



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name:** PS 92 QUEENS, THE HARRY T. STEWART, SR. SCHOOL

**DBN (i.e. 01M001):** 30Q092

**Principal:** PASQUALE BARATTA

**Principal Email:** PBARATT@SCHOOLS.NYC.GOV

**Superintendent:** DR. PHILIP COMPOSTO

**Network Leader:** NANCY DIMAGGIO

### 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
Pasquale Baratta	*Principal or Designee	
Geri Ann Clark	*UFT Chapter Leader or Designee	
Martha Sanchez	*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	
Lorena Avila	Member/ Parent	
Alicia Morales	Member/ Parent	
Maria Diaz	Member/ Parent	
Amanda Ramos	Member/ Parent	
Francisca Eloi	Member/ Parent	
Dulce Sosa	Member/ Parent	
Rosalina Vilchis	Member/ Parent	
Cristen Ingino	Member/ UFT	
Marisol Nunez	Member/ UFT	
Allyson Rollo	Member/ UFT	
Jessica Rosinsky	Member/ UFT	
Bryon Scheir	Member/ UFT	
John Gentile	Member/ UFT	
	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, grade 3 English Language Learner students will demonstrate progress towards achieving proficiency as measured by a 3% increase of the students that will advance one level on the NYSESLAT exam.

### **Comprehensive Needs Assessment**

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 NYSESLAT scores from Spring 2013, it is noted that of all the grades from 1<sup>st</sup> to 5<sup>th</sup>, the third grade stands alone as a focal point. The number of proficient students in third grade in 2012-2013 decreased in Listening and Speaking, and in Reading and Writing.

### **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. Students will be evaluated based on NYSESLAT scores and teacher input. First, the Ready Gen Literacy Program will be used to assist students in reading and writing skills. In addition, the On Our Way To English program for English Language Learners is also used to promote the acquisition of English. Third, students who are new arrivals in the United States are given small group instruction, out of the classroom setting. Fourth, ESL lessons are also given to students who are placed within the general education classroom.

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

1. School Administrators and Coaches will identify teacher need for Professional Development in new teaching strategies for English Language Learners. We will improve instruction by providing teachers with onsite assistance from ESL facilitators. Our ESL Coordinator and Assistant Principal are also involved with instruction and assistance in new methodology. Saturday instruction will be given to students in grade 3 focusing on reading and writing through theatre and music using the program Making Books Sing. The On Our Way To English program is used by both self-contained bilingual or ESL teachers, and by an ESL push-in teacher. Small group instruction is given by our OTP ESL teacher who uses a secluded classroom. This OTP ESL teacher also gives whole class instruction as part of her schedule.

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

1. Just right reading levels are accumulated every 2 months, giving an accurate rate of reading progress. Unit tests in Math and Literacy are given at the end of each unit, giving teachers measures of progress and teaching effectiveness. Along with these tests we include performance tasks in Math as noted in our Measures of Student Learning.

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

The timeline for implementation will be September 2013 through May 2014.

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

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

### **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 involvement is encouraged through increased communications first with the availability of our Family Room, our Parent Coordinator, and correspondence. Workshops to enlighten parents concerning the NYSESLAT test are given periodically by our Assistant Principal and ESL Coordinator. Student planners are a more direct, personal method of communicating with parents regarding student performance.

### **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	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.

Computer software is purchased through NYSTL (New York State Tax Levy) approved funds.

## **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, in grades K – 5 students will experience one literacy task that asks them to read and analyze informational texts, followed by a written informational response and aligned to a rubric.

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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**

PS 92 has selected Ready Gen for guidance in the selection of literacy tasks based on their research based knowledge and alignment with the Common Core State Standards. Tasks will begin in Kindergarten, first and second grade students will write informational responses, based on reading informational texts. Upper grades three and four will focus on research based argumentative writing, and essays in grade 5. Staff developers from CFN 2.02 have scheduled visits throughout the school year.

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

1. Teachers will work together with their colleagues in respective grades to create a direction for their instructional expectations and teaching practices. Common preparation periods will help them facilitate collaboration. The school literacy coach is involved in all professional development and assist with any questions during grade conferences and individual classroom visits. Our Literacy Suite where our coach is based, is also available to encourage interaction among staff members. Children First Network personnel will coordinate to provide professional development and guidance.

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

1. Just right reading levels are accumulated every 2 months, giving an accurate rate of reading progress. Unit tests in Literacy are given at the end of each unit, giving teachers measures of progress and teaching effectiveness. Along with these tests we include performance tasks as noted in our Measures of Student Learning.

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

The timeline for implementation will be September 2013 through May 2014.

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

Materials necessary to achieve this goal range from books to miscellaneous classroom material will be paid for with Title I funds as well as OTPS category.

Human resources include faculty members, literacy coach, and ESL coordinator when needed. Scheduling is provided by the school administration to facilitate common periods when teachers meet. Our extended Literacy Block utilizes time from the extended day (37.5 minute) period. This time was created through a School Based Option in collaboration with the UFT.

### **Strategies to Increase Parental Involvement**

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

The Parent Involvement Policy will give parents opportunities to celebrate student work through classroom celebrations. Families will be encouraged further by having

translators available, and will be contacted via bilingual notices. The Family Room will provide a vehicle for appropriate feedback.

**Budget and 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	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, 4<sup>th</sup> and 5<sup>th</sup> grade students will increase the median adjusted growth percentile for our schools lowest third on the NYS ELA assessment by 3 points.

**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 student performance on the New York City Department of Education Progress Report of 2012-2013, PS 92 earned a "B" in the category of results on state tests. The immediate focus is on the fourth and fifth grade. The median growth percentile for our schools lowest third decreased from Spring of 2012.

**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**

For a second year an extended Literacy Block is being utilized each day during the second period, which includes thirty minutes from the extended day schedule. There are no preparation periods during that time period. All out of classroom personnel will be used to assist in small group instruction for each class. PS 92 has initiated a new literacy program, Ready Gen by Pearson, which is a comprehensive core English language arts curriculum for grades K to 5 using deliberately organized text sets and routine-based instruction, to build strong readers and writers.

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

Professional Development is provided by a Literacy Coach and Network Coach specifically targeted for the two grades. Teachers will provide meaningful class trips to broaden experiences and knowledge to broaden their writing creativity. Additional reading material will be made available to teachers to improve their libraries. The Learning.com website will be used to improve reading strategies. The common prep schedule will include Tech periods to give students access to the computer lab. Smart Boards assist classroom teachers in their lessons, and gives cluster teachers who implement Common Core Learning Standards access to internet lessons and material. PS 92 continues with a Literacy Block created each day during the second period two. There are no preparation periods in that time period. All out of classroom personnel are used to assist in small group instruction for each class.

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

1. Just right reading levels are accumulated every 2 months, giving an accurate rate of reading progress. Unit tests in Literacy are given at the end of each unit, giving teachers measures of progress and teaching effectiveness. Along with these tests we include performance tasks as noted in our Measures of Student Learning.

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

1. The timeline for implementation will be September 2013 through June 2014.

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

Professional development is provided for by the CFN Network ELA representative periodically at different locations, and to the school to offer support and answer questions. Human resources include faculty members, literacy coach, Technology cluster teacher, and Librarian. Scheduling is provided by the school administration to facilitate common periods when teachers meet. Literacy Block was created to allow directly focused time each day. This time was created through a School Based

Option in collaboration with the UFT. Substitute teachers are available to allow individual teachers to attend outside professional development.

**Strategies to Increase Parental Involvement**

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

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

**Budget and 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>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
----------	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	----------	---------------

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

Reso A Grant

**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.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
--	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

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>
List any additional fund sources your school is using to support the instructional goal below.						

### 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>
<b>ELA</b>	<p>RTI plan (see attached)</p> <p>Academic Intervention Service programs utilize many strategies depending on student needs and grade level. Some of the many strategies we employ are: Sandier/Oxford Phonemic Awareness, Headsprout Vocabulary development, Reading Recovery, Foundations, Spotlight on Reading, small group instruction, Headsprout computer assisted differentiation, rewards Writing program, Thematic Approach-ELL and Dramatic Play- Oral Language play periods,</p>	<p>The Academic Intervention services are provided to students in either small groups or one-to-one.</p>	<p>The Academic Intervention service is provided to students during the school day and as a part of the extended day.</p>
<b>Mathematics</b>	<p>Programs and strategies used include: Number Sense/ Number Conversation Concepts, Math Steps and Test Ready. These programs include extensive use of manipulatives and technology.</p>	<p>The Academic Intervention services are provided to students in either small group or one-to-one.</p>	<p>The service is provided to students during the school day and as a part of the extended day.</p>
<b>Science</b>	<p>Discovery Works Reading Support and Focus on Science, Passwords Science Vocabulary and Harcourt Science are used.</p>	<p>The Academic Intervention services are provided to students in either small group or one-to-one.</p>	<p>The service is provided to students during the school day and as a part of the extended day.</p>
<b>Social Studies</b>	<p>Thematic Essay writing using DBQ's, building vocabulary in conjunction with other ELA skills and project based learning incorporating the arts; provide interdisciplinary supports for students</p>	<p>The Academic Intervention services are provided to students in either small group or one-to-one.</p>	<p>The service is provided to students during the school day and as a part of the extended day.</p>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<p>At Risk service providers employ various testing procedures and provide short term supports in order to give support and also to determine if ongoing</p>	<p>The Academic Intervention services are provided to students in either small groups or one-to-one.</p>	<p>The service is provided to students during the school day and as a part of the extended day.</p>

	supports are needed.		
--	----------------------	--	--

**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 *TAS 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.
<p>Credentials for new candidates are verified by our Network's HR Director. The BEDS survey is reviewed by the Principal and the HR director who work with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.</p> <p>Strategies and activities used to attract high-quality highly qualified teachers to our school include: Central Office of Talent and Recruitment partners with colleges and the Network HR Director partners with Central for assistance and guidance and for candidate referrals; participating in Central Hiring Fair events where pre-screened HQT candidates are interviewed and recruited; interviewing HQT candidates from The Open Market Hiring System and the Absent Teacher Reserve (ATR) Pool; establishing a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and New York State certification/licensing; maintaining a teacher resource center and professional library to promote promising and effective practices; providing teachers with curriculum maps, instructional resources and professional learning opportunities.</p> <p>Professional Development sessions are given based on individual teacher needs. Staff development activities in our school are scheduled to permit a lab or classroom visits, where a staff developer models a lesson, followed by a grade meeting or session to discuss new strategies and give teachers a chance to meet in a small group. Our Technology teacher attends monthly tech meetings given by our CFN Network to keep current with trends. Professional development is also provided for by the CFN Network ELA representative periodically at different locations. The representative is readily available to come to the school to offer support and answer questions.</p> <p>Technology used to support staff includes Smart Boards and comparable Epson projectors, bringing internet technology to each classroom. Learn.com which includes Aha Math is used for our lower grade students (purchased using Title I funds). We also utilize iPads in several classrooms where students use them in small group activities.</p> <p>Scheduling to support Professional Development is provided by the school administration to facilitate common periods when teachers meet. This year we continued to give an additional common preparation period to teachers once a week per grade. A Literacy Block was created during second period each day, increasing the normal period to 80 minutes. Substitute teachers are available to allow individual teachers to attend outside professional development (paid with Title I funds).</p>

**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).
<p>Administrators develop their own assessments to identify individual needs among faculty members. Data from state tests, ELA and Math, and NYSESLAT exams, help them to pinpoint teacher effectiveness. Evaluations from the previous year, as well as informal observations taking place continuously, enable them to identify the needs. Administrators meet with cabinet members to review professional development opportunities throughout the school year. As these opportunities are identified, individual teachers are selected to attend professional development sessions. The faculty at PS 92 is also given the opportunity to select PD opportunities they themselves have selected, upon approval from the principal.</p>

Our Coaches and lead teachers attend monthly meetings given by our CFN Network at different locations. The network representative is readily available to come to the school to offer support and answer questions. Technologies such as Smart Boards bring internet technology to individuals. Scheduling allows us to facilitate common periods when teachers meet. Staff members who attend PD outside the school use this time to turnkey information to their peers on the same grade, depending on applications.

### **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.).

Students in Temporary Housing: Title 1 funds are set aside to provide assistance to students who are homeless to help them meet the State academic achievement standards, as well as urgent personal needs. These needs range from educational support, counseling, transportation, and basic supplies.

### **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.).

Parents are invited to a Parent Orientation in early September. They are also included in all parental activities, where higher level thinking is discussed. Parents are also included in all forms of celebrations throughout the year.

Technology is used to further assist them in the transition. Our Pre-K classroom works with a centrally mounted Smart Board, along with multiple iPads.

Curriculum is aligned vertically in the Common Core State Standards. Conversational prompts lead into Ready Gen activities when they move on to Kindergarten. Professional Development for early childhood grades includes Pre-K teacher.

Early intervention includes speech and T5 screening by our school psychologist.

#### **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.

PS 92 created a school committee made up of administrators and teachers in June 2013. The first meeting was held in June to plan out the work for the summer months. School teams attended a training that was provided by the NYC Department of Education, which focused on the evaluation and development system. The training was focused on the Measures of Student Learning, and the Advance teacher evaluation system. Teachers were educated on the decision steps they would participate in the upcoming months. The process included choosing assessment options for all teachers, reviewing growth measurements, and how to present these recommendations to the principal for finalization. The teachers on the committee represented each grade level to determine local measure assessments, and which targeted population they would select. The committee met informally to discuss individual grade needs and concerns. Team members discussed the pros and cons of each assessment types, and availability for our particular school.

Teachers attend professional development weekly with administrators where they discuss and are enlightened on the use of data to drive instruction. This PD further educates them on the Measures of Student Learning and the teacher evaluation system Advance.

Measures of Student Learning specialists assigned to our network assisted with the implementation of this system. By mid-September the committee would submit the recommendations to the school Principal, Mr. Baratta, who would submit them to the Department of Education via an interactive online tool.

### **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).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

---

**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

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

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

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

**I. School Responsibilities**

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

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

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

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

**II. Parent/Guardian Responsibilities:**

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

- Communicating with teachers and administrators
- Participating in school activities

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

### **III. Student Responsibilities:**

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

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
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>30</b>	Borough <b>Queens</b>	School Number <b>092</b>
School Name <b>The Harry T Stewart Sr. School</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>Pasquale Baratta</b>	Assistant Principal <b>Esther Reyes/Anthony Loverso</b>
Coach <b>Pana Ioannou</b>	Coach <b>type here</b>
ESL Teacher <b>JoAnn Brogna</b>	Guidance Counselor <b>Joyce Hochman</b>
Teacher/Subject Area <b>Delfina Sotelo/ESL</b>	Parent <b>Martha Sanchez</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Ana Melendez</b>
Related Service Provider <b>Genevieve Schultz</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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>16</b>	Number of certified bilingual teachers currently teaching in a bilingual program <small>not</small>	<b>2</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>3</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>
Number of certified ESL teachers <small>not</small> currently teaching in the ESL program	<b>2</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>14</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>901</b>	Total number of ELLs	<b>335</b>	ELLs as share of total student population (%)	<b>37.18%</b>
--	------------	----------------------	------------	---	---------------

## 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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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> (60%:40% → 50%:50% → 75%:25%)	1	1	1											3
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
SELECT ONE	1		1	2	2	2								8
SELECT ONE		1												1
<b>Total</b>	2	2	2	2	2	2	0	0	0	0	0	0	0	12

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	335	Newcomers (ELLs receiving service 0-3 years)	233	ELL Students with Disabilities	49
SIFE	0	ELLs receiving service 4-6 years	53	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	77	0		0						77
Dual Language	0	0		0						0
ESL	156	0		102						258
Total	233	0	0	102	0	0	0	0	0	335

Number of ELLs who have an alternate placement paraprofessional: 8

### 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	25	30	22											77
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>25</b>	<b>30</b>	<b>22</b>	<b>0</b>	<b>77</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
SELECT ONE																			0	0
SELECT ONE																			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
SELECT ONE									0	0
SELECT ONE									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):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	60	65	53	47	69	36								330
Chinese	1			2										3
Russian														0
Bengali	1				1									2
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	62	65	53	49	70	36	0	0	0	0	0	0	0	335

## 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)	3	1	3	6	4	4	0	0	0	0	0	0	0	21

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)	14	22	7	28	5	6	0	0	0	0	0	0	0	82
Advanced (A)	44	35	35	35	26	24	0	0	0	0	0	0	0	199
Total	61	58	45	69	35	34	0	0	0	0	0	0	0	302

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	0	0	0	0	0
4	53	14	0	0	67
5	29	11	0	0	40
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0						0
4	33	1	31						65
5	29	0	11		3				43
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	7		12		9				28
8									0
NYSAA Bilingual (SWD)									0

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

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

## 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.

In our ESL classrooms we use TCRWP Assessments. These assessments include letter/sound identification, concepts of print, word identification and running records. Additionally, our Bilingual classes use EL SOL as their tool to track native language. Tracking student running record levels allow teachers a consistent method to track student progress in reading. Based on student reading levels ELL students are performing below grade level in reading. As a result our school implements an 80 minute Literacy Block. This provides additional teacher support in each classroom and the opportunity for all children to participate in extended day.

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

In the spring of 2013 the NYSESLAT assessment was revised. Due to the change in the NYSESLAT testing format, approximately 20% of our ELL student scores increased to advance and proficient levels. This year's incoming Kindergarten trend was approximately 5% LAB-R proficient.

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](#))

Our patterns across NYSESLAT reveal that in grade one, the Reading and Writing scores are lower than Listening and Speaking modalities. Our instructional program focuses on language experiences. We have implemented a response to intervention program "Reading Recovery". Classroom and push-in ESL strategies include many listening and speaking opportunities. These, in turn, give our students the language to build on as they read and write. The ReadyGen program is used, together with seasonal thematic units of study, word walls, writing every day both in school and for homework, and reading at each student's grade level promoting an environment structured to improve the children's language skills.

In grade two, NYSESLAT results revealed that reading and writing skills were lower. Thematic teaching, trips to provide common experiences, ESL strategies used throughout the day including pictures, labels, accountable talk, all support the students' growing proficiency level. A Language Arts cluster teacher is provided to target instruction in grammar and sentence structure. In grades 3-5 NYSESLAT weakness continues to be in the reading and writing strand. Our new ReadyGen literacy program targets explicit instruction in many of the reading and writing skill areas needed by our students. This year our Kindergarten students made tremendous growth.

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?

Currently, our school has bilingual classes in the K, 1, and 2 grades. In the lower grades, we use running records, performance tasks and on-demand writing assessment to determine our students academic levels. Additionally, our RTI team consists of certified ESL and Bilingual pedagogues who use the NYSESLAT (which is in English) to compare to the running records. Upon evaluating students levels (beginner, intermediate and advance) the RTI team will establish the need for Tier I, Tier II and Tier III intervention. Our three bilingual classes use EL Sol, NYSESLAT and LAB-R scores to determine levels of instruction. We have noticed that students are more proficient in English than their native languages. In grades 3, 4, and 5 we only have ESL classes, therefore all instruction and testing is in English, so we can not compare results to a native language test.

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](#).)

Upon completion of ELL Assessments (running records, on-demand writing, performance tasks, end of Unit assessment in Go Math and ReadyGen) it is then determined whether students whose performance is below grade level in grades K-5 need RTI instruction. RTI instruction includes Tier I, Tier II and Tier III intervention. We also have our Reading Recovery program which targets the at risk 1<sup>st</sup> grade population on a 20 week cycle. Students get one-to-one reading and writing instruction. Our RTI model is given in a small group instructional environment on each grade by a certified ESL and/or Bilingual pedagogue. Also, results from our assessment indicate which students would benefit in an ESL or a Bilingual setting.

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

ESL teachers use data notebooks to track performance in Language Acquisitions skills. ATS reports (Lab-r and RLAT), Running Records and Unit Tests, are tools that teachers use to make sure the students language development is considered in their

instructional decision. We have 16 ESL teachers both in classrooms and in push-in programs. Our materials to enhance their skills include ReadyGen, GoMath and the On Our Way to English programs. In our computer lab we have the programs Aha Math and Learning.com. Students use these programs based on their individual levels which are determined by their ESL or Bilingual teacher.

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?

Paste response to questions here:

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

The NYS School Accountability report gives us an account of Annual Yearly Progress (AYP) for our ELL population. We examine each individual classroom teacher to see how many students were proficient at the end of the school year. Lab-R and RLAT are ATS reports that identify students who are on a beginner, intermediate, advance or proficient level. We analyze students testing and the results of both Lab-R and NYSESLAT: the findings indicate that 15% of our 3<sup>rd</sup> grade students, 20% of our 4<sup>th</sup> grader, and 20% of our 5<sup>th</sup> grader students are proficient.

## 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](#).)

Upon students enrollment into PS 92Q, parents are interviewed by a certified teacher. During this informal interview parents are given documents, pamphlets, and view via the DOE website the Online Orientation Video, which is provided in their home language. Using the HLIS, the students Home language is identified. Once identified, if the home language is other than English and the student is found, to be eligible for testing. According to the DOE guidelines, the LAB-R assessment is administered within 10 days of registration. The Lab-R assessment is given in both English and Spanish. Students whose raw score indicate that they passed the English Lab-r, are identified as non-ell. However if a student does not pass the English Lab-r, then the Spanish Lab-r is administered in their native language. Both English and Spanish Lab-R's are administered by a trained Licensed/Certified ESL or Bilingual teacher. Our staff includes 16 ESL certified teachers and 12 certified teachers on staff are fluent in Spanish. This test determines the student's eligibility for services. Parents are then notified via the Entitlement Letter and the Program Selection Form. Parents are also invited to a Parent Orientation workshop, which is provided 3 times a year (September, March and May). This orientation is also made available to any parent registering at any other time during the year.
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.

When a parent enrolls their child into P.S. 92Q our ESL certified staff does a careful intake interview. During this informal interview, the necessary documents, pamphlets, and the online orientation video are also provided in the parent's home language. The student is given the English Lab-r and Spanish Lab-r. The Spanish Lab-r is given by a certified pedagogue in their native language. The pedagogues who are responsible for conducting the initial screening and administering the HLIS and the Lab-r are the Assistant Principal Ms Esther Reyes, who is certified in bilingual education, ESL certified teacher Ms. Delfina Sotelo and ESL Coordinator Ms. JoAnn Brogna. The following pedagogues provide bilingual or ESL services – Marta G. Torres (certified in ESL), Lucy Acuna (certified in Bilingual ed), Gina Garcia (certified in ESL), Alvaro Guerrero (certified in Bilingual ed), Natalie Simone (certified in ESL), Maryanne Guzman (certified in bilingual ed), Judi Durant (certified in ESL), Sofia Cocolaris (certified in ESL), Marisol Nunez (certified in ESL), Elmer Ventura (certified in ESL), Ramona Coy (certified in ESL), Teresa Mico (certified in ESL), Mary Cali (certified in ESL), Sarah Armieri (certified in ESL), Allison Rollo (certified in ESL), Anna Vega (certified in ESL), and Sonia Torrent (certified in ESL). Parent orientations are given three times a year. Ana Melendez, our Parent

Coordinator, sends out an invitation. This invitation is given to students in a sealed envelope to bring home to their parents notifying them of time and date of the orientation. At our monthly PTA meetings parents are given an explanation of our school programs including ESL and Bilingual. They are updated on all ESL and Bilingual activities and programs in our school. The PTA meetings are conducted in both Spanish and English.

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].)

Upon review of the ATS report (RLAT) which determines NYSESLAT eligibility, Assistant Principal Esther Reyes and ESL Coordinator JoAnn Brogna have a list of students whose parents were given the Parent Survey and Program Selection form. This form is available in both English and in the parents native language. The forms are accessible to print out through the DOE website. Parents are asked to complete the forms at the conclusion of the Orientation Video. Ms Reyes and Ms Brogna collect and securely store the forms in a locked closet in the Assistant Principals office. Entitlement and Continued Entitlement letters are given to the students in a sealed envelope to bring home to their parents. A list of students is kept in Ms Reyes' office along with Parent Surveys and Program Selection.

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.

The ELL staff presents the different programs available via the three mandated parent orientation sessions (one was done in September; two will be done in March/May). At the orientation meeting, the online video is shown in the community language which is Spanish. This video facilitates parents' understanding of the programs available. We support the parents by conducting these meetings in both English and Spanish as well as by being available for questions and concerns before and after school hours. This has allowed for parents to make informed decisions regarding their child's placement. The placement letters are distributed at the conclusion of the Orientation Video. Our Assistant Principal, Parent Coordinator, and ESL Coordinator, are available at the meetings, and also throughout the year to answer any questions parents may have about these programs and the placement of their children. Assistant Principal Esther Reyes and ESL Coordinator JoAnn Brogna have a list of students whose parents were given the Parent Survey and Program Selection form. This form is available in both English and the parents native language. Ms. Reyes and Ms. Brogna collect and securely store the forms in a locked closet in the Assistant Principals office. Entitlement and Continued Entitlement letters are given to the students in a sealed envelope to bring home to their parents. A list of students is kept in Ms. Reyes' office along with Parent Surveys and Program Selection. Our pupil accounting secretary provides the ESL Coordinator with a list of students whose information is not completed on the ELPC screen. In coordination with the Parent Survey and Program Selection, student information is completed within the 20 day window on the ELPC screen.

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.

The RLAT is used to determine NYSESLAT eligibility which include both NYSESLAT and LAB-R scores. The administration of the NYSESLAT test consists of four components: speaking, listening, reading and writing. In April the speaking component is given on an individual basis. A certified teacher who is not the teacher of instruction, sits outside the classroom and on a one-to-one basis administers the Speaking portion of the NYSESLAT. In May, the listening, reading and writing portion is administered to the ELL students by a licensed pedagogue in a classroom setting. As per the testing memo, students will take the Listening, Reading and Writing portion according to their testing modifications.

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. 

For the last three years 90% of our parents have selected ESL programs over Bilingual programs. However, we provide bilingual classes in grades K, 1, and 2 for those parents who make this selection. In this manner we are able to accommodate parental choice. This year our ELL student population is 42%. Of that, 37% (335) of the students are receiving ESL services and 4% (77) are receiving bilingual services as per parental request.

P.S. 92Q offers two of the three programs, Transitional Bilingual Education Program and the Freestanding ESL Program. Due to budgetary and certification needs, we do not offer the Dual Language Program.

## 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])?

At PS 92 there are three Bilingual Spanish classes from K-2. In addition we have self-contained ESL classes on each grade level K-5. Each of our ICT classes have ESL certified teachers. Additionally, two ESL providers push-in and provide instruction in classrooms that do not have certified ESL teachers. Newcomers are given additional support with a certified ESL teacher. Our program models include three 12:1 classes which include two ESL/Special Ed certified teachers. Our students travel together as a group. Students are grouped heterogeneously.
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)?

According to each student's level, a beginner and an intermediate student receives 360 minutes of ESL instruction per week by either the push-in ESL certified teacher or in a classroom instructed by an ESL certified teacher. An advanced student receives 180 minutes of ESL instruction by either the push-in or classroom certified ESL teacher. In our Spanish bilingual K-2 classrooms students receive instruction in a 60/40 setting. In the beginning of the school year students receive 60% of classroom instruction in Spanish and 40% in English. Towards the end of the school year instruction is given in 40/60 model, 40% instruction is given in Spanish and 60% in English. In addition, our new ReadyGen reading program and On Our Way to English ESL program is used in these classrooms, including on-going assessment to determine individual progress. Children are given differentiated instruction to meet their needs and their ESL level. Vocabulary enhancement, phonics, and scaffolding are included in their ESL instruction. The ESL teacher works collaboratively with regular classroom teachers to plan and identify the needs of the ELL students. The content area teachers are also involved in planning to meet the needs of these same students. Classroom instruction is supported during these lessons, which incorporate ESL strategies to scaffold, practice, and review language structures through speaking, listening, reading and writing.
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.

Science and Social Studies are presented to our Transitional Bilingual (TBE) classrooms and ESL classroom through classroom teacher instruction. One to two periods of instruction are given through a specialized content area teacher such as Science and Social Studies. Our literacy program ReadGen delivers content area materials through literacy in the form of textbooks and additional reading materials both in the students native language (Spanish) and English. Our Math program is GoMath for grades K-5 and is given in all ESL and TBE classrooms. For ESL classrooms the program is offered but in TBE classrooms the math program is given in Spanish which is the native language of our students and all textbooks are in Spanish as well. Typically, the ESL program is given in English only, however support to Native Language speakers for content area subjects is given by the availability of textbooks and informational text in Spanish. Native Language instruction is given by ESL teachers who understand and speak Spanish. Students are also grouped heterogeneously with peers with similar cultural backgrounds. In adhering to the CCLS, our self-contained ESL classes and our Push-in classes, all content area subjects are done in English using ESL methodologies. In our Bilingual classes teachers teach all instruction as specified in the Transitional Bilingual Program model. As stated in the ESL guidelines, ESL class instruction is taught in the English language. NYSESLAT strand scores are reviewed to identify areas requiring special focus. RTI support, including test preparation, is provided. There are after-school and Saturday programs for our ELL students which support language development. Students participate in all test preparation activities, both during the school day and in after-school programs. These students receive supplementary services under Title III. Assessments are conducted several times during the school year (one monthly and the other twice a year) in all subject areas so as to identify needs, which are then addressed in individual and small-group settings. P.S.92 ensures students are actively involved with our school choir and band activities. Small group instruction and after-school programs are available to meet the diverse needs of our ELL population.

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

In our Biligual classrooms our formal assesement includes the El-Sol assessment and Running Records. El-Sol is a kit with a series of activities to measure literacy skills of Spanish bilingual students. This assessment is done in the fall and in the spring. It is administered to students in a bilingual classroom to assist teachers in measuring each Spanish bilingual student's progress in literacy and to inform instruction. Teachers will evaluate the students El-Sol levels. This will result in individualized and differentiated instruction. For running records, Bilingual students are assessed with leveled books in their native language. This assessment is administered in the months of September, November, January, March, May and June, indentifying each students current reading level. In addition, informal assessments are given by Bilingual teachers who also use self design native language assessments to help them guide native language instruction.

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

In our Biligual and ESL classrooms, both self-contained and push-in, we use formal and informal assessments. Our formal assessments include standardized tests (NYSESLAT, ELA and Math). Our monthly assessments include on-demand writing, running records and end of unit assessments. Standardized tests are administered in the Spring session of the school year. The NYSESLAT assessments are specific to ELL students, measuring all four modalities: listening, reading, speaking and writing. The results from this assessment will indicate which modality will need additional focus for each student. This will enable teachers to differentiate their intruction accordingly. The results from these standardized tests will give the classroom and ELL push-in teacher levels of instruction for each student. Our literacy program ReadyGen provides performance based assessment. At the end of module there is a performance based assessment where the students are asked to complete a task based on what they have learned in the module. At the end of each unit there is an end of unit assessment; the assessment is based on the CCLS. Additional assessment tools are on-demand writing and running records. On-demand writing is a writing activity the students are given to evaluate word and sentence structures. Running record evaluation is given several months during the school year, giving the classroom teacher the current reading level for each student. As a supplimentary instructional tool PS92Q uses the On Our Way to English program. On Our Way to English is a comprehensive English language development program that provides everything teachers need for effective instruction. Domain-based instruction includes a focus on academic language and vocabulary development; thematic, content-based instruction; differentiated instruction for language and literacy; and a daily instructional routine in oral language, reading, and writing. Engaging online and digital tools motivate English language learners. On Our Way to English instruction is built upon research and the Common Core State Standards. It inspires learning through rich literature and highly visual content and combines social studies and science units to build on academic vocabulary.

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).

SIFE and Long term ELL's (6+ years) - Currently our school population does not have any SIFE or Long Term ELL students.

When Newcomers arrive at our school as part of the registration process, we survey and interview the parent and student. During the interview and/or orientation we look on ATS for any LAB-R or NYSESLAT scores, if they are coming from another school. If they are new arrivals to the NYC school system we follow the LAB-R testing requirement and place the student appropriately in our self-contained Bilingual classes - K, 1, and 2. Newcomers in grades 3-5 are placed in self-contained ESL classroom and also given additional support in a pull-out program. Our 4 to 6 year ELL students receive RTI services when advised by teacher and/or ESL provider. They are invited to all after-school and Saturday programs, as appropriate for their grade. Proficient students are given continued ESL support with extended testing for at least two years after their proficiency level.

- 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?

The technology used for all our ELL students include smartboards in both ESL and Bilingual classrooms. ESL and Bilingual students have either iPads or Learning pads available for instruction. Students also have computer lab once a week where computer-based science, social studies and math software is used. Our ELL-SWDs receive services according to their IEP, services includes speech. Our staff includes one full time and one part time Bilingual/ESL Speech teacher; a certified ESL teacher pushes-in for 360 minutes and/or 180 minutes according to the students ESL level (beginner, intermediate or advance). OT(Occupational Therapist) and PT(Physical Therapist) give the require mandated services for our ELL-SWDs. At this time our Bilingual SWDs are placed in a bilingual class and receive SETSS (Special Education Teacher Support Service). All Self-contained and ICT - ESL classes follow the CCSS aligned ReadyGen literacy and GoMath program. These programs provide embedded strategies for our ESL students.

- 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?

As dictated by the students IEP, flexible programming enables the student to spend time in a Full Time ESL class while spending other periods with a Special Ed classroom and/or receiving SETSS from a qualified provider. The criteria used to place an ELL-SWD would determine on placing the student in the Least Restrictive Environment, which would include the make up of the ICT class, the severity of students disability, and the individual IEP. Classrooms with ELL-SWD students have a specific literacy block time. This literacy time enables a second teacher to push-in and assist the classroom teacher with small group instruction. In many cases, the push-in teacher is the ESL provider so that ESL strategies are implemented. Differentiating and scaffolding instruction according to the needs of the students ensures that IEP goals are met. This enables the teacher to satisfy IEP Goals and attain English proficiency within the least restrictive environment.

### Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:	Spanish		1-Kindergarten	Spanish
Social Studies:	Spanish		1-First Grade	Spanish
Math:	Spanish		1-Second Grade	Spanish
Science:	Spanish			

### Courses Taught in Languages Other than English

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

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


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

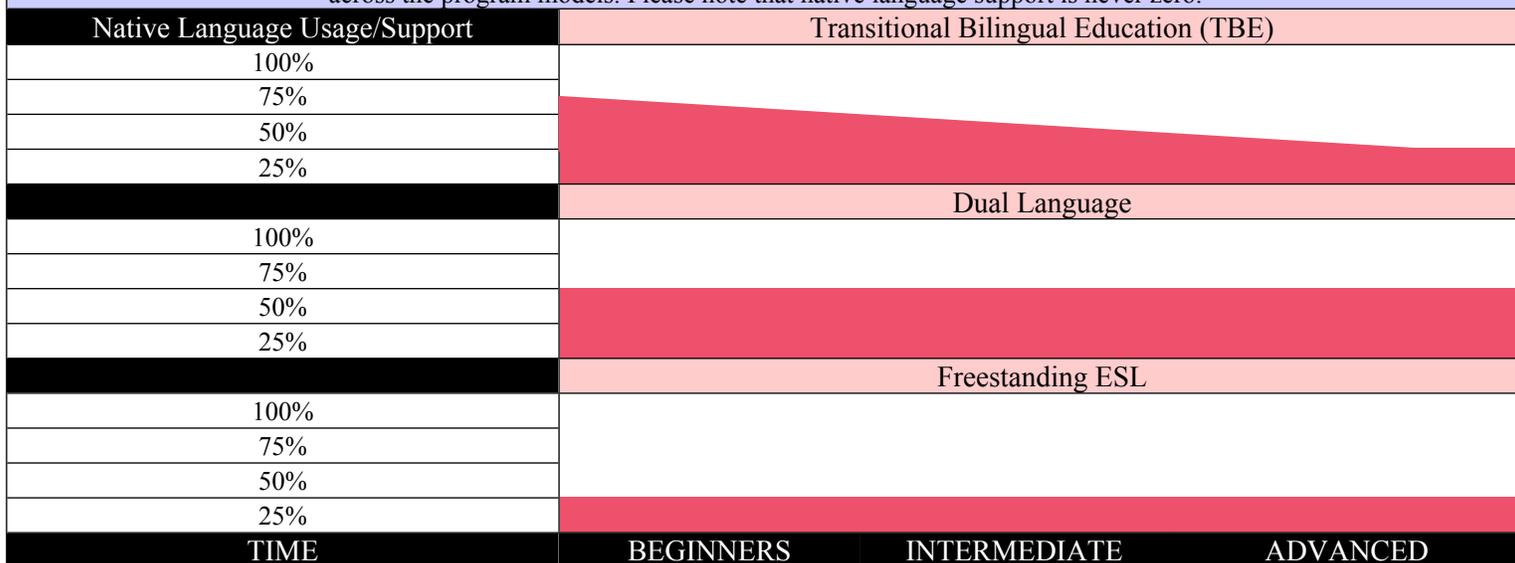
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

Intervention is based on literacy for all content area subject. An RTI bilingual teacher will evaluate each students level for science, social studies, ELA and math. Based on reading levels the teacher will formulate small group instruction. Our RTI (response to intervention) service providers use small group instruction to reinforce our literacy, math, science and social studies. The RTI providers support our ELL students with additional differentiated but rigorous material 4-5 times a week. In addition we have a Reading Recovery teacher who targets the lowest 20% of grade 1 students with tier 3 intervention.

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

On a monthly basis the ATS - RLAT report is distributed to each of our classroom teachers. This report indicates students who have a beginner, intermediate, advanced or proficient level. The classroom teacher will match the students name on the RLAT report with the list of students in the classroom. When a student level is beginner, intermediate, or advanced, that student is an ELL student. With this report a teacher will be able to identify each student in their class.

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

NYCares, the Making Books Sing afterschool program, and The Queens Theater school program are new programs that will be considered for the upcoming school year. All of these programs reinforce and provide verbal, listening, reading and writing skills.

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

The Teachers Writer's Collaborative afterschool program has been discontinued due to budgetary constraints.

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

At PS 92 all students have equal access to all available school programs, including but not limited to our chorus and band programs. The Making Books Sing Saturday program helps students develop reading and writing skills through creative musical intpretation. Our Homework help after-school program is designed for ELLs who need help with homework, and supplemental reading/writing assistance while focusing on NYSESLAT preparation. We also have two school programs, NYCares and The Coalition of Hispanic Family Services Arts and Literacy program, that provide supplemental reading and writing curricula.

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

For our ESL push in program and ESL self-contained, the following strategies are implemented: total physical response, scaffolding through picture walks, building background concepts, graphic organizers, modeling, visual aides, dance, music, and chants. Our SP- ED teacher includes pre-teaching vocabulary, visuals, hands-on, multi-sensory approach, cooperative learning techniques, and connecting the lessons to students' prior knowledge. Leap Pads, and books on tape are utilized both in English and Spanish. Charts with word strips and pictures increase access to language. Vocabulary is introduced with pictures. A conversational-based classroom provides language practice for students. Frequent comprehension checks are implemented to check understanding and clarify meaning. Thematic units for Social Studies and word walls in all content areas assist students. Preview of vocabulary, graphic organizers, charts, and chunking of reading material allow our students in our ICT programs to develop their language skills. Our native language materials are included in our literacy program. ReadyGen delivers content area materials through literacy in the form of textbooks and additional reading materials, both in the students native language(Spanish) and English. Our Math program is GoMath for grades K-5 and are in all ESL and TBE classrooms. For ESL classrooms the program is offered but in TBE classrooms the math program is given in Spanish, which is the native language of our students, while all textbooks are in Spanish as well. Content area subjects are given by the availability of textbooks and informational text in Spanish. Native Language is given by ESL teachers who understand and speak Spanish.

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

In our Transitional Bilingual programs teachers instruction begins with a 60/40 ratio, 60% Native Language (Spanish) instruction and 40% English, and slowly transitions to 40/60, 40% Spanish instruction and 60% English instructon. According to the CCSS our reading program (ReadyGen) incorporates strategies for our Bilingual/ESL student population. ReadyGen delivers content area materials through literacy in the form of textbooks and additional reading materials both in the students native language(Spanish) and English. Our Math program is GoMath for grades K-5 and are in all ESL and TBE classrooms. In TBE classrooms the GoMath program is given in Spanish which is the native language of our students and all textbooks are in Spanish as well. Content area subject is given by the availability of textbooks and informational text in Spanish. Typically, the ESL program is given in English only, however support to Native Language speakers for content area subject is given by the

availability of textbooks and informational text in Spanish. Native Language is given by ESL teachers who understand and speak Spanish. Students are also grouped heterogeneously with peers with similar cultural backgrounds. There are after-school and Saturday programs for our ELL and Bilingual students. These programs are available to our Native language speakers and support language development .

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

Upon registration students are placed in the corresponding grade for their age. Once LAB-R is administered and scores are received, students are then placed in the appropriate Bilingual or ESL setting as per parent selection. Once parent selection has been made students then get the necessary service as per the ESL guidelines of 360 minutes a week for beginners and intermediates or 180 minutes a week for advanced. We also, whenever enrollment allows, give newly proficient students a 1- 2 years transition in an ESL setting. We find that this supports students in their language acquisition.

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.

At this point in time, we do not have any programs of activities for ELLs before the beginning of the school year. Their support begins with the first day of school.

18. What language electives are offered to ELLs?

Our school provides bilingual Spanish classes for grades K-2 and ESL on grade K-5. At this time we do not offer any other language other than Spanish and English.

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)?

Paste response to questions here:

### 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.

The staff at P.S. 92 includes the Principal, two Assistant Principals, one Parent Coordinator, one Guidance Counselor, eighteen certified ESL teachers, three Bilingual classroom teachers, two secretaries and eleven paraprofessionals. We have four staff members currently enrolled in the ITI or an equivalent program to seek ESL Certification. At P.S. 92Q we have adapted the ReadyGen Program. We will continuously train the staff on ReadyGen curriculum, and provide professional development to all classroom teachers. All grades have a common preparation (prep) period and then a meeting period once a month, the dates are as follows: Oct 29, Nov 26, Dec 10, Jan 21, Feb 11, March 11, April 8, May 13 and June 10th. The Literacy Coach provides professional development to new and experienced teachers. Our teachers are given opportunities to sign up for professional development that addresses their ESL questions and concerns. Our recently hired ESL teachers receive support and guidance in following quality ESL strategies and methodologies. In addition we have our network support ELL Specialist who provided PD specifically designed to provide strategies and analysis of language development. As a result of our network ELL support we have purchased computer software, text books, and professional reading material to be used as resources for ESL teachers.

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

Title III funds are being used to staff and maintain qualified ESL teachers, provide professional development workshops and seminars. Funds are also used to provide an eleven week After School Program with homework help, supplemental reading and writing assistance while focusing on NYSESLAT. A ten week Saturday Program "Making Books Sing" focuses on reading and writing through music and theater. This Saturday Program will conclude with a performance celebration to which parents are invited. We purchase hands-on, manipulative, materials for every lesson, especially in Mathematics, Science, and Social Studies. The series, On Our Way to English, is used in our self-contained ESL and Bilingual classes. Both classroom libraries and the school library include a substantial number of books in Spanish, at all reading levels. Go Math materials have been ordered in Spanish for our Bilingual classes. NYSESLAT test prep tools are used to better prepare our ELL students for the language assessment (NYSESLAT).

Our teachers attend ReadyGen workshops, including those specifically geared for ELLs. All our professional development within the school addresses instructional practices that are appropriate for ELLs. Our network support ELL Specialist has provided PD specifically designed to provide strategies and analysis of language development. As a result of our network ELL support, we have purchased computer software, text books, and professional reading material to be used as resources for our teachers. When teachers attend PD they will complete a form with the Title of the workshop, duration and date. This information will be given to the ESL Coordinator. By attending the NYSSCA and ACA conferences, Guidance Counselors ensure that students, families, and the entire school community are familiar with promotion and graduation standards, and encourage the participation of all students in a rigorous instructional program aligned with their academic needs. The Guidance Counselor notifies parents of workshops and open house events for our 5<sup>th</sup> grade students who will attend middle school in September. The workshop events include but not limited to "The Young Women's Leadership School Astoria Open House", The Louis Armstrong Middle School Fair, and the District 30 Middle School Fair "Hunters Point Community Middle School Open House". In May/June students take a walking field trip to our local middle school. At all open house and middle school fairs both students and parents can view school environment and ask questions about school curriculum.

## 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?

At P.S. 92Q a monthly calendar is distributed to all parents, providing our parents with notification of school activities, events and workshops that are given during the month. The Parent Coordinator and the Family Worker distribute the calendar of events to each classroom teacher, who then gives each student the calendar to bring home. The monthly calendar is also posted in our school office, family room and hallways. During the year we present workshops for our parents. Our workshops are either held in the family room or in the auditorium. The family room is located on the first floor near the school entrance. This room is open to all parents. The following are parent workshops given by various agencies and in house staff: "5<sup>th</sup> Grade Parent Information", "Getting Ready for Parent/Teacher Conferences", "Health Insurance", "Title 1 Parent meeting", "Structures of Routines", "Cyber Bullying", "Childhood Obesity", "Welcome to Pre-Kindergarten" and "Meet your Teacher". These workshops enables the parents of our ELL students to become actively involved in their child's education. ESL classes are held twice a week for our parents, these classes are given by an independent Adult Education ESL instructor. These workshops are given in both English and Spanish. We have three translation services available to our school: Translation services for written materials(newsletters and notices), the ESL Coordinator or classroom teacher completes an online translation request form attaching the document that needs to be translated. In approximately one-two weeks the document is then returned translate. The classroom teacher can request several native language translations as needed. On-site translation services is an outside service contracted by the Department of Education. At the request of the classroom teacher or administration the ESL Coordinator will call the translation service to reserve a translator to attend Parent teacher conferences and/or IEP meetings, given in parents native language. Over-the-phone interpretations services are available to all Department of Education personnel that come into contact with limited-English-proficient parents. The translator acts only to facilitate communication between teacher/school personnel and the parent, unable to provide them with any information directly. Our Parent Coordinator organizes all parent workshops. Upon request, topics such as Bullying can be discussed at PTA/parent workshops. Parents are asked for their input on what issues they would like to be addressed. The Parent Coordinator, when needed, is available to aid in translations at meetings with classroom teachers, where communication helps address any family concerns. Our Parent Coordinator takes attendance at parent workshops, PTA meetings, and Parent Teacher Conferences. In addition, the Parent Coordinator attends building and safety meetings and coordinates with the Social Worker assigned to our Pre-Kindergarten Program. Our School Leadership Team includes eight parents, who work along side teachers in developing student activities for events such as family bingo night for all grades K-5. All notices are sent home in English and Spanish, and PTA meetings are held in both languages. PS 92 hosts a "Meet the Teacher" event in September to inform parents of the curriculum for all grades and teacher expectations for their children. We work with an outside OST organization "Coalition for Hispanic Family Services" which provides a "Literacy through the Arts" after school program. Along with literacy, students engage in art projects, physical education activities and homework assistance. Parents are also invited to all assembly programs, and to classroom celebrations of children's work.

## 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.

Paste response to question here:

**Part VI: LAP Assurances**

**School Name: The Harry T Stewart Sr. School**

**School DBN: 30092**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Pasquale Baratta	Principal		12/11/13
Esther Reyes/Anthony Loverso	Assistant Principal		12/11/13
Ana Melendez	Parent Coordinator		12/11/13
JoAnn Brogna	ESL Teacher		12/11/13
Martha Sanchez	Parent		12/11/13
Delfina Sotelo	Teacher/Subject Area		12/11/13
	Teacher/Subject Area		
Pana Ioannou	Coach		12/11/13
	Coach		
Joyce Hochman	Guidance Counselor		12/11/13
	Network Leader		
Genevieve Schultz	Other <u>Related Service</u> <u>Prov</u>		12/11/13
	Other		
	Other		
	Other		

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

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

DBN: 30092 School Name: The Harry T Stewart Sr. School

Cluster: 2 Network: 2.02

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

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

---

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

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

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

Our Home Language Surveys indicate that our school population consists of 811 Spanish Speaking families, 78 English Speaking and 14 families who have a home language other than English. Parents receive written communication in both English and Spanish. Meetings are conducted in both languages. The findings were shared with the PTA community at the November 7<sup>th</sup> 2013 PTA meeting. In a question and answer format it was explained that a survey was sent out asking for home language. In turn our Parent Coordinator keeps an updated record of how many families require translation in Spanish, Mandarin and Urdu. Next, it was explained that all memos and pieces of news from this school is sent home to each family in their home language. It was also explained that translators are on hand for PTA, Parent teacher conferences and Individual parent meetings. We also seek translators through the Department of Education Translation Unit. We have three translation services available to our school, Translation services for written materials such as newsletters and notices. These documents are submitted with the complete online translation request form. In approximately one-two weeks the document is then returned translated. As needed the classroom teacher can request several native language translations. On-Site Translation Services is an outside service contracted by the Department of Education. Upon request by faculty and/or administration the ESL Coordinator will call the translation service department to reserve a translator to attend Parent teacher conferences and/or IEP meetings. These meetings will be given in the parents' native language.

Over-the-phone interpretations services are available to all Department of Education personnel that come into contact with limited-English-proficient parents. The translator acts only to facilitate communication between teacher/school personnel and the parent. We utilize the DOE translations service for languages other than Spanish and English, for all written and oral communication.

## **Part B: Strategies and Activities**

---

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

Due to the majority of spanish speaking parents, our school facilitates translation and interpretation services as needed. Written communication is always easily translated in-house by either the Principal Mr. Pasquale Baratta, Assistant Principal Esther Reyes or one of two teachers on staff who will assist at any given time with translations. The necessary documents to be translated are given to a staff member mention above at least three days before distribution to the parents. When necessary we use the DOE translated document services in the languages needed. All school written information documents are always sent home in both English and Spanish.

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

At P.S 92 we have approximately 25 spanish speaking staff members. A staff member is always available to assist in individual parent meetings or telephone conversations between parents and teachers, therefore we are able to have our interpretations in-house. At Parent - Teacher Conferences we utilize all our spanish speaking staff to assist in interpretations. During Parent-Teacher Conferences translators are available on each floor of our school to help accommodate families. We have parent volunteers in our Family Room who assist in non-confidential conversations. In addition, we use the DOE translation services to assist parents of languages other than English or Spanish throughout the years.

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

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

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

## 2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School:	DBN:
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

**Part B: Direct Instruction Supplemental Program Information**

Describe the direct instruction supplemental program here and include the

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

Begin description here:

**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:

**Part D: Parental Engagement Activities**

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

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

Begin description here:

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
-----------------	-----------------	---

**Part E: Budget**

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

Allocation Amount: \$

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