parent involvement.

- Book of the Month readings (Once a month)
- Lending Library (Tuesdays and Wednesdays)
- Seasonal Arts and Crafts Activities (Wednesdays)
- Educational Workshops (Wednesdays): information about discipline, behavior, health, nutrition, etc.

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

2. Based on our understanding of parent needs, our school has provided various venues of support for our students' parents such as UFT Educational Workshops, and Fire Department info-sessions (for safety workshops), Brooklyn Public Library, and the Housing Department (discussing tenants' rights), Office of Emergency Management, Botanical Gardens, Barnes and Noble, Urban Advantage (Middle School). During these sessions translators are provided to assist parents whenever possible utilizing our bilingual staff members.

3. We evaluate parents needs based on communication with the parent coordinator, conversations with our students, and through meeting with the parents at school meetings or programs. Parent teacher conferences also provide us with time to consult with the parents about student needs and their needs in general. Prior to these parent teacher conferences, a letter is sent home allowing the parents to indicate whether or not they will need a translator and in what language. We find that many of our parents are not proficient in English, so translation is necessary when communicating. The school takes the responsibility to find the necessary translators through the Translation and Interpretation Unit to make this communication possible.

4. Because many of our parents are not fluent in English, many workshops and events are held that help parents develop their English proficiency. Additionally, parents are provided with tools and strategies to support and challenge their children even when/if they do not speak the same language as the course work. Please refer to the list of other opportunities available to parents of ELLs listed in question 1 of this section.

## E. Additional Information

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

## Part VI: LAP Assurances

**School Name: PS/IS 192**

**School DBN: 20B192**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Liset Isaac	Principal		9/27/13
Leslie Pagliaro	Assistant Principal		9/27/13
Yolanda Fioriello	Parent Coordinator		9/27/13
Hannah Rosenrauch	ESL Teacher		9/27/13
Marie Mohamed	Parent		9/27/13
Lauren Behan	Teacher/Subject Area		9/27/13
Jennifer Vincente	Teacher/Subject Area		9/27/13
Pam Mullin	Coach		9/27/13
	Coach		
	Guidance Counselor		
	Network Leader		
Brooke Mackin	Other <u>ESL Teacher</u>		9/27/13
Janine Kraljev	Other <u>IEP Teacher</u>		9/27/13
Sindy Ocampo	Other <u>Psychologist</u>		9/27/13
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 20K192 School Name: Magnet Sch. for Math & Sci. Inquiry

Cluster: 4 Network: 409

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

### **Part A: Needs Assessment Findings**

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

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

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

At PS/IS 192, many students' families are English dominant, however many other languages are represented among our student body. Among our multilingual students, Spanish is the language that the majority speak. We also have a significant number of students originally from Uzbekistan who speak Uzbek, Tajik, or Russian. Other low-incidence languages include Urdu, Bengali, and Arabic, among others. This information is documented in the Comprehensive Educational Plan (CEP). Once the CEP (including the Language Allocation Policy) is completed, it is posted on the official school website and is available for the school community and the public to view. The Parent Coordinator in coordination with school teachers lead a workshop for parents helping them access and understand these school reports available on the website. Bulletin Boards near the entrance of the school and by the main office provide information about the opportunities for translation that are available. All written communication sent home is written in both English and Spanish and is accompanied by a multi-lingual stamp

informing parents that translation is available at the school upon request.

## Part B: Strategies and Activities

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

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

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

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

- Spanish: L. Villatoro, I. Morales, M. Ante, E. Valentine, D. Calabrese, S. Sanchez, J. Ugarte, N. Holub, V. Vivanco, S. Ocampo, A. Viguera,

D. Mejia-Linares, L. Isaac, L. Pagliaro, Y. Fioriello

- Russian: S. Zapasner, Y. Tkachenko
- Urdu: P. Mahmood, P. Akter, S. Ahmed
- Bengali: S. Ahmed, J. Islam
- Cantonese: P. Ip
- Arabic: S. Echaybi
- Hebrew: H. Rosenrauch

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

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

As per Section VII of Chancellor's Regulations of A-663, PS/IS 192 provides translation and interpretation services to all parents who require language assistance in order to communicate effectively with the school. For all programs, services, and information critical to students' education we will continue to use the written translation services of covered languages provided by the Department of Education, the Parent Coordinator, and other in-house school staff to provide timely translation. All official written correspondence is provided in both English and Spanish and accompanied by a multilingual stamp directing parents to request additional translation if needed. For example, all entitlement letters for ELLs' parents are sent out in their respective native languages. Official Department of Education documents such as the The Guide for Parents of English Language Learners utilized during orientation and the Student Behavior Contract are also provided in parents' native languages. At any point, interpretation services at group and one-on-one meetings are provided upon request when such services are necessary for parents to communicate with teachers, guidance counselors, school nurse and/or other school staff regarding critical information about their child's education.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: PS/IS 192	DBN: 20K192
Cluster Leader: Christopher Groll	Network Leader: Neal Opramalla
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 90 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 3

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

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

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

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

### Part B: Direct Instruction Supplemental Program Information

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

### Part C: Professional Development

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

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

Begin description here:

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

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

### Part D: Parental Engagement Activities

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

- rationale
- schedule and duration

**Part D: Parental Engagement Activities**

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

Begin description here:

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

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

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

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

**Part E: Budget**

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

Allocation Amount: \$22800

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

**Part E: Budget**

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

Allocation Amount: \$22800

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