



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: COMMUNITY SCHOOL 92
DBN (i.e. 01M001): 12X092
Principal: CHERYL A. HALL
Principal Email: CHALL6@SCHOOLS.NYC.GOV
Superintendent: MYRNA RODRIGUEZ
Network Leader: MARGARET STRUK

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
Cheryl A. Hall	*Principal or Designee	
Lissette Vazquez	*UFT Chapter Leader or Designee	
Iris Amaya	*PA/PTA President or Designated Co-President	
Denise Solero	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Charlene Olivio	Member/ Parent	
Rebecca Vega	Member/ Parent	
Jeannelle Valet	Member/ Parent PTA Vice President	
Sequeyah Montanez	Member/ Parent PTA Title 1	
Sylvia Maldonado	Member/ Parent	
Luz Rios	Member/ Parent	
Inez Quinones	Member/ Parent	
Cleyvis Rodriguez	Member/ Teacher	
Nekia Williams	Member/ Teacher	
Donna Young	Member/ Teacher	
Vanessa Santana	Member/ Teacher	
Myra Diaz	Member/ Teacher / Paraprofessional	
Esther Goda	Member/ Teacher SLT Chairperson	
	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.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

	Indicate that a section has been completed by marking an "X" in the box to the left of each section
	School Leadership Team Signature Page
	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Priority Schools Only

	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 12X092

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	506	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	14
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	84.4%	% Attendance Rate		% Limited English Proficient	88.7%
% Free Lunch	92.4%	% Reduced Lunch		% Students with Disabilities	2.3%
% Limited English Proficient	23.2%	% Students with Disabilities			20.9%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.2%	% Black or African American		% Asian or Native Hawaiian/Pacific Islander	24.8%
% Hispanic or Latino	71.3%	% Asian or Native Hawaiian/Pacific Islander		% Multi-Racial	1.2%
% White	1.6%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	3.27	# of Assistant Principals		% Teaching Out of Certification	2
# of Deans	N/A	# of Counselors/Social Workers		Average Teacher Absences	2
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			20.0%
% Teaching with Fewer Than 3 Years of Experience	20.0%	Average Teacher Absences			8.3
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	5.4%	Mathematics Performance at levels 3 & 4		Science Performance at levels 3 & 4 (8th Grade)	4.1%
Science Performance at levels 3 & 4 (4th Grade)	57.1%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		4 Year Graduation Rate	N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Science (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP

Describe the strengths of your school's 12-13 SCEP.

During the 2012-2013 school year there were many positive changes. The strength of the plan was focusing on the New York State Common Core Standards and aligning the curriculum to meet the needs of students. The school began fostering a culture for learning through questioning techniques, which resulted in high levels of engagement by more students producing some improved levels of student achievement in the classroom.

There was some training around the Danielson effective teaching framework. The staff was held accountable through observation in which written feedback reflected the high expectations for the classroom environment and questioning during instruction following the Danielson Rubric of effective teaching.

With support from Teachers College Reading and Writing Project the literacy instruction was aligned to the Common Core Learning Standards CCLS. Teachers also worked in teacher teams to align the Everyday Math Curriculum to the common core learning math standards. Teachers engage in collaborative teams both on a grade level and through other teams using an inquiry approach that promotes shared leadership and decision making. Inquiry teams collaborated targeting groups of students who have not achieved grade level or rubric standards.

To increase parent involvement Family Friday continued once a month to engage parents in activities presented in the classroom. Throughout the year parent workshops provided parents with information and skills to better meet their child's educational needs at home.

Describe the areas for improvement in your school's 12-13 SCEP.

To further develop teacher pedagogy using effective teaching practices from all four Danielson domains. The goal is that all students are engaged in tasks regardless of the groupings or developmental level. More emphasis needs to be placed on planning for the lesson, and deciding on appropriate materials to match the developmental levels of students in the classroom. During a lesson teachers need to assess students and ensure students understand the task and are able to monitor their progress. There needs to be a school wide emphasis on checking for understanding by teachers to make necessary daily adjustments so students learning needs are met.

Our population of ELLs and SWDs must have opportunities to develop high thinking skills through higher levels of questioning. Additionally, our higher achieving students must be challenged with rigorous levels of questioning which results to develop higher order thinking skills.

Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.

The challenges and Barriers faced included the training necessary for both staff and administrators to gain knowledge and implement the Danielson Framework.

Ongoing professional development was necessary to understand the domains, and collect accurate low inference data. Norming was also a factor in determining acceptable standard based levels of both student work and teacher observations. The Teachers College Reading and Writing project and Everyday Math needed adjustments and alignment to meet the new common core learning standards.

Another challenge was the level of parent involvement in activities such as workshops and family activities during the school year. Parent's participation was low or the same parents were present for activities throughout the year.

Another challenge was establishing systems that were noticeable and available to students on all grade levels. Teachers worked closely on a particular grade level, but not enough time was spent looking at students across grade levels to make adjustments to whole school initiatives.

Describe the degree to which your school's 12-13 SCEP was successfully implemented.

Teachers worked in teams to implement the common core curriculum by gathering student data on various levels to determine the needs of some students and were able to make adjustments. Data collection also provided planning for staff professional development. The school's literacy curriculum was evaluated and adjusted with the support of the Teachers College Reading and Writing consultants.

School based Inquiry Teams were comprised of various teachers including AIS, ESL, and grade levels. Weekly meetings monitored common assessments, summative and formative, periodic assessments, and running records.

Grade meetings provided time for teachers to collaborate, plan lessons, and adjust instructional practices based on the analysis

of rubrics and the common core learning standards.

The Danielson Teacher Effectiveness Framework was introduced and provided teachers some guidance on at least two domain areas. Classroom observations provided teachers with immediate evidence based feedback on instruction consistent with the Danielson Framework for teaching.

The adoption of common core, the Danielson teacher framework, common planning and instructional alignments were supported by the Fordham Support Network with a focus on English Language learners and Students with disabilities.

Were all the goals within your school's 12-13 SCEP accomplished?	x	Yes		No
If all the goals were not accomplished, provide an explanation.				

Did the identified activities receive the funding necessary to achieve the corresponding goals?	x	Yes		No
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Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP

Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.

2012-2013 introduced a more rigorous common core aligned exam. Our goal of increasing the number of students meeting proficiency is a challenge with only 5% of students in ELA and 4% of students at proficiency during the 2012-2013 school year. The Danielson Teacher Framework professional development necessary to better execute the components of the framework. Lack of parent involvement in school community activities and workshops.

The large percentage of students in temporary housing within the community.

The high number of students diagnosed with Asthma which affects the overall attendance and performance level of students throughout the school year.

A new Literacy and Mathematics curriculum is being introduced to both students and teachers and is being implemented this school year.

Materials for the new literacy and math curriculum are being developed by publishers throughout the year.

The amount of funding available to provide additional resources to students and families

List the 13-14 student academic achievement targets for the identified sub-groups.

- Increase of the number of students on level 3 and 4 in all subgroups
- students in grade 3 will increase from 3 % in ELA to 20% and from 5.1% in math to 20%
- Students in grade 4 will increase from 8% in ELA to 20% and from 6.6% in math to 20%
- Students in grade 5 will increase from 6.3% in ELA to 20% and from 0.0% in math to 20%
- Students in self-contained, ICT or SETSS will show progress by increasing at least 1 level.
- English Language Learners will show progress by increasing one level on the NYSESLAT.
- Black and Hispanic students will perform on average or better than peers in the same subgroup.

Describe how the school leader(s) will communicate with school staff and the community.

The plan was developed through input from SLT Members and other school staff. There is ongoing dialogue between all stakeholders of the school community. Planning sessions were utilized to gain input from all members of the school community. The plan will be shared with the school community, and posted on the Department of Education website as well as the school website. It will be shared with all stakeholders through general council meetings scheduled in the morning and afternoon. Throughout the year the plan will be revisited during team meetings, professional learning communities, and faculty conferences. The plan will be explained and ample time will be given for questions. Spanish translation will be provided.

Describe your theory of action at the core of your school's SCEP.

Providing teachers with effective professional development which will focus on strategies and skills to analyzing student data, collect student data throughout the year, and create flexible groupings. Teachers will meet regularly within grade teams and across grade levels to adjust their lessons and the curriculum throughout the school year based on the results of the data, which will increase student performance on local and state level assessments.

Describe the strategy for executing your theory of action in your school's SCEP.

Teachers will be provided with professional development through per session activity and in teacher teams to analyze current data based on student results on a class, school and grade level. There will be careful consideration when looking at students with disabilities and English language learners. With support from administration, Fordham Network Support, and consultants an item analysis will determine the needs of students based on the common core learning standards on each grade level. Instruction will be tailored to skills and abilities of students within each teacher's classroom. Areas of deficiencies will be addressed. Instruction will be adjusted to better serve students.

List the key elements and other unique characteristics of your school's SCEP.

- The key elements of the SCEP are to increase student performance including subgroups on the NYSELA and Math Exams in grades 3-5 by at least 15 percent for the 2013-2014 school year.
- Increase the proficiency of English language learners NYSESLAT results by analyzing data.
- Include all stakeholders in the mission and vision of the school and provide opportunities for involvement.
- Develop a system of collecting data, analyzing data, and make adjustments on a school and grade level.
- Continue to establish systems for analyzing strategies to ensure alignment of the CCLS.
- School Administrators Use of the Danielson Framework to ensure effective teacher practice.
- To create an environment where all stakeholders have opportunities to address concerns throughout the year and provide input for decisions which will have a positive impact on the school community.
- To maintain opportunities for parent engagement by offering all communication in languages appropriate to the student

population.

- To engage parents in student data analysis to track academic progress throughout the year.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

CS 92 works closely with the Fordham PSO and a team of point people with expertise in areas such as data, English language learners, and students with disabilities. Professional development opportunities by various organizations, NYCDOE, and teacher development workshops.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Further develop teacher pedagogy using effective teaching practices so that all students produce meaningful work products. (1.2)

Continue to set high expectations and support teachers in helping students to achieve by providing training around Danielson, the school's common teaching framework and emphasize instruction aligned to the Common Core Learning Standards CCLS. The staff is held accountable through short and frequent observation cycles in which written feedback reflects if the high expectations are being met.

Review Type:	QR	Year:	2012-2013	Page Number:	5	HEDI Rating:	Developing
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Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision	x	2.3 Systems and structures for school development
2.4 School leader's use of resources	x	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014 with guidance using the Danielson Framework for Teaching school leaders will conduct formal and/or informal observations using low inference data. Instructional observations will be conducted and constructive feedback will be provided. This will promote professional growth and reflection for all teachers so they may increase effectiveness in 10 component areas by the end of the school year.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Conduct an Initial Planning Conference with each teacher to articulate clear expectations for teacher practice, and timeline for teacher development.
2. Conduct informal or formal observations which will be short and frequent examination of student work, evidence based feedback teachers can implement to increase the effectiveness of their instruction. Strengths and weakness of student success will also be discussed.
3. Provide feedback through communication with a supervisor
4. Provide observation report detailing teacher's current level of effectiveness in selected domains and strategies to increase effectiveness.
5. Provide professional development activities for teachers to continually improve teaching practice.

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

1. School Principal, Assistant Principal, Teacher
2. School Principal, Assistant Principal, Teacher
3. School Principal, Assistant Principal, Teacher
4. School Principal, Assistant Principal,
5. School Principal, Assistant Principal, Teacher, Fordham Partnership Support, NYCDOE Office of Teacher Effectiveness

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

1. Danielson Framework increased rating based on Danielson Rubric.
2. Danielson Framework increased rating based on Danielson Rubric.
3. Danielson Framework increased rating based on Danielson Rubric.

4. Danielson Framework increased rating based on Danielson Rubric.

5. Danielson Framework increased rating based on Danielson Rubric.

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

1. 2013-2014 school year
2. 2013-2014 school year
3. 2013-2014 school year
4. 2013-2014 school year
5. 2013-2014 school year

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

1. Danielson Rubric, Teacher Observation Option Form, Preparation period, Before or After school per-session, Teacher meetings, chancellor's conference day
2. Danielson Rubric, Teacher Observation Option Form, Preparation period, Before or After school per-session, Teacher meetings, chancellor's conference day
3. Danielson Rubric, Teacher Observation Option Form, Preparation period, Before or After school per-session, Teacher meetings, chancellor's conference day
4. Danielson Rubric, Teacher Observation Option Form, Preparation period, Before or After school per-session, Teacher meetings, chancellor's conference day
5. Danielson Rubric, Teacher Observation Option Form, Preparation period, Before or After school per-session, Teacher meetings, chancellor's conference day

Budget and Resource Alignment

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

x	PF Set Aside	x	Tax Levy	Title IA	Title IIA	Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.							
Set aside for cfn/pso Fordham University							
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.							
PF AIS	PF CTE	PF College & Career Readiness			PF Common Core		
PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments			PF Parent Engagement		
PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders	

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Ensure that all grades have assessments aligned to curricula especially in reading and that teachers analyze student outcomes to adjust instructional decisions at the team and classroom levels. (2.2)

Use common assessments consistently school wide to adjust curriculum and instruction. Reading goals for ELLs, SWDs, and high achievers should be rigorous enough to improve student outcomes and adequate adjustments to curriculum and instructional decisions at the team and class levels should be consistent to improve outcomes sufficiently.

Across classrooms teachers must consistently use ongoing checks for understanding during classroom lessons, to adjust daily and long-term teaching or use appropriate materials to meet all students' needs Teachers must regularly check for understanding via informal on-going assessments to make necessary daily adjustments so all students learning needs are met.

Review Type:	Quality Review Report	Year:	2012-2013	Page Number:	5	HEDI Rating:	Developing
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enact curriculum	x	3.3 Units and lesson plans
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x	3.4 Teacher collaboration	x	3.5 Use of data and action planning
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Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
 By June 2014 the principal will have established grade level inquiry assessment teams to look, annotate, and analyze student assessments and prepare next steps in literacy and math. Each grade level team will meet weekly, evidence by agenda, and meeting minutes to align daily and periodic assessments to curricular using CCL standard grading practices, and analyzing information collected to make adjustments to the curriculum and student groupings.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Each team will meet to review assessments being utilized for the year
2. Each team will determine the task and outcome for each assessment.
3. Each team will determine the areas of focus for each assessment and student outcome individually and as a grade.
4. The team will pay close attention to results of ELL's and SWD's
5. Each team will set learning goals based on selected standards students found challenging. The goal is to target that specific challenge and tailor instruction to meet student needs.
6. Teachers will review outcomes of future assessments based on adjustments made.

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

1. Grade Teams, School Leaders
2. Grade Teams, School Leaders
3. Grade Teams, School Leaders
4. Grade Teams, School Leaders
5. Grade Teams, School Leaders
6. Grade Teams, School Leaders, Fordham PSO

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

1. Teacher Observations, School Leader Observations, Core Knowledge Assessment results, Expeditionary Learning Assessment Results, Go Math Unit Assessments, NYC Performance Assessments, NYSELA, NYS Math, NYSESLAT
2. Teacher Observations, School Leader Observations, Core Knowledge Assessment results, Expeditionary Learning Assessment Results, Go Math Unit Assessments, NYC Performance Assessments, NYSELA, NYS Math, NYSESLAT
3. Teacher Observations, School Leader Observations, Core Knowledge Assessment results, Expeditionary Learning Assessment Results, Go Math Unit Assessments, NYC Performance Assessments, NYSELA, NYS Math, NYSESLAT
4. Teacher Observations, School Leader Observations, Core Knowledge Assessment results, Expeditionary Learning Assessment Results, Go Math Unit Assessments, NYC Performance Assessments, NYSELA, NYS Math, NYSESLAT
5. Teacher Observations, School Leader Observations, Core Knowledge Assessment results, Expeditionary Learning Assessment Results, Go Math Unit Assessments, NYC Performance Assessments, NYSELA, NYS Math, NYSESLAT
6. Teacher Observations, School Leader Observations, Core Knowledge Assessment results, Expeditionary Learning Assessment Results, Go Math Unit Assessments, NYC Performance Assessments, NYSELA, NYS Math, NYSESLAT

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

1. December 2013
2. 2013-2014
3. Weekly
4. Weekly
5. Monthly
6. As Needed

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

1. Danielson Rubric, , Preparation periods, Before or After school per-session, Teacher meetings, chancellor's conference day, Faculty Meetings
2. Danielson Rubric, , Preparation periods, Before or After school per-session, Teacher meetings, chancellor's conference day, Faculty Meetings
3. Danielson Rubric, , Preparation periods, Before or After school per-session, Teacher meetings, chancellor's conference day, Faculty Meetings

4. Danielson Rubric, , Preparation periods, Before or After school per-session, Teacher meetings, chancellor's conference day, Faculty Meetings
5. Danielson Rubric, , Preparation periods, Before or After school per-session, Teacher meetings, chancellor's conference day, Faculty Meetings
6. Danielson Rubric, , Preparation periods, Before or After school per-session, Teacher meetings, chancellor's conference day, Faculty Meetings

Budget and Resource Alignment

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

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

Set aside for cfn/pso Fordham University

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
x	PF ELT	x	PF Inquiry Teams	x	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

- Further develop curricula, academic tasks, and pedagogy to cognitively engage all learners including English language learners (ELL) and students with disabilities (SWD) and high achievers. (1.1)
 - The school is aligning its curricula to the Common Core Learning Standards (CCLS) emphasizing teachers using questions that help students reason, reflect, and make sound decisions. However, this level of questioning is inconsistent across subjects and grades, and not sufficiently incorporated into lessons to support ELLs and SWDs. As a result, ELLs and SWDs have few opportunities to develop high thinking skills because they are asked questions that only emphasize recall knowledge. Additionally, high achieving students are not challenged with rigorous levels of questioning which results in lost opportunities for them to develop higher order thinking skills that will allow them to achieve academically at high levels and rates.
 - Academic tasks reflect teacher team planning to engage a variety of learners in many classrooms. However, ELLs and SWDs have difficulty in engaging in the tasks because the academic vocabulary is not introduced strategically. Furthermore, high achievers are given extension tasks that do not support increased learning. In some classes students who finished their work indicated that they could read a book if they had all the correct answers in the math quiz, as they waited for other students to finish. Thus, there are lost opportunities to adequately engage students in their learning and/or extend their knowledge and develop a deeper understanding of the concepts and content.

Review Type:	Quality Review Report	Year:	2012-2013	Page Number:	4	HEDI Rating:	Developing
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

x	4.2 Instructional practices and strategies	x	4.3 Comprehensive plans for teaching
x	4.4 Classroom environment and culture	x	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014 teachers will develop a common teaching framework that incorporates vocabulary and questioning that is aligned to the curriculum, engages and meets the needs of all students so that all students produce grade level and meaningful work products.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Grade teams evaluate vocabulary and discuss potential questioning techniques at the beginning of each unit of study for each content area.
2. Grade teams develop lessons within units that incorporate target vocabulary words. Separately, questioning techniques and even specific questions will be incorporated into lesson plans based on DOK.
3. Based on informal and formal student assessments grade teams will revise units of study as needed. Grade teams along with ELL teachers, AIS specialists and Special Education teachers and Fordham PSO staff will advise to determine strategies for introducing content vocabulary.
4. Teachers will share best practices, recommend peer inter-visitations, and participating in targeted professional development.
5. The school Leader will establish after school opportunity for teachers to work on effective teaching practices around questioning and developing vocabulary to improve instruction.

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

1. Grade Leaders, School Leaders, Grade teams, Go Math PD, Expeditionary Learning PD, and Core Knowledge PD. Additional resources on Engage NY will also be used.
2. Grade Leaders, School Leaders, Grade teams, Go Math PD, Expeditionary Learning PD, and Core Knowledge PD. Additional resources on Engage NY will also be used.
3. Grade Leaders, School Leaders, Grade teams, Go Math PD, Expeditionary Learning PD, and Core Knowledge PD. Additional resources on Engage NY will also be used.
4. Grade Leaders, School Leaders, Grade teams, Go Math PD, Expeditionary Learning PD, and Core Knowledge PD. Additional resources on Engage NY will also be used.
5. Grade Leaders, School Leaders, Grade teams, Go Math PD, Expeditionary Learning PD, and Core Knowledge PD. Additional resources on Engage NY will also be used.
- 6.

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

1. Grade Leaders, School Leaders, All students including ELLs and SWDs will be evaluated for effectiveness and the impact of each strategy/activity.
2. Grade Leaders, School Leaders, Target will be assessed on vocabulary and via questioning techniques to check for understanding and instructional effectiveness.
3. Grade Leaders, School Leaders, Teacher Teams
4. Grade Leaders, School Leaders, Teacher Teams
5. Grade Leaders, School Leaders, Teacher Teams

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

1. At the beginning of each content unit.
2. Midway and at the end of each content unit.
3. Weekly
4. Monthly
5. During the school year

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

1. Danielson Rubric, , Preparation period, Before or After school per-session, Teacher meetings, chancellor's conference day, Classroom inter-visitatio n, Mentoring
2. Danielson Rubric, , Preparation period, Before or After school per-session, Teacher meetings, chancellor's conference day, Classroom inter-visitatio n, Mentoring
3. Danielson Rubric, , Preparation period, Before or After school per-session, Teacher meetings, chancellor's conference day, Classroom inter-visitatio n, Mentoring
4. Danielson Rubric, , Preparation period, Before or After school per-session, Teacher meetings, chancellor's conference day, Classroom inter-visitatio n, Mentoring
5. Danielson Rubric, , Preparation period, Before or After school per-session, Teacher meetings, chancellor's conference day, Classroom inter-visitatio n, Mentoring

Budget and Resource Alignment

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

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

Set aside for cfn/pso Fordham University

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS		PF CTE	x	PF College & Career Readiness	x	PF Common Core
PF ELT	x	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
PF Positive Behavioral Management Programs		PF RTI		PF Supporting Great Teachers & Leaders		

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The school is developing various approaches to support a learning environment that promotes student and adult academic and personal growth.
 (1.4) The school conducts professional development and family workshops on conflict resolution and bullying that align to the goal of supporting students to adopt positive and effective academic behaviors.

Review Type:	Quality Review	Year:	2012-2013	Page Number:	3	HEDI Rating:	Developing
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	5.2 Systems and partnerships	x	5.3 Vision for social and emotional developmental health
X	5.4 Safety	x	5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, using The Learning Environment Survey 2012-2103 results and student feedback, teams will be formed to specifically focus on safety. The school leaders, PTA and staff will meet to discuss concerns with various groups such as; students, parents and the school community to create a system to sustain collaborative efforts for school wide improvement.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. New York Junior Tennis and Learning Afterschool program geared at character development and enrichment activities in the Arts.
2. Good Shepherd Family Services will continue to provide counseling services to our school families.
3. Bronx Lebanon Arts Therapy in School services and hospital based services for parents and students.
4. Respect for All NYC DOE initiatives

5. Student Council comprised of class and student representatives will meet to provide feedback to school leaders from peers.
6. Student Safety Committee will meet to communicate prevention and intervention of bullying, respect for diversity, environmental concerns and the health and well-being of our students.
7. Parent Learning Leaders provide services and support to the teachers and students in the classroom.
8. New Victory Theater provides personal experience to connect with their community and society through exploration of themes, cultures and history.
9. Arts Achieve Program for 5th Grade/Arts Connection which promotes students to make creative choices.

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

1. 21st Century Grant will provide funding to New York Junior Tennis and Learning for 3 years.
2. School Base Support Team, and Classroom Teachers will articulate and implement feedback given by Good Shepherd Personnel.
3. Bronx Lebanon Hospital will work collaboratively with the parents within the school.
4. Ms. Sarita-Flores and Ms. Glass launched the citywide Respect For All program for staff and students to actively promote a community of inclusion in our school.
5. Student Council comprised of a representative from each grade.
6. Student Safety Committee is facilitated by Ms. Vazquez and 4th and 5th grade students.
7. Parent Coordinator, Ms. Rodriguez will provide support to parents and teachers.
8. New Victory Theater offers support for theatrical activities and professional development.
9. Arts Achieve Program facilitated by Ms. Young and Mr. Perez of Arts Connection.

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

1. NYJTL provides afterschool services for 200 Kindergarten through 5th grade students. Collaboration between site supervisor and school leaders to evaluate progress, effectiveness and impact.
2. Collaboration between School Assessment Team, teachers and school leaders based on students who receive emotional/behavioral services.
3. Collaboration between Ms. Gauen, teachers and school leaders based on students who receive emotional/behavioral services.
4. Collaboration between Ms. Sarita-Flores, Ms. Glass, teachers and school leaders to determine the effectiveness and progress of prevention and intervention of bullying, respect for diversity, and the health and well-being of our students.

5. Collaboration between Student Council, Student body and school leaders to determine the effectiveness of resolutions for school wide issues.
6. Collaboration of facilitator, Ms. Vazquez and students to determine the effectiveness and progress of bullying and environmental concerns.
7. Collaboration between Ms. Rodriguez, teachers and school leaders to discuss the effectiveness of the parent learning leaders in the classroom/school.
8. Collaboration between Ms. Young, 2nd and 5th grade teachers and the New Victory Theater using their survey.
9. Collaboration between Arts Connection and the New York City Department of Education Arts and Special Products through Metis and the Federal Government.

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

1. NYJTL starts December and runs to June. The program meets Monday - Friday after school.
2. During monthly School Base Support Team Meetings.
3. Ms. Gauen works with students 3 days a week for 30 minutes each session from September to June.
4. Ms. Sarita-Flores and Ms. Glass provide on-going sessions based on needs for the school year.
5. Ms. Hall and Ms. Vazquez meet with the Student Council the first Friday of every month.
6. Ms. Vazquez and students will meet monthly.
7. Parent Learning Leaders offer daily support daily.
8. New Victory Theater meets with Ms. Young concerning pre/post performances in fall and spring.
9. Arts Connection meets with 5th grade bi-monthly for the school year.

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

1. NYJTL will be held after school will focus on academics, social development and sports fitness.
2. Provides emotional support that will enhance academic instruction within the classroom.
3. Bronx Lebanon offers individual art therapy.
4. Respect For All provides opportunities for hands on student learning to enhance communication among students.
5. Student Council works with school leaders to solve any concerns within the school.
6. Student Safety Committee discusses safety concerns and proposes solutions.
7. Parent Learning Leaders are parent volunteers who support the teacher and students in classroom activities.

8. New Victory Theater is responsible for the educational, artistic and future career of students.

9. Arts Connection is dedicated to the creation of the arts.

Budget and Resource Alignment

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

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

Set aside for cfn/pso Fordham University

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

x	PF AIS		PF CTE	x	PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams	x	PF NYS Standards and Assessments	x	PF Parent Engagement
x	PF Positive Behavioral Management Programs			x	PF RTI	x	PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The school is developing a culture for learning, which results in high levels of engagement by students and adults producing some improved levels of student achievement. (3.4). The schools affiliation with Fordham University is connecting instruction to college and career readiness through planned college visits by students and families. Additionally, teachers ensure that students and families are aware of high expectations.

Review Type:	Quality Review	Year:	2012-2013	Page Number:	3	HEDI Rating:	Developing
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	6.2 Welcoming environment	x	6.3 Reciprocal communication
X	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014 utilizing the four components of the Learning Environment Survey, school leaders, Parent Coordinator, PTA and staff will establish a culture for learning that communicates high expectations to staff, students and families.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

- 1: Teacher and parent participation in the School Leadership Team Meetings. Increase parental participation in Monthly School Safety Meetings.
- 2: Conduct Parent Workshops to review student data from ARIS, Core Knowledge, Go-Math and Expeditionary Learning Curriculum and establish strategies to support student academic success.
- 3: Conduct family events and activities that promote parental involvement and student learning. This will enable parents and staff to identify learning targets for our

students.

- 4: Conduct Parent Open House to discuss the procedures and expectations within the school building.
- 5: Experience Corp Tutoring Program will provide individual tutoring for students in Grades 1-3, followed by ongoing communication with parents as needed.
- 6: Jumpstart is a Pre-Kindergarten Program that develops the language, literacy and social skills needed to be successful in Kindergarten.
- 7: Arts Achieve is a federally granted program involving our Grade 5 students, in which a curriculum and assessment program is implemented to enhance their knowledge of play making, play writing and self-discipline in performing arts.
- 8: New York Junior Tennis and Learning Afterschool Program is an extra-curricular activity that enhances character development.
- 9: Learning Leaders are Parent Volunteers that provide services and support within the classrooms and school building.

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

- 1: School Leaders will inform staff and parents about the opportunity to become an active member of the School Leadership Team.
- 2: School Leaders, Parent Coordinator, PTA, and staff will provide data to parents and help establish learning strategies.
- 3: School Leaders, Staff, Parent Coordinators, and PTA will collaboratively plan for events/activities within the school.
- 4: School Leaders and staff will present and discuss in detail the procedures and expectations to all parents.
- 5: Experience Corp Senior Volunteers, Site Directors, Classroom Teachers, and School Leaders work collaboratively.
- 6: School Leaders, Pre-Kindergarten Teachers/Staff, Jumpstart Director.
- 7: School Leaders, Theatre Arts Teacher, Visiting Artist from Arts Connection, Collaborating Grade 5 Teachers
- 8: School Leaders, NYJTL Site Director, NYJTL Personnel,
- 9: School Leaders, Parent Coordinator and Parent Volunteers

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

- 1: School Leaders and Parent Coordinator will monitor attendance sheets and feedback forms submitted by staff and parents.
- 2: School Leaders will receive feedback from parents and teachers on the effectiveness of the curriculum strategies provided to the students.
- 3: Parent Feedback Forms will be administered upon completion of events/activities.
- 4: Completed Parent Feedback Forms and Parent/Student Signature Forms.

5: The program provides an Initial Baseline Assessment for each student, followed by an end of Year Assessment to measure the students' academic progress.

6: The program provides an Initial Baseline Assessment for each student, followed by an end of Year Assessment to measure the social, emotional and academic levels of each student.

7: The Metis Company has created an initial baseline assessment, followed by progress assessment at the end of the school year. These assessment are based on NYC DOE Blueprint for the Arts.

8: Collaboration between Site Supervisor and School Leaders to evaluate progress, effectiveness and impact.

9: Discussion between the Parent Coordinator, Teachers and School Leaders

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

1: Approximately 15 sessions will take place throughout the school year.

2: Every quarter staff and parents will engage in a review of student data in order to establish learning targets.

3: Quarterly and Monthly events for staff, parents and students where they will engage in learning activities.

4: Collection of Parent/Student Feedback forms.

5: Program is provided throughout the school year.

6: Jumpstart Personnel will implement the program once every month for the full school year.

7: School Leaders, Arts Connection Visiting Artists and Theater Arts Teacher meet twice a month, followed by quarterly meetings amongst Grade 5 Teachers, Enrichment Cluster Teachers, and Theater Arts Teacher and school leaders.

8: The NYJTL program is actively involved throughout the school year as it meets 5 times a week from December 2013 until June 2014.

9: Learning leaders offer daily support throughout the school year.

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

1: School leaders will inform staff and PTA Leaders weekly about minutes from the School Leadership Team Meeting. Discussions take place through Common Planning Periods, Chancellor's Conference Days, Chancellor's Mandated Professional Development Days, Faculty Conference Days, and PTA Meetings.

2: Utilization of Grade Team Newsletters, Monthly School Calendars, Daily Student Reports, E-Chalk Website, and Outdoor Electronic School Billboard will be used as a form of communication via parents.

3: Quarterly and monthly activities; such as Family Fun Fridays, Family Fun Night, Perfect Attendance Movie Afternoon, Holiday /Family Feast Celebration, Annual School Musical, Family Night Out, Thematic/Seasonal School Concerts. School Website is a tool used to inform parents of upcoming events.

4: During Open House, Parent Orientation, and Parent Handbook Distribution will take place. Detail discussions of procedures and expectations will take place during

Parent Teacher Conference.

5: Program provides periodic assessments to measure student progress in word recognition, phonemic awareness, and reading stamina.(Book Buddies)

6: Jumpstart Personnel will provide small group activities in which students are engaged in reading, writing, arts, science, puzzles and dramatic play.

7: During Grade 5 Theater Arts class, students are engaged in theater activities utilizing technology in the development of their theater works.

8: NYJTL will be held afterschool and will focus on academics, social development and sports fitness.

9: Learning Leaders are parent volunteers who support the classroom teacher and students in classroom activities.

Budget and Resource Alignment

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

x	PF Set Aside	x	Tax Levy	Title IA	Title IIA	Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.							
Set aside for cfn/pso Fordham University							
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.							
	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

Expanded Learning Time (ELT) Program Description

PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

To improve student in grades 3-5 proficiency score by one level on the New York State 2013 English Language Arts and Mathematics Assessment. To provide individualized support for students to improve academic performance during the school day. To prepare students for state and local assessments. To improve student attendance.

Activities

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

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

1. **Teacher Based Training on the program being implemented by an implementation specialist.**
2. **Teachers assess, identified students and place information in the V port system and determine areas of need in order to provide flexible grouping. Data will be collected at the beginning of the program, during the midpoint, and at the end of the program.**
3. **Administers lessons in literacy and during each session focused on phonemic awareness, Phonics, fluency, comprehension and other reading strategies using small group instruction.**
4. **Administers lessons in Math and during each session focused on number and numeration, fluency, comprehension of word problems, and basic math facts using hands on approach.**
5. **Provide opportunities for discussion and project based learning.**
6. **Provide opportunities for students to participate in activities online.**
7. **Provide opportunities for students to utilize online resources at home.**
8. **Provide opportunities for sharing and discussion**

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. **Certified teachers, Program Specialist**
2. **Certified teachers, Program Specialist, School Leaders**
3. **Teachers**
4. **Teachers**
5. **Teachers**
6. **Teachers**
7. **Teachers**
8. **Teachers**

C. Identify the target population to be served by the ELT program.

1. The target population to be served is 141 students in grades 3-5. Grade 3 students are hold overs with an ELA SS of 258 or below and/or a Math SS of 274 or below. Grade 4 students have an ELA SS of 294 and below and/or a Math SS of 283 or below. Grade 5 students have an ELA SS 295 or below and/or a Math SS of 287 or below. These students are the bottom third of students identified as not meeting standards on the NYSELA and/or NYS Math Assessment during the 2012-2013 school year. Some of these students are SWD's and ELL's.
2. The target population to be served is 141 students in grades 3-5. Grade 3 students are hold overs with an ELA SS of 258 or below and/or a Math SS of 274 or below. Grade 4 students have an ELA SS of 294 and below and/or a Math SS of 283 or below. Grade 5 students have an ELA SS 295 or below and/or a Math SS of 287 or below. These students are the bottom third of students identified as not meeting standards on the NYSELA and/or NYS Math Assessment during the 2012-2013 school year. Some of these students are SWD's and ELL's.
3. The targeted population to be served is 141 students in grades 3-5. Grade 3 students are hold overs with an ELA SS of 258 or below and/or a Math SS of 274 or below. Grade 4 students have an ELA SS of 294 and below and/or a Math SS of 283 or below. Grade 5 students have an ELA SS 295 or below and/or a Math SS of 287 or below. These students are the bottom third of students identified as not meeting standards on the NYSELA and/or NYS Math Assessment during the 2012-2013 school year. Some of these students are SWD's and ELL's.
4. The target population to be served is 141 students in grades 3-5. Grade 3 students are hold overs with an ELA SS of 258 or below and/or a Math SS of 274 or below. Grade 4 students have an ELA SS of 294 and below and/or a Math SS of 283 or below. Grade 5 students have an ELA SS 295 or below and/or a Math SS of 287 or below. These students are the bottom third of students identified as not meeting standards on the NYSELA and/or NYS Math Assessment during the 2012-2013 school year. Some of these students are SWD's and ELL's.
5. The target population to be served is 141 students in grades 3-5. Grade 3 students are hold overs with an ELA SS of 258 or

below and/or a Math SS of 274 or below. Grade 4 students have an ELA SS of 294 and below and/or a Math SS of 283 or below. Grade 5 students have an ELA SS 295 or below and/or a Math SS of 287 or below. These students are the bottom third of students identified as not meeting standards on the NYSELA and/or NYS Math Assessment during the 2012-2013 school year. Some of these students are SWD's and ELL's.

6. The target population to be served is 141 students in grades 3-5. Grade 3 students are hold overs with an ELA SS of 258 or below and/or a Math SS of 274 or below. Grade 4 students have an ELA SS of 294 and below and/or a Math SS of 283 or below. Grade 5 students have an ELA SS 295 or below and/or a Math SS of 287 or below. These students are the bottom third of students identified as not meeting standards on the NYSELA and/or NYS Math Assessment during the 2012-2013 school year. Some of these students are SWD's and ELL's.
7. The target population to be served is 141 students in grades 3-5. Grade 3 students are hold overs with an ELA SS of 258 or below and/or a Math SS of 274 or below. Grade 4 students have an ELA SS of 294 and below and/or a Math SS of 283 or below. Grade 5 students have an ELA SS 295 or below and/or a Math SS of 287 or below. These students are the bottom third of students identified as not meeting standards on the NYSELA and/or NYS Math Assessment during the 2012-2013 school year. Some of these students are SWD's and ELL's.
8. The target population to be served is 141 students in grades 3-5. Grade 3 students are hold overs with an ELA SS of 258 or below and/or a Math SS of 274 or below. Grade 4 students have an ELA SS of 294 and below and/or a Math SS of 283 or below. Grade 5 students have an ELA SS 295 or below and/or a Math SS of 287 or below. These students are the bottom third of students identified as not meeting standards on the NYSELA and/or NYS Math Assessment during the 2012-2013 school year. Some of these students are SWD's and ELL's.

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the Activities section.

	21st Century	x	Tax Levy	x	Title I SWP		Title I TA		Title I PF		C4E
x	Title III		Title I SIG		PTA Funded		Grants		In Kind		

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

None

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the Activities section.

Not funded by 21st Century Community Center Learning Funds

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

Not funded by 21st Century Community Center Learning Funds

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

The program provides intervention for reading and math skills and strategies. Targeted instruction in fluency, comprehension, vocabulary, writing, listening, and speaking. During the sessions and with access to the online component *students utilize the web based* learning that offers scaffolding that help with problem-specific step-by-step hints and onscreen tutoring focused on visual representations of math and literacy concepts. Students work at their level and receive incentives throughout levels in both content area. Students also have the opportunity to choose from a menu of enrichment activities twice a week for 1 hour.

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

Lessons focus on elements required by CCLS, including but not limited to: a well-designed, thoughtful concept and learning objective; rigorous grade-level expository text in every lesson; a demand for higher-level thinking through appropriate higher-order questioning in checking for understanding; and the use of technology to enhance the overall learning experience. Teachers will work alongside a program supervisor when necessary to model and develop creative problem-solving methods and thinking strategies that allow students to learn and demonstrate CCLS skills mastery.

C. Describe how the ELT program will address the unique learning needs and interests of all students.

Students will be allowed to reach their full potential by providing high quality, research-based and targeted academic instruction. The program has been designed to provide accurate assessments of students' strengths and weaknesses, and then to provide targeted instruction based on those results. Using student learning plans developed for each student, teachers utilize a variety of multi-sensory approaches—auditory, kinesthetic, visual, and tactile—to ensure that instructional methods and lesson plans are compatible to the student's style of learning.

D. Are the additional hours mandatory or voluntary?

	Mandatory	x	Voluntary
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E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of

students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

Students identified are given invitation letters to attend. Invitation letters request acceptance or a decline of enrollment in the program. Daily attendance is captured on a tracking sheet. Parents of students who do not attend regularly are informed of the attendance record and a meeting is scheduled. During the meeting student data is reviewed, and the parent is briefed on the importance and benefits of their child's enrollment.

F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

The school regularly analyzes student data during grade and team meetings with all stakeholders. Students who are not showing adequate growth in reading, math and/or other content area based on CCLS receives an invitation to participate in enrichment afterschool and on Saturdays.

G. Are you using an ELT provider procured using the MTAC process?

Yes

x

No

H. Describe how you are evaluating the impact of the ELT program on student achievement.

The programs being utilized offer an online assessment tool which is used to track student progress. This data is analyzed regularly by the School Leaders and Teachers, and students are grouped with targeted instruction to meet their needs. Research-based instructional methods include data driven instruction, diagnostic assessments at intake, followed by ongoing and post program assessments, differentiated instruction, pre-service professional development, understanding learning styles, higher order thinking skills, effective questioning techniques, and small group instruction. As a result of using these methods, student achievement will be maximized.

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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Experience Corps (Book Buddies)	Push In/Pull Out One to One Small Group	School Day
	Specialists Language Acquisition for ELL's grades 1-5 (Open Book)	Small Group/ Pull Out	School Day
	Specialists: Instruction to Support CCLS (Guided reading)	Small Group/Push In/Pull Out	School Day
	Estrellita (Native Language Instruction)	Small Group/Pull Out	Extended Day
	SETTS (Voyager Passport)	Small Group	School Day
	Extended Day (Core Knowledge, Expeditionary Learning)	Small Group	School Day (T-W 2:20-3:10pm)
	Guided Reading(Voyager)	Small Group	School Day
	Saturday Academy (I Ready CCLS)	Small Group	Saturday (9:00 am-12:00 pm)
	Curriculum Based Measurement	Small Group/One to One	School Day
	Special Programming K-2		

		Small Group/One to One	School Day
Mathematics	Specialists: Instruction to Support CCLS(Voyager Math)	Small Group	School Day
	Extended Day (Go Math)	Small Group	School Day (T-W 2:20-3:10pm)
	Saturday Academy (Ready CCLS)	Small Group	Saturday (9:00 am-12:00 pm)
Science	CCLS Core Curriculum Strategies for differentiation and remediation; project based learning(Harcourt)	Interdisciplinary Instruction using Core Knowledge and Expeditionary Learning	School Day 2x per week 1 period
Social Studies	CCLS Core Curriculum Strategies for differentiation and remediation (Harcourt)	Interdisciplinary Instruction using Core Knowledge and Expeditionary Learning	School Day 2x per week 1 period
	Project based learning		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	New York Junior Tennis and Learning (CBO)	Small Group 200 students)	After School Monday through Friday
	Response to Intervention (RTI Team)	Tiered	School Day (As needed) 6 weeks
	School Based Support (Psychologist)	One to One/Small Group	School Day (As needed)
	Bronx Lebanon Art Therapy/ Counseling	Small Group	School Day/Afterschool/ As needed
	Conflict Resolution(Guidance Counselor)	Whole Class	School Day As needed
	Peer Mediation(students)	One to One/Small Group	School Day, Before/ After School
	Good Sheppard Services(CBO)	Family services	Ongoing as needed
	Academic At Risk	One to One/Small Group	School Day 6 Weeks

	Girl Scouts	Small Group	After School weekly
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**Title I Information Page (TIP)
For School Receiving Title I Funding**

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

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

Title I Status

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

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.

In order to attract high qualified teachers the school leader will work with the human resource director and hiring school based team to recruit well qualified candidates. Candidates will also be selected through job fairs, staff member recommendations, recruitment from local colleges and the open market system. New teachers will be paired with a veteran teacher in the area of concentration. New teachers and existing teachers will also meet periodically with school leaders to discuss effective teaching practices utilizing the Danielson Framework of Effective practices. All teachers will be provided with professional development tailored to individual needs and based on student data results as a class, grade, and school.

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).

Professional development will be based on research based strategies. Professional development will occur both in and outside of the school building. Professional development will be based on the needs of students in the school, needs of teachers based on observations and teacher request, and based on the current curriculum being used. Professional development will also be available through our Partnership support organizations and based on initiatives and expectations of NYC department of education and NYS department of education. Professional development for all staff will enable all stakeholders to provide guidance and support to students based on the CCSS.

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.).

Funds are utilized and designated based on the following needs

- Data from ATS(identifying subgroups)
- Parent/student surveys
- Professional development location and enrollment
- School principal; works in collaboration with the Fordham Partnership Organization budget liaison to determine appropriate funding source available and designated for particular activities.
- The school principal regularly monitors funding distributions.

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.).

Transition plans begin with sharing information of the current kindergarten curriculum. Preschool teachers participate in professional development which discusses support for transition. Collaboration with community based organizations such as Jumpstart prepares students and their families with skills necessary to prepare for kindergarten. During the second half of the school year Pre K students engage in procedures such as transition eating in the classroom into the student cafeteria to support students with the transition. Parent in Pre K are involved in all workshops and professional development sessions offered in the school building.

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.

Teachers are given the opportunity to select the assessments that best meets the needs of the students and are aligned to the common core state standards. Teachers participate in workshop that discuss the data regarding student outcomes, develop next steps, and adjust their curriculum,

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).

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- Hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school website for regular communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

**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 12	Borough Bronx	School Number 092
School Name Community School 92		

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 Cheryl A. Hall	Assistant Principal
Coach Eva Garcia RBERN	Coach Data: Marcela Jones
ESL Teacher Jerome Wise	Guidance Counselor Zaida Glass
Teacher/Subject Area Rosa Montalvo Dual Language	Parent Iris Amaya
Teacher/Subject Area Alex Mayancella, Bilingual	Parent Coordinator Mildred Rodriquez
Related Service Provider Robert Trevino	Other Adela Martorell, ESL Teacher
Network Leader(Only if working with the LAP team)	Other Norma Colon, Bilingual

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.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	3	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	2
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	511	Total number of ELLs	106	ELLs as share of total student population (%)	20.74%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>			2	12	5	8								27
Dual Language <small>(50%:50%)</small>		11												11
Freestanding ESL														
Push-In	11	8	0	0	13	12								44
Pull-out	0		19	5									0	24
Total	11	19	21	17	18	20	0	106						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	106	Newcomers (ELLs receiving service 0-3 years)	85	ELL Students with Disabilities	10
SIFE	3	ELLs receiving service 4-6 years	19	Long-Term (completed 6+ years)	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	23	3	5	2	0	0				25
Dual Language	11	0	0	0	0	0				11
ESL	48	0	5	21	0	5	1			70
Total	82	3	10	23	0	5	1	0	0	106

Number of ELLs who have an alternate placement paraprofessional: 1

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 Spanish			2	11	5	8								26
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	2	11	5	8	0	26						

*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	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP
Spanish Spanish			13	17															13	17
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	13	17	0	13	17													

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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>28</u>	Number of third language speakers: <u>1</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>4</u>	Asian: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u>24</u>
	Hispanic/Latino: <u> </u>
	Other: <u> </u>

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	11	18	18	16	17	20								100
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		1	1											2
Haitian														0
French			1			1								2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1		1									2
TOTAL	11	19	21	16	18	21	0	0	0	0	0	0	0	106

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)	11	1	3	2	4	8								29

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	10	12	9	6	6								43
Advanced (A)	0	8	6	5	8	7								34
Total	11	19	21	16	18	21	0	0	0	0	0	0	0	106

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	12	3	1	0	16
4	16	3	0	0	19
5					0
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	13		2		1		0		16
4	18				1		0		19
5									0
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	4		9		6				19
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.

Assessments for the ELLs students includes TCRWP Running record Assessment, NYC Performance Assessment, Fundations Intervention Program, Reading A- Z Spanish early childhood literacy assessment, and NYSESLAT. Students in Grade 3-5 are also assessed using Expeditionary Learning unit assessments. Students in grades K-2 are assessed using Core Knowledge unit assessments. Teacher made reading and writing assessments for ELLs are also used. Estrellita assessment is used to assess native language skills of students in grade K-2. These tools indicate that a focus needs to be placed on ongoing review and analysis of students work samples to identify entry points for instruction to support grade level language acquisition and progress on NYSESLAT exam. The data also determined that scaffolding is important in the form of direct instruction, questioning techniques, and modeling correct grammar. Students need to be exposed to various genres of literacy with a balance of literary and informational text. Academic language will develop when students engage in rich conversations. 27% of ELL population reached Advanced level on 2013 NYSESLAT.

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

The LAB- R is administered to all students entering NYC public school system identified by Home Language survey. It is used to identify students who will require ESL services. NYSESLAT revealed the following pattern. K-2 students appear to be making progress greater than students in Grades 3-5. In 1st grade 100% students made progress in 2nd grade 70% made progress in 3rd Grade 37% made progress, in 4th Grade 52% made progress and in 5th Grade .18% students made progress. Across all grades there appears to be a significant number of students (13.63%) who did not attain the expected proficiency level.

The New York State English as a Second Language Assessment is another useful tool we use to determine student instructional levels.

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](#))

Upon careful examination of the results of the NYSESLAT in all four English acquisition modalities, it is evident that the areas most in need of improvement are reading and writing as reflected in the 19% increase in proficiency level. In order to address deficiencies in reading, ELL students will receive focused small group instruction using leveled classroom libraries. Listening skills are being reinforced by books on tape and computer based instruction. Writing remains one of the priorities for all ELLs and is being addressed in small writing groups that emphasize multiple revisions and vocabulary instruction. Speaking is emphasized by accountable talk stems and text based discussions.

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?

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

Students in 4th Grade whom were our third grade students for the Spring of 2013 scored:

1.3% of the students scored a level 3 on the New York State Examination for the year 2013.

28% of the students scored a level 2 on the New York State Examination for the year 2013.

Thus, 71% of the students scored level 1.

Students in 5th Grade, who were our 4th graders in the Spring of 2013 scored:

3.75% of the students scored a level 3 on the New York State Examination for the year 2013.

27.5% of the students scored a level 2 on the New York State Examination for the year 2013. Thus, 69% of the students scored a level 1.

Thus, the implication for instruction for the ELL students is to increase the comprehensive approach to Mathematics through the use of GO Math curriculum using strategies that support differentiation, mental mathematics, increasing mathematical terms and phrases and problem solving skills to incorporate the Common Core Standards which require more model representation of mathematics. Secondly,

increase professional development opportunities for teachers of ELLs .

We will focus on project based learning to increase opportunities for our ELLs to go from the concrete to the abstract representations. The following is an analysis of our English Language Learners in English Language Arts Students in 4th Grade:

0% of the students scored a level 3 and 4 on the New York State Examination for the year 2013.

17% of the students scored a level 2 on the New York State Examination for the year 2013.

83% of the students scored a level 1 on the New York State Examinations for the year 2013.

Students in 5th Grade

0% of the students scored a level 3 on the New York State Examination for the year 2013.

30% of the students scored a level 2 on the New York State Examination for the year 2013.

70% of the students scored a level 1 on the New York State Examinations for the year 2013.

Thus, the aforementioned results indicate a great need for decreasing ELLs at level 1 and increasing the amount of students in levels 3 and 4. This requires going beyond the early CR Part 154 requirements of identifying students and providing the recommended time for instruction in Spanish and English. It requires providing teachers with comprehensive knowledge of the best practices on the ESL methodologies via on going staff development. It requires differentiated instruction aligned to the students' NYSESLAT level.

This year we will utilize authentic assessments on an ongoing basis to monitor the progress of ELLs. The assessments will represent the four modalities and include writing sample analysis to increase student interest in reading and critical thinking skills. Teachers use data such as their individual conferencing notes to set goals for their students. We analyze the ELL baseline, periodic and predictive assessments to provide specific feedback to students and providing instruction that addresses student needs.

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](#).)

All ELLs have an opportunity to experience strong core Tier 1 instruction by qualified and certified classroom teachers. Baseline assessments identify students who are not making academic progress at expected rates. These students receive intensive, targeted interventions. As the student progress is monitored, the school adjusts instruction for individual ELLs, or groups of students with similar needs, and when systematic patterns are identified, adjustments to the instructional core are made.

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

All teachers receive ongoing professional development on effective strategies for acquiring second language and well as training on providing multiple forms of presentation, expression and engagement suitable for ELLs.

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?

Students in Dual Language program receive the same forms of assessment as all other students: Extrellita assessments, A-Z spanish running records and teacher made assessments.

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

School administrators, teachers and network personnel review performance assessment of ELLs to identify patterns across grades, subject areas and individual classrooms, and students.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

At the beginning of each year a team consisting of the following members: Bilingual Coordinator, School Secretary, Bilingual Family Worker, Bilingual Parent Coordinator, ESL Teachers Jerome Wise and Adela Martorell, SETTS Teacher Robert Trevino form a registration committee facilitated by the bilingual coordinator. Each member is provided with a description of the steps to initially identify students who may be ELLs. The following delineate the roles and responsibilities of each faculty member who will participate in the registration process:

1. School Safety Agent gives each parent a registration pass to the main office.
 2. Staff members checks addresses and give parents information regarding their zone school and if they are zoned to our school, they receive a registration number and checks CAP system to verify Special Education status.
 4. Staff members explains the registration process and assure the parents have all documentation papers necessary for registration.
 5. Staff members provide and review all Home Language Survey forms with parents. For students with home/native language other than English or student's native language, an informal oral interview is conducted.
 6. students who will need LAB R are assessed within 10 days of admission to our school.
 7. Students with IEPs and placed according to the services they are required to receive.
 8. The Principal reviews new entrance slips and assign students to their classes.
 9. Pupil Accounting Secretary, enters all registration information into A.T.S. Parents of newly enrolled ELL students are provided with an orientation session as they register in the auditorium and throughout the year, on the state standards, assessments, school expectations and general program requirements. They view the video, "Orientation for Parents" for English Language Learners which explains the three programs offered in New York City Public schools.
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.
- In the beginning of each year we conduct an ELL Parent Orientation Meeting. This year it was held on Oct 8, 2013. During the meeting we introduce the staff members and parents view the video in both Spanish and English. If we find it necessary to show the video in another language, the parents are invited up to the ESL room. At the completion of the orientation parents of newly enrolled ELL complete a parent survey. The parents are informed of the New York City-wide three- (3) different Bilingual programs and parent choices.
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 [\[see tool kit\]](#).)
- The ESL teachers work collaboratively with the Bilingual Coordinator, the classroom teachers to ensure that parents are regularly informed of their child's academic standing as a result of the LAB-R and NYSESLAT. Thus an ESL teacher distributes the parent choice letters and program selection forms to the teachers before Parent Teacher Conference so that the teacher can meet with the parents and distribute the letters and get signatures. Based on the LAB-R, Spanish LAB, and NYSESLAT parent entitlement letters are distributed. The ESL teacher files the returned entitlement letters and parent surveys selection forms in his office. At the beginning of each year the parents receive notification letters of entitlement, continued entitlement, or, if the students scored at the Proficiency level they receive the Non-Entitlement Transitional letter. All students who achieve proficiency are provided with two years of support services such as test modifications and admission to ELL Saturday Academy and AIS services.
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.
- ELL students in bilingual or ESL instructional programs are placed in their classes based on the LAB-R scores/or NYSESLAT and parent choice as indicated on the Parent Survey. Newly admitted ELL students are provided with an individual orientation meeting upon registration, which is conducted in the parents native language.
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.
- All ELLs identified in our Master list of Entitlement are administered the New York State English Language as a Second Language Arts Test (NYSESLAT). Each year during our monthly TBE meetings we review the entitlement list and testing procedures and protocols to ensure all students are tested. TBE classroom teachers and ESL teacher meet with the Testing Coordinator to receive Parent notification letters, teacher directions and on the day of the test, testing materials. The Testing and Bilingual Coordinator meet to review and check to ensure all students have been administered all sections of the NYSESLAT. Next, training is provided in scoring the examination and per-session is offered to schedule per-session teachers to exchange and

score the NYSESLAT.

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

1. Parents whose Native Language is Spanish request their child enter our either the TBE or ESL program. Currently, we are observing a new trend in which many parents of newly admintted ELLs are requesting ESL or Dual Language programs. Thus, we researched and obtained a Dual Language Grant and opened a Kindergarten Spanish Dual Language classroom last year. Students are now benefiting from the Dual Language program in grade One. Our long term plan is to continue to expand the Dual Language program to have a Dual Language class on each grade.
2. Parents of new admits, whose native language is Spanish and are entering the New York City Public School system for the first time, request their child be placed in a Bilingual Program.
3. Parents of a transfer student, whose native language is Spanish and has had their child in a Bilingual Program, request their child continue their education in a Bilingual Program.

Thus, the programs in our school are aligned with parental request. Regardless, of the parent's choice whether it be Transitional Bilingual or ESL program selection the students who are determined to be ELLs are scheduled for the LAB-R and or Spanish LAB within ten days of admission to our school. In the grades k-2 the 1 ESL teacher administers the LAB-R and or Spanish LAB in grades 3-5 the other ESL teacher, administer the LAB-R and scores it for submission.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

We have Transitional Bilingual, Dual Language and English as a Second Language programs. All Transitional Bilingual classes are mixed level (heterogeneous) with beginner to advanced proficiency range. We have two bridged transitional bilingual classes, one in the 2nd /3rd Grade and one in the 4th/5th Grade. We also have one dual language 1st Grade class where the target language is Spanish. Our Free Standing ESL instruction is provided by 2 ESL Teachers. For parents who choose to have their children in general education classes and who have been determined eligible to receive ESL services we offer a Free Standing ESL program. In the early grades, we are focused on developing students' native language using the 60/40 model to develop the students' native language skills, build confidence, self esteem and pride for the native language. The content areas of Native Language Arts, Math, Science and Social Studies are taught in the students' native language, while Art, Music, Physical Education, and Technology are taught in English. In the Free Standing ESL program, ELLs who are not in transitional or dual language classes receive ESL instruction according to their grade and NYSESLAT proficiency level. Our school implements both the "Push-In and Pull-Out" model. Students who are newly admitted ELLs and who are assessed to be at the beginner levels are supported via the push-out model in English using ESL strategies and methodologies. In both instances the ESL teacher works collaboratively with the classroom teacher to support and enhance the instruction of ELL students. In the Freestanding ESL program students are taught various styles, strategies, and methods of learning English and how to put that learning to practice. The content area of instruction is in English using ESL strategies. ESL support toward building schema in each area of content-based instruction, through multiple academic vehicles, i.e. computer-based programs, hands-on learning, co-teaching practices. The materials that are used are emphasizing English Language acquisition in all of the basic content-area. With the ELL Success Grant Funding, we were able to purchase four computers and two printers for our ESL Lab room. Utilizing NYSESLAT and Running Record results ELL students are assessed and work on their grade level core curriculum materials at their ability level. Some of the beginning level students use an internet program called Starfall.com which is another reading/phonics program as well as ELL Language Proficiency Kit. Others use hands-on phonic awareness activity programs such as our Listen and Learn and Hooked on Phonics. Teachers of ELLs use NYSESLAT preparation books that are used for differentiated instruction as well as a resource for teacher made assessments.

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)?

All students in Grades 1 through 5 are assessed using N.Y.S.E.S.L.A.T assessment proficiency levels. Utilizing the results of this exam, the teachers differentiate instruction based on beginning, intermediate, and advanced. For example, beginners in these grades receive 50% of their classroom instruction in English and the other 50 % is in Spanish. Students who score at the advanced level, are provided with 75% English instruction and 25% Spanish. All instruction for ELLs is differentiated according to the NYSESLAT levels and teacher made formative assessments. In all instances teachers utilized ESL strategies and methodologies to develop literacy and math skills. Teachers are required to submit and post schedules which reflect the students' proficiency levels and units of instructions based on these competencies. Thus, insuring that students who scored at the beginning and intermediate levels on the N.Y.S.E.S.L.A.T exam receive 360 minutes and advanced students receive 180 minutes of ESL per week.

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

ELL students are invited to participate in all school programs. School funding is utilized to include ELLs in all curricular and extra curricular as such as: trips, plays, celebrations, AIS. All ELLs are offered multiple opportunities to participate in a targeted and data-driven small group instruction during Extended Day Program, Saturday Academy and Summer School.

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.

Teachers use Social Studies and Science materials which are part of the Expeditionary Learning and Common Core curriculum. Teachers develop language objectives which are included in the lesson plans and evident in the manner in which the instruction is delivered, with additional emphasis put on vocabulary and comprehension skills in Science, Social Studies, Music, Art, Drama and Dance.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Students in grades K-2 are assessed using Estrellitas Spanish assessment. Teachers in upper grades use running records as well as A-Z Spanish Language assessment.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Teachers are currently developing assessments based of the four modalities of English Language acquisition. These assessment are modeled after the NYSESLAT assessment and administered every two weeks. Teachers maintain data collected during these assessments in order to monitor students' progression along English language acquisition continuum.
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).

Students with Interrupted Formal Education (SIFE) are assessed using the LAB-R. A parent conference is scheduled to provide an orientation session with the school parent coordinator. Here the parents are informed of our bilingual programs and the students are placed accordingly. The SIFE students are provided with differentiated instruction based on their ability levels in their native language. The classroom teacher is responsible assessing and grouping the students for instruction. A certified bilingual teacher provides additional Native Language Arts and English Language Arts Instruction for these students. For all other content areas of instruction the classroom teacher is responsible for providing instruction on the grade level. The ESL teacher schedules the SIFE students and begins to teach them how to read and write in English.

ELLs 4 to 6 years and Long Term ELLs are offered Academic Intervention Services such as small group instruction, Saturday/Extended Day Literacy and Mathematics Academy to enhance academic skills and language competency. The language of instruction is based on the teachers' recommendations and the New York State English as a Second Language Achievement Test. Long term ELLs are still serviced by the ESL teacher and are offered extra intervention in our Reading and Math via the push in and for beginners pull out program.

ELLs identified as students with disabilities are serviced by the ESL teacher. Modalities of instruction are differentiated to provide multiple entry points for all students to provide multiple means of representation, action/expression and engagement to include role playing, books on tape, graphic organizers, phonemic awareness as well as basic literacy and math skills instruction. The materials used also depends on the students instructional level, programs utilized are: Foundations, Wilson, Everyday Math, Times for Kids, NYS Science and Social Studies Scope and Sequence k-5, Common Core Standards, and Core Knowledge and Expeditionary Learning strategies and rubrics.

New Former ELLs in years 1 and 2 after testing proficient receive time and half as well as separate location for testing accommodations.

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 ESL teacher utilizes a various instructional strategies to differentiate modalities of instruction and provide role playing, books on tape, graphic organizers, phonemic awareness and basic literacy and math skills. The materials used also depend on the students instructional level, programs utilized are: Core Knowledge, Expeditionary Learning, Wilson Foundations, Go Math, Times for Kids, NYC Science and Social Studies Scope and Sequence k-5, Common Core Standards, balanced literacy strategies and rubrics. Small group data-driven instruction is utilized where students are continuously assessed. Instruction is structured according to UDL principles. Computers and Smartboards are used extensively through the building.
Data-driven flexible grouping is utilized by the teacher who sees students in small groups and on a daily basis. Via weekly grade meetings he is able to articulate with the classroom teachers and obtain additional information to align his support services with the classroom instruction. These students are also included and serviced via our ICT classes, Extended Day, Saturday Academy, and are included in all core curriculum instructional program via computers, music, art, drama, guidance, and special events such as plays, trips, and grade celebrations.
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?

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

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

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		
Social Studies:	Spanish		
Math:	Spanish		
Science:	Spanish		

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

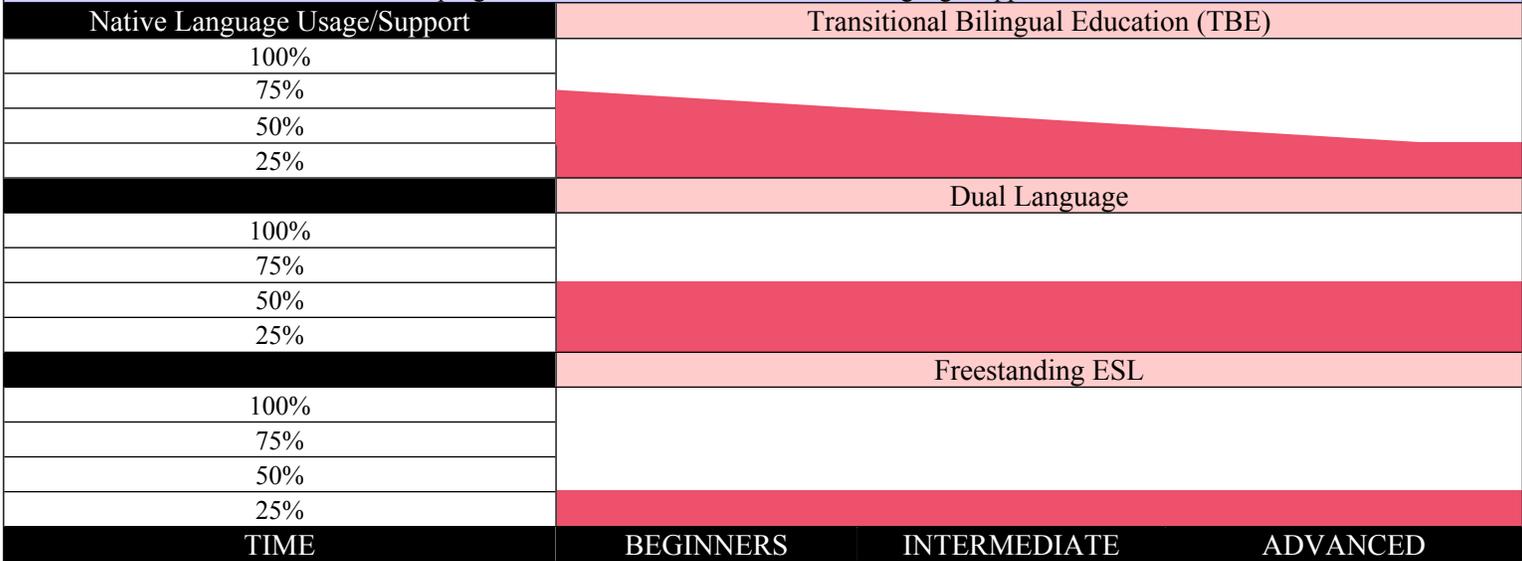
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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.

Academic Intervention Services are available to all ELLs including Students with Interrupted Formal Education (SIFE), ELLs with 4 to 6 years, Long Term ELLs and ELLs with IEPs. Each classroom has computers, and a Smartboard which are used on a daily bases to enhance and support reading fluency and vocabulary acquisition, including vocabulary and concepts needed to acquire knowledge and skills in Science and Social Studies. This innovative program provides appropriate materials for reading, listening and writing activities for students according to their needs. These activities are designed to help students with specific comprehension-related skills, including understanding cause/effect, sequencing, making inferences, identifying the main ideas, facts from opinions, and articles aiming for career and college readiness. Core Knowledge Curriculum (K-2) and Expeditionary Learning Curriculum (3-5) is used throughout the building, English and Spanish leveled libraries are available in the classroom as are used to provide high interest, multiple level of complexity text based instruction.

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

Comparatively speaking ELLs enrolled in our Transitional Bilingual programs traditionally score better than monolingual students in our school both academically and in attendance. Our current curriculum adheres to Common Core Standards and provides supplementary materials geared towards ELLs.

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

We are expanding on our programs and services to include more students and to reach out to more families that can benefit from workshops. Partnerships with community based organizations will provide academic support and character development. For example, New York Junior Tennis and Learning has partnered with CS 92 and will be offered to all students including ELLs. Our newly expanded Saturday Academy will include classes designed specifically for ELLs. We have also hired an additional ESL teacher to ensure service is provided to all ELL's.

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

TC Reading and Writing Project has been replaced with Expeditionary Learning and Core Knowledge. Everyday Mathematics has been replaced with Go Math. Our curriculum and programming was adjusted to assure that ELLs in all subgroups have ample opportunities to succeed and meet State Standards.

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

All communications with parents, including communications concerning schoolwide programs and initiatives are conducted in English and Spanish to assure that families of ELLs are informed and take advantage of the opportunities opened to other students. Additional outreach is done to inform ELLs families when programs targeting ELLs are available. ELL students are invited to participate in all school programs via consent slips. School funding is utilized to include ELLs in all curricular and extra curricular as such as: trips, plays, celebrations, AIS, small group instruction provided during Saturday Academy, after school programs and Summer School.

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

All classrooms have a Smartboard, computers and printers. The devices are used on a daily bases to enhance and support reading fluency and vocabulary acquisition. The program provides appropriate materials for reading, listening and writing activities for students according to their needs. These activities are designed to help students with specific comprehension-related skills, including understanding cause/effect, sequencing, making inferences, identifying the main ideas, facts from opinions, and articles aiming for career and college readiness. Core curriculum, English and Spanish leveled libraries are available in the classroom.

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

Students at all proficiency levels receive Native Language Arts in content area. The Native Language Arts component continues to focus on the four language skills: listening, speaking, writing and reading. In this program teachers extend the balanced literacy period beyond the 90 minutes to 180 minutes per day. Thus, students are provided with 90 minutes of literacy on a daily basis in either Spanish or English. Utilizing English as Second Language methodologies, teachers integrate content area instruction to develop deeper comprehension and ensure maximum reinforcement of concepts.

Core curriculum materials are provided in both languages. Supplemental materials include trade books, transparencies, visual aides, manipulative and books such as: Strategies for Achieve Reading Success, New York State Coach English Language Arts, Math, Science and Social Studies, Write It out Mastering Short and Extended Responses to Open Ended Questions, Measuring Up to the NYS Learning Standards Mathematics, and Getting Ready for NYSELSAT.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Teachers constantly assess students according to their maturity level, age and grade level. Materials and pedagogical approaches are geared to the needs of students to assure that students are challenged and not frustrated. Appropriate scaffolding is provided to all students who need additional support.
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.
ESL teachers create small groups consisting of newly enrolled ELL students and provide instruction that provides basic English language skill as well as aculturation
18. What language electives are offered to ELLs?
N/A
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)?

The Dual Language program is self-contained and includes one 1st grade class. The teacher is proficient in English and Spanish and conducts all the instruction in both languages with a mixed-language group of students. Instructional materials are in both languages. Books, posters, bulletins, and other classroom print are equally represented in both languages.

Dual Language Curriculum. Reading and Writing (English): Core Knowledge Language: Listening and Learning strand and Skills strand, Guided Reading and Accountable Independent Reading. Estrellita (Spanish): Estrellita is an accelerated, systematic, explicit phonics program which provides children with the skills necessary to decode beginning reading material in Spanish. Go Math: Mathematics program, there are hands-on activities to do and real-world problems to solve.

Dual Language Assessments: Listening and Learning and Skill Strand: The Tens (The Core Knowledge Language Arts Program uses a unique system of assessment, called the Tens. In the Tens system of assessment, all scores are converted to numbers between 0 and 10. A 10 indicates excellent performance and a 0 indicates very poor performance). Estrellita Placement Test and Benchmark Assessment: individual record booklet, student booklet, Estrellita Benchmark Assessment: individual and class records. Go Math: Pre-assessment (Show What You Know), Mid-Chapter Checkpoint, Chapter Review/Test, Performance Task, Portfolios/Observations/Checklists and Rubrics.

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 Assistant Principal, teachers and support staff in our school are selected to attend professional development days out of the building specifically pertaining to English Language Learners as offered by the Office of English Language Learners in NYC, Estrellita Early Phonic Reading Program and our Fordham PSO network CFN 551.

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

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

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

Once ELL professional development has been received by ELL staff member(s) the professional development is then "turn-keyed" to staff. Agendas and any information that was gathered from the PD is copied and placed into the main office's ELL file. An additional set of copies are placed into the ELL binders of the ESL teachers.

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

Parent workshops include the following:

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

- b. Parents are notified of ongoing events, workshops, and activities in a timely fashion through monthly calendars, reminders letters, flyers, e-mail when provided on by the parent, and a news bulletin board set up at the main entrance.
- c. Workshops are provided in all curriculum areas.
- d. Special workshops are directed to the parents of at risk students.
- e. Parents are encouraged to participate in all events and seminars.
- f. Recommendations are made to the parents on setting up a quiet area at home for their children to complete their assignments and to study.
- g. In order to be cognizant of school policies and current events parents are encouraged to participate in our monthly P.A. meetings which are held in the am and then repeated in the pm hours after school for those parents who work. .
- h. C.S, 92 will encourages the parents to share in their child's success reflects the parents diligence and commitment to education.
- I. Parents are advised to attend Parent Teacher Conferences so that they will be mindful of there child's progress. A translator is provided.
- j. Parents are asked review and sign there child's homework daily.
- m. Parent are encouraged to participate in workshops within the neighboring school C.S.211, C.S. 300, C.S. 44 as a networking program between the schools.
- n. Parent are provided with the Chancellor's Discipline Code..

All parents receive a copy of the school Parent Compact and Parent Involvement Policy.

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: CS 92

School DBN: 12x092

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Cheryl Hall	Principal		11/12/13
	Assistant Principal		
Mildred Rodriquez	Parent Coordinator		11/12/13
Jerome Wise	ESL Teacher		11/12/13
Iris Amaya	Parent		11/12/13
Rosa Montalvo	Teacher/Subject Area		11/12/13
Alex Mayancella	Teacher/Subject Area		11/12/13
Marcella Jones	Coach		11/12/13
	Coach		
Zaida Glass	Guidance Counselor		11/12/13
	Network Leader		
Adela Martorell	Other <u>ESL Teacher</u>		11/12/13
Norma Colon	Other <u>Bilingual Teacher</u>		11/12/13
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 12x092 School Name: Community School 92

Cluster: 5 Network: 551

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

Part A: Needs Assessment Findings

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

Based on a review of the Home Language Survey Forms and School Leadership Team recommendations, in compliance with the No Child Left Behind and Child First Mandates, we find the need to request a Translator. Parent letters are sent home in English and Spanish. For those parent of student whose native language is Arabic, we utilize the Department of Education Telephone and Computer Translation service. We have sufficient number of staff members proficient in Spanish that can serve as interpreters and translators.

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

The Home Language Survey data indicates that 70% of our parent are Hispanic and a increased number 1.3% are of Arabic. In September during our school-wide Open House and during our October Parent Orientation sessions, the parents are informed of our ELL programs and translations services offered by C.S. 92 staff members.

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.

A Spanish Translator translate English documents into Spanish, thus, providing a parent – school connection which will improve their parent capacity to assist their children academically and in their social achievement. Items to be translated consist of, but will not be limited to, the following:

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

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

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

Oral interpretation services will be provided by our Spanish speaking Parent Coordinator, Administrator, Social Worker and teachers. In the immediate need of translation for members of our school community whose native language is Arabic , we will utilize other speakers of the same language.

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

C.S. 92 conforms to the Section VII of the Regulations A-663 regarding parental notification requirements for translation and interpretation services as found in our Budget Plan for Translations/ Interpretation Plan 2013-2014 school year.

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

Title III Supplemental Program for ELLs

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

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

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

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

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

Part C: Professional Development

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

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

Part C: Professional Development

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

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

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

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

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

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

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

Part C: Professional Development

Part D: Parental Engagement Activities

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

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

Begin description here:

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

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

Teaching Limits, Confident Parenting, Getting Alone, Friendships.

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

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

Part D: Parental Engagement Activities

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

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

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

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

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

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

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

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

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

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		