

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-15

School Name: PS/IS 192 THE MAGNET SCHOOL FOR MATH AND SCIENCE INQUIRY
DBN (i.e. 01M001): 20K192
Principal: LISET ISAAC
Principal Email: LISAAC@SCHOOLS.NYC.GOV
Superintendent: KARINA COSTANTINO
Network Leader: NEAL OPROMALLA

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Liset Isaac	*Principal or Designee	
Beverly Gold	*UFT Chapter Leader or Designee	
Marie Mohamed	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lauren Behan	Member/ UFT Representative	
Valerie Carroll	Member/ UFT Representative	
Cathy Speziale	Member/ UFT Representative	
Crystal Roman	Member/ PTA Vice President	
Elizabeth Vega	Member/ Title I Representative	
Maribel Saavedra	Member/ Parent Representative	
Linda Ustun	Member/ Parent Representative	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, current Level 1 and Level 2 students in grades 3-8 achieving grade level standards (Level 3-4) in ELA will increase by 10-12% as measured by the 2015 New York State ELA assessment (exclusive of Students with Disabilities and English Language Learners).

Comprehensive Needs Assessment

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

Based on the subgroup data of the 2014 NY State ELA exam 70% of students (106/151) in grades 4-8 (exclusive of SWDs and ELLs) performed at Level 1 and 2. When looking at the breakdowns, 14% (22) of students scored a Level 1 and 56% (84) students scored a Level 2. After a careful analysis of these results, it is noted that grade 5 and grade 6 have the highest percent of students (91% and 76% respectively) at Levels 1 and 2. It is also noted that grade 4 has the highest percentage of students scoring a Level 1 (32% or 8 students). Given that the majority of students are currently performing at a Level 2, we need to further target these students and provide instruction to help them progress a minimum of one proficiency level, as well as provide additional ELA supports to raise their skills to be able to ideally perform at a level 3 on the NY State ELA exam.

Instructional Strategies/Activities

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

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

Activity 1: Small Group Instruction – Small group instruction will be strategically created to address students' short- and long-term learning goals that assist in the work of our students performing on standard in literacy. This work is accomplished through guided reading, strategy groups, and group conferences. Teachers apply UDL strategies as a way to support and engage students in learning.

Activity 2: Professional Development – The school administration is utilizing Charlotte Danielson's Framework to develop teachers in the areas of planning, preparation, and instruction to prepare students for the challenge of the Common Core Standards. Specifically related to ELA, teachers participate in on-going staff development both inside and outside of the school building provided by Columbia University Teachers College Reading and Writing Project to ensure that we are preparing all of our students for the rigor of the new tasks they are facing. The administration team, lead teachers, and Data Specialist are providing on-going professional development in planning, assessment, data analysis, and the incorporation of UDL strategies. The teachers are participating in weekly professional learning in which they are identifying their own areas of need and taking an active role in charting their professional growth.

Activity 3: ELA After School Intervention - This program will support Level 1 and 2 students in intensive small group strategy work to increase their performance in reading and writing. The NIA after school program will also support students through providing daily homework help to students in grades 6-8.

Activity 4: Academic Intervention Services – To address the needs of students who performed below standard on the 2014 NY State ELA exam, intervention services will be provided to students in grades 3, 4, 5, and 6. The teachers will both push into classrooms during the ELA block and pull out small groups of students to provide additional support in the areas of reading comprehension and the writing process.

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

Activity 1: Small Group Instruction – Administration, Classroom teachers, ESL teachers, AIS teachers, Speech Teachers,

Activity 2: Professional Development – Administration, All classroom teachers, Data Specialist, Teachers College Staff Developers, CFN 409 Literacy Staff Developer

Activity 3: ELA After School Intervention – Administration, Select teachers, NIA staff

Activity 4: Academic Intervention Services – Administration, AIS teachers

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

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

Activity 2: Professional Development - The effectiveness of Professional Development will be evaluated through formal and informal observation conducted by school administrators as they follow up on strategies presented in the professional development workshops. The school's Professional Learning Team will meet regularly to evaluate the effectiveness of the professional learning taking place and identify areas for continued improvement.

Activity 3: ELA After School Intervention - Over the course of the After-School Programs, the teachers will administer pre- and post-mock ELA exams to evaluate student progress and program effectiveness. Data from these assessments will be used to drive further instruction.

Activity 4: Academic Intervention Services – AIS will be evaluated through conference notes, formal and informal TCRWP running records, pre- and post- On Demand assessments aligned with the ELA curriculum, and ELA periodic assessments. These assessments will be monitored periodically to inform and drive our instruction provided through AIS.

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

- Activity 1: Small Group Instruction** – Sept. 2014 – June 2015
- Activity 2: Professional Development** - Sept. 2014 – June 2015
- Activity 3: ELA After School Intervention** – January 2015 – May 2015
- Activity 4: Academic Intervention Services** – Oct. 2014 – June, 2015

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

- Activity 1: Small Group Instruction** – N/A
- Activity 2: Professional Development** – SBO, Title I
- Activity 3: ELA After School Intervention** – Per Session
- Activity 4: Academic Intervention Services** – N/A

Strategies to Increase Parental Involvement

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

In the fall, parents were able to access their child's 2014 NY State ELA scores on ARIS. Parents were then invited to a workshop that provided an explanation of the instructional shifts in the Common Core Standards and guidance in how to read their child's performance. Additionally, during the Fall Open House, an overview was provided of supports implemented during the school day for their children as well as ideas for supporting their child at home. The session was translated into other languages as needed. Additional opportunities for parents will be provided by the Parent Coordinator to assist in reading and understanding accountability systems such as the Annual School Report Card, Progress Report, and the Learning Environment Survey Report. The Parent Coordinator will be available to assist parents in viewing the progress of their children through the ARIS portal and/or Engrade. Assistance will also be offered in helping parents understand standards and assessments. She will also organize trips to places such as to Barnes and Noble to heighten literacy awareness. Teachers conduct Family Fun Nights focused on literacy in which students and their families engage in interactive read-alouds and other activities. Families attending these events receive numerous books to take home and enjoy with their children. Teachers have created classroom webpages through e-chalk that provide up to date classroom resources, supports for instruction, and school/classroom events. Teachers are also providing outreach to parents through phone calls, emails, etc. on a weekly basis to keep families informed of their child's progress.

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	X	Grants
----------	-----------------	----------	-----------------	--	------------------	--	------------------	--	------------------	----------	---------------

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

--

Goal and Action Plan #2

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

Annual Goal #2

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

By June, 2015 12-15% of English Language Learners (ELLs) in grades 3-8 will increase a minimum of one proficiency level as measured by the 2015 New York State ELA assessment.

Comprehensive Needs Assessment

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

Based on the performance of our English Language learners (ELLs) on the 2014 ELA exam, it was noted that only 1% of our ELL students in grades 3-8 performed on or above standard (Levels 3-4) as compared to 20% of all students tested in grades 3-8. One third of our school's total population (190 of 603) is comprised of ELLs. Of these students 49% are in grades 3-8, with a breakdown of students at the following levels: 12% (11) beginner, 36% (32) intermediate, and 52% (47) advanced. Even more significant, only 13% (9) performed at level two, while 85% (58) of ELLs achieved a level 1. Stronger collaboration between ESL teachers and classroom teachers is required to better meet the needs of students.

Instructional Strategies/Activities

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

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

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

Activity 2: Professional Development – The school administration is utilizing Charlotte Danielson's Framework to engage teachers in professional self-assessment and strengthened practice in the areas of planning for our diverse range of student needs and applying Universal Design for Learning (UDL) strategies. We continue to fully align our ELA units of study with the Common Core Standards, allowing for multiple entry points for our ELLs. Teachers participate in on-going staff development both inside and outside of the school building provided by Columbia University Teachers College Reading and Writing Project to ensure that we are preparing all students for the challenge of the tasks of the Common Core Standards.

ELL Professional development for this year has been planned for both short-term and long-term professional learning experiences. During weekly professional learning sessions, ESL teachers are collaborating with classroom teachers to analyze student progress, develop action plans, and make necessary changes in instructional practices to better meet the needs of our English Language Learners. ESL teachers will also attend workshops offered by the Office of English Language Learners (OELL) that focus on effective instructional strategies integrating language learning across the curriculum. As a way of fulfilling the mandated 7.5/10 hours of ESL professional development for new teachers, each new teacher is receiving support from a consultant from the Center of Integrated Teacher Education.

Activity 3: After-School ESL Programs - The after-school program is divided into two sessions. Session 1 is targeted for Newcomers to provide immediate instruction in acquiring the English language. The teachers will be utilizing Hampton Brown's literacy program "Avenues". Session 2 consists of ELA and NYSESLAT test strategies for intermediate and advanced ELLs. The teachers will utilize Attanasio and Associates "Getting Ready for the NYSESLAT", Empire State NYSESLAT preparation materials, and exam samplers provided by the State.

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

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

Activity 2: Professional Development - Administration, All ESL teachers, all classroom teachers working with ELLs, Teachers College Staff Developers, CITE Consultant

Activity 3: After-School ESL Program – Administration, Selected ESL teachers in collaboration with selected classroom teachers

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

Activity 1: Small Group Instruction – The effectiveness of small group instruction will be evaluated through the process of conferring, observation, pre- and post- On Demand assessments aligned with the ELA curriculum, and formal and informal TCRWP running records. These assessments will be monitored periodically to inform and drive our instruction during small group instruction. ELL periodic assessments are also administered and analyzed twice per year, providing an indication of student needs

and progress by language modality.

Activity 2: Professional Development - Formal and informal observations conducted by school administrators will be used to evaluate the effectiveness of Professional Development, as they follow up on the implementation and impact of strategies presented in the professional development workshops. Evidence of effectiveness will also be increased levels of collaboration among classroom teachers and ESL teachers resulting in progress in student performance.

Activity 3: After-School ESL Program - Over the course of the After-School Programs, the teachers will administer pre-, mid-, and post-assessments to evaluate student progress and program effectiveness. Data from these assessments will be used to drive further instruction.

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

Activity 1: Small Group Instruction - Sept. 2014 - June 2015

Activity 2: Professional Development - Sept. 2014 - June 2015

Activity 3: After-School ESL Program - November 2014 - February 2015 (Session 1) and March 2015 - May 2015 (Session 2)

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

Activity 1: Small Group Instruction - N/A

Activity 2: Professional Development - SBO, Title I

Activity 3: After-School ESL Program - Per Session

Strategies to Increase Parental Involvement

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

Parent workshops will be conducted by our ESL staff to provide materials and training to assist the parents of our English Language Learners in working with their children to improve their achievement levels. Translation is always provided when needed. The Parent Coordinator will assist in disseminating information about school and parent related programs, meetings, and other activities in the languages that parents can understand. Opportunities will be provided to parents to assist in reading and understanding accountability systems such as the Annual School Report Card, Progress Report, and the Learning Environment Survey Report. Assistance will be offered in helping parents understand standards and assessments. The Parent Coordinator will also be available to assist parents in viewing the progress of their children through the ARIS portal and/or Engrade. She will also organize trips to places such as to Barnes and Noble to heighten literacy awareness. Over the course of the year, teachers conduct family literacy nights in which students and their families engage in interactive read-alouds and other literacy-based activities. Families attending these events receive numerous books to take home and enjoy with their children. Teachers have created classroom webpages through e-chalk that provide up to date classroom resources, supports for instruction, and school/classroom events. Teachers are also providing outreach to parents through phone calls, emails, etc. on a weekly basis to keep families informed of their child's progress.

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside		Grants
---	----------	---	----------	--	-----------	---	-----------	--	-----------	--	--------

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

--	--	--	--	--	--	--	--	--	--	--	--

Goal and Action Plan #3

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

Annual Goal #3

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

By June, 2015 10-12% of Students with Disabilities (SWDs) in grades 3-8 will increase a minimum of one proficiency level as measured by the 2015 New York State ELA assessment.

Comprehensive Needs Assessment

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

Based on the subgroup data from the 2013-2014 Progress Report, only 2.6% of our Self-Contained and 3.9% of our Integrated Co-Teaching (ICT) students scored at a Performance Level of 3 or 4. Currently our September 2014 Independent Reading Level school data indicates that 76% of our students in grades 3-8 are reading below grade level. We recognize this as a major concern and establish this as an ongoing instructional focus.

Instructional Strategies/Activities

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

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

Activity 1: Small Group Instruction – All teachers in grades K-8 are providing differentiated instruction with learning strategies, scaffolding, and feedback to accommodate the various needs of our SWDs. During small group instruction, guided reading and strategy lessons are being implemented. Teachers apply UDL strategies as a way to support and engage students in learning. Teachers are also integrating technology (SMARTboards, iPads, laptops, MYON eBooks, etc.) in their daily lessons to address the learning modalities of the students in their classrooms. To provide effective small group instruction, we utilize multiple settings for special education instruction including ICT, self-contained, and SETSS, with the goal of mainstreaming students whenever possible. As per their IEP's, many students also receive related support services such as speech, OT, PT.

Activity 2: Professional Development – The school administration is utilizing Charlotte Danielson's Framework to engage teachers in professional self-assessment and strengthened practice in the areas of planning for our diverse range of student needs and applying Universal Design for Learning (UDL) strategies. At the beginning of the year teachers participated in additional professional learning focused around UDL principles provided by in-house teachers who received training from network specialists. We continue to fully align our ELA units of study with the Common Core Standards, allowing for multiple entry points for our SWDs. Teachers participate in on-going staff development both inside and outside of the school building provided by Columbia University Teachers College Reading and Writing Project to ensure that we are preparing all students for the challenge of the tasks of the Common Core Standards. Additionally, teachers have engaged in professional learning focused on how to write and implement IEPs that are more specific to students' needs, particularly developing the Present Levels of Performance (PLOP) to reflect a more comprehensive picture of SWDs.

Activity 3: School Implementation Team – To address the needs of all of our students with disabilities, a team was created to meet regularly and evaluate each student's academic, emotional, and social development. IEP's are modified whenever needed in response to student needs as they change over time.

Activity 4: ELA After School Intervention - This program will support Level 1 and 2 students in intensive small group strategy work to increase their performance in reading and writing. The NIA after school program will also support students through providing daily homework help to students in grades 6-8.

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

Activity 1: Small Group Instruction – Administration , Classroom teachers, ESL teachers, OT/PT teachers, Speech Teachers, Special Education Teachers

Activity 2: Professional Development – Administration , All classroom teachers, special education teachers, School Psychologist, Teachers College Staff Developers,

Activity 3: School Implementation Team – Administration , Classroom teachers, Special Education Teachers, School Psychologist, related service providers, Guidance, Social Worker

Activity 4: ELA After School Intervention – Administration ,Select teachers, NIA staff

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

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

Activity 2: Professional Development- Formal and informal observations conducted by school administrators will be used to evaluate the effectiveness of Professional Development, as they follow up on the implementation and impact of strategies presented in the professional development workshops. Evidence of effectiveness will also be increased levels of collaboration among classroom teachers and SWD teachers resulting in progress in student performance.

Activity 3: School Implementation Team – Effectiveness of the SIT will be determined by evaluating changes in IEP’s and the effects on student learning and progress.

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

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

Activity 1: Small Group Instruction – Sept. 2014 – June 2015

Activity 2: Professional Development - Sept. 2014 – June 2015

Activity 3: School Implementation Team – Oct. 2014-June 2015

Activity 4: ELA After School Intervention – Jan. 2014 – May 2015

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

Activity 1: Small Group Instruction – N/A

Activity 2: Professional Development – SBO, Title I

Activity 3: School Implementation Team – N/A

Activity 4: ELA After School Intervention – Per session

Strategies to Increase Parental Involvement

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

In the fall, parents were able to access their child’s 2014 NY State ELA scores on ARIS. Parents were then invited to a workshop that provided an explanation of the instructional shifts in the Common Core Standards and guidance in how to read their child’s performance. Additionally, during the Fall Open House, an overview was provided of supports implemented during the school day for their children as well as ideas for supporting their child at home. The session was translated into other languages as needed. Additional opportunities for parents will be provided by the Parent Coordinator to assist in reading and understanding accountability systems such as the Annual School Report Card, Progress Report, and the Learning Environment Survey Report. The Parent Coordinator will be available to assist parents in viewing the progress of their children through the ARIS portal and/or Engrade. Assistance will also be offered in helping parents understand standards and assessments. She will also organize trips to places such as to Barnes and Noble to heighten literacy awareness. Teachers conduct Family Fun Nights focused on literacy in which students and their families engage in interactive read-alouds and other activities. Families attending these events receive numerous books to take home and enjoy with their children. Teachers have created classroom webpages through e-chalk that provide up to date classroom resources, supports for instruction, and school/classroom events. Teachers are also providing outreach to parents through phone calls, emails, etc. on a weekly basis to keep families informed of their child’s progress.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
--	----------	----------	-----------	-----------	-----------	--------

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
--	----------	----------	-----------	-----------	-----------	--------

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

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

Mathematics	Math AIS- Small group instruction based on student needs to improve mathematical skills with an emphasis on strategies.	Math AIS- Small group	Math AIS- During the school day
Science	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Crisis Intervention and Counseling – Guidance Counselors and Social Workers meet with students to come up with behavior and attention management plans assisting students in their ability to focus on learning.	Crisis Intervention and Counseling – Small Group	Crisis Intervention and Counseling – During the school day

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

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

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

Title I Status

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
As the Common Core Standards and Charlotte Danielson's Framework for Teaching implementation continues, school faculty has attended various professional development sessions on how to improve their practice and align instruction to the new city-wide instructional expectations. On a weekly basis, teachers meet and engage in professional learning focused on designing coherent instruction and analysis of the resulting student work. The administration, teachers, and Teacher's College Staff Developers have also provided in-house professional development sessions surrounding the work of aligning instruction to the Common Core, including support for how to address the needs of all learners. As part of this, the Instructional Lead teachers of the building have also turn-keyed principles and resources on the Universal Design for Learning provided by the network. The principal attends monthly conferences provided by Teacher's College. School administrators attend CFN 409 Principal and Assistant Principal conferences throughout the school year.

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

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

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

Measures to Include Teachers in Decisions Regarding Assessments

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

At the beginning of the year, administrators met with the MOSL Committee (a group of teachers who represent the teacher body) to discuss assessment measures. They contributed their views and agreed that all teachers are collaboratively and individually responsible for the growth of students. They decided on which assessments to use as the local assessment measures (TCRWP levels, spelling inventories, Periodic Assessments, etc.).

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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



The Magnet School for Math and Science Inquiry

PS/IS 192

4715 18th Avenue

Brooklyn, New York 11204

Phone: 718-633-3061

Fax: 718-871-8721

Liset Isaac
Principal

Leslie Pagliaro
Amy Muscarelle
Rosaria Pecoraro
Assistant Principals

TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY

2014-2015

PART I - GENERAL EXPECTATIONS

PS/IS 192 agrees to implement the following statutory requirements:

- The School will implement Family Fun Nights to involve the parents of Title I in consultation with the parents during PTA meetings. The parents will suggest and help plan by giving suggestions to the PTA and the Parent Coordinator and then approving the plan at the monthly meetings.
- We will send out flyers in English and Spanish and have them translated in other languages as needed. We will use School Messenger to let parents know of all events going on in the school.
- We will have Cool Culture passes for Pre-K and Kindergarten families so that they can go to museums for free.
- We will also have Urban Advantage passes for the middle School families to do the same.
- We will present a budget at the PTA meetings every month to let the parents know how much is being spent on the Title I activities.
- The parents will have an opportunity to help decide how we spend the Title I money.
- Title I money will also pay for books selected as Book of the Month for Parent Workshops. Workshops will highlight the theme of the book and ideas will be presented of what can be discussed at home.
- Organize trips with the Parent Coordinator of interest to the parents such as Barnes and Noble.
- The Parent Coordinator and the PTA will organize a variety of parent celebrations during the year.

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

- 1) The SLT is comprised of 50% parents who along with other members help to formulate the CEP.
- 2) PS/IS 192 will integrate parental involvement strategies in Title I programs such as
 - a) Funded Literacy and Math Programs
 - b) Universal Pre-K Programs
- 3) PS/IS 192 will conduct with the help of the parents an annual evaluation of the effectiveness of this parental involvement policy so that it may be improved if needed. This evaluation will include identifying barriers to greater parental involvement, with particular attention to language barriers. The school will use the findings to revise and

make more effective parental involvement policies. This information will be relayed to parents at the PTA Meetings, through School Messenger, and through the school newsletter.

- 4) By involving the parents in The PTA, SLT and various other school parent committees we will form a strong partnership. We will develop instructional resources such as:
 - a) Parent Handbook distributed every September to parents. To ensure that parents can access ARIS and resolve any issues they may encounter within ARIS.
 - b) Various workshops for parents with the Parent Coordinator and other staff. Topics such as: homework help, HIV /AIDS information, Literacy, and fire safety, emergency preparedness, housing and transition to kindergarten and introduction to Pre-K, will be covered. Also, we will try to have workshops on health issues, such as Breast Cancer awareness, Diabetes, Heart Disease and High Blood pressure. Our Pre-K Family Social Worker will host workshops on the development of children, healthy habits for life, how to discipline your child, Parenting for school success and others.
 - c) A parent monthly newsletter which highlights all the topics of instruction taking place at each grade level. A monthly school calendar which lets parents know of school events in advance.
- 5) The school will communicate with the parents in a manner that the parents can understand by:
 - a) Maintaining a welcoming Parent Room.
 - b) Maintaining a Parent Lending Library.
 - c) Speaking to parents wherever we see them, including at arrival and dismissal.
 - d) Inviting and reminding parents of school activities and events.
 - e) Sending out flyers and messages on the School Messenger inviting parents and reminding them of school events.
 - f) Helping them with school related issues and other concerns. If we can't help, we steer them towards someone who might be able to help.
 - g) Translating all papers that go to the parents. Translate for parents at meetings, parent-teacher conferences and in the office.
 - h) Reminding parents that we have staff that can communicate with them in their language.
 - i) Letting parents know that the Parent Coordinator can help them with their concerns or questions.
 - j) Using the School Messenger to communicate with parents/guardians any important events or news.
 - k) Letting parents know they can come to the Parent Coordinator to see the progress of their children through the ARIS portal and get help to log on to ARIS. The Parent Coordinator helps to resolve any ARIS issues that may arise.

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



The Magnet School for Math and Science Inquiry
PS/IS 192
4715 18th Avenue
Brooklyn, New York, 11204
Phone: 718-633-3061
Fax: 718-871-8721

Liset Isaac
Principal

Leslie Pagliaro
Amy Muscarelle
Rosaria Pecoraro
Assistant Principals

PS/IS 192's SCHOOL PARENT/GUARDIAN COMPACT

It is our belief that student performance will improve as a result of our cooperative efforts to support this compact. This is a three way partnership with a specific goal in mind. It is imperative that each person assume his or her responsibility in an effort to succeed.

SCHOOLS RESPONSIBILITIES:

- ❖ To convene an annual meeting of Title I parents/guardians to inform them of the program and of the expectation that it will involve them.
- ❖ To offer a number of meetings on different interesting and informative topics at various times and work with parents/guardians to eliminate barriers to their attendance.
- ❖ To provide effective Parent/ Guardian/ school communications.
- ❖ To provide varied opportunities for parents to participate in their child's classroom activities.
- ❖ To assure parents that they can participate in developmental literacy and math workshops.
- ❖ To provide parents/ guardians with timely information in their native language on programs and workshops offered.
- ❖ To ensure parents can access ARIS and resolve any issues they may encounter within ARIS.
- ❖ To help parents with Middle, High, and gifted and talented applications
- ❖ To help parents navigate the Special Education System.
- ❖ To make sure that parents get information on upcoming events through School Messenger.

PARENT/ GUARDIAN RESPONSIBILITIES:

- ❖ Provide a quiet place to do homework.
- ❖ Set aside a specific time to do homework.
- ❖ Provide a study area that is well-lit and equipped with pens, pencils, paper, etc.
- ❖ Look over homework assignments to check for understanding.
- ❖ Check the planner for notes from the teacher and check for assignments and projects.
- ❖ Sign and return all papers that require a parent/guardian signature.
- ❖ Encourage positive attitudes toward school.
- ❖ Read to your child and encourage daily reading.
- ❖ Require regular school attendance with uniform.
- ❖ Attend Parent-Teacher Conferences.
- ❖ Inquire about your child's progress.
- ❖ Take an active role in school functions-PTA meetings, Family Fun Nights, Parent workshops, etc.
- ❖ Make sure your child comes in on time and be here on time to pick him or her up.
- ❖ To become involved in developing and implementing the School Parent/ Guardian Involvement Policy.
- ❖ To ask for information on what kind of assistance is available to help become more efficient in assisting out children educationally.
- ❖ To monitor our children's attendance at school.
- ❖ To share in the responsibility in improving our children's achievement in school.

STUDENT RESPONSIBILITIES:

- ❖ Ask the teacher any questions about the homework to make sure you understand.
- ❖ Take home materials and information needed to complete the assignment.
- ❖ Complete homework in a thorough, legible and timely manner.
- ❖ Copy homework in the planner.
- ❖ Tell parents that the teacher sent a note home in the planner.
- ❖ Return homework on time and signed.
- ❖ Comply with school rules.
- ❖ Attend school regularly wearing your school uniform.
- ❖ Be respectful of others.
- ❖ Respect the personal rights and property of others.

TEACHER RESPONSIBILITIES:

- ❖ Provide quality teaching and leadership.
- ❖ Respect cultural, racial and ethnic differences of your students.
- ❖ Assign homework using grade-level time limits.
- ❖ Give positive, corrective feedback.
- ❖ Recognize that students are accountable for every assignment.
- ❖ Check that homework has been completed and signed.
- ❖ Hold at least two Teacher-Parent Conferences annually.
- ❖ Alert parents/ guardians to children performing poorly and give advice on how to help.

Parent Signature _____

Student Signature _____

Teacher Signature _____

• **DBN: 20K192**

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal,	Funding Amount: Indicate the amount contributed to	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are
--------------	-------------------------------	--	---

	State or Local)	Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$453,798.18	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$69,105.00	X	See action plan
Title III, Part A	Federal	\$20,364.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,531,031.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Magnet School for Math & Scien	DBN: 20K192
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 2
of content area teachers: 2

Describe the direct instruction supplemental program here and include the

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

Begin description here:

During the 2014-2015 school year we plan to provide two afterschool programs: one program offered in the fall will be for students who arrived to the U.S. within the last few years and are still at the beginner and intermediate levels according to the NYSESLAT and those who scored a 1 on the Spring 2014 ELA Exam. The other program offered in the spring is for students nearing proficiency on the NYSESLAT. After school programs will be available for students in grades 1-6, for both students in general education classes and students with disabilities (SWDs).

The rationale for the fall after school program targeting recently arrived beginner and intermediate students is to provide a strong foundation in English language acquisition so that they can begin to understand and access language for content and personal interactions. While we will continue to develop their Basic Interpersonal Communication Skills (BICS), we will also introduce new vocabulary necessary for Cognitive Academic Language Proficiency (CALP). This is important because most students (those enrolled more than one year) are required to take the state ELA exam. Based on our NYSESLAT data from spring 2014 and the fall 2014 NYSITELL, we hope to push these beginner students to move up language levels on the NYSESLAT in the spring 2015.

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

We plan to offer the first after school session for beginner/intermediate ELLs in the fall, tentatively starting mid November and running until mid February for a total of 20 hours. The afterschool program will be held from 2:35-4:35. Two certified ESL teachers will lead the sessions, for grades 1-3 and 4-6. All afterschool instruction will be provided in English.

We plan for the second afterschool session for intermediate and advanced ELLs to start mid March

Part B: Direct Instruction Supplemental Program Information

and run through the beginning of May for a total of 30 hours. The program will likely be held on Wednesdays and Thursdays from 2:35-4:35. Two certified ESL teachers in collaboration with two content area teachers will provide instruction for the program. Together we will provide enhanced literacy instruction, simultaneously preparing them for the NYSESLAT and the ELA exams. The group will target students nearing proficiency on the NYSESLAT and those who scored 1's and 2's on the ELA Exam. The program will be offered to these students in the following grade bands: 1-2 and 3-4.

We intend to renew licenses for our Imagine Learning program. Imagine Learning is a technology based language acquisition program that pre-assesses students' language abilities, provides educational activities specific to their needs, and evaluates growth and mastery. It automatically assesses performance and adapts instruction. This program is already installed on ESL laptops and throughout the building. We also plan to purchase a new vocabulary based program recommended by other ESL in district called Text Talk. It engages students through robust vocabulary instruction that also links to comprehension 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

Begin description here:

For our second afterschool session focusing on intermediate and advanced ELLs, we plan to include two classroom teachers in addition to the two ESL teachers to enhance literacy instruction. These teachers will need additional professional development in order to meet the specific needs of ELLs. We plan to meet with these teachers for a total of 3 hours throughout the course of the afterschool session. We will meet one week before the program starts to familiarize them with ELL pedagogy and strategies and discuss specific students' needs according to the NYSESLAT, ELA exam, and predictives. We will also meet midway through the duration of the program (mid March) in order to assess student progress and redirect instructional foci. We will meet a final time in April to familiarize teachers with the NYSESLAT format so that instruction sets students up for success on the exam. At this time we will review the new NYSESLAT prep resources that have recently been aligned to the Common Core Standards. Brooke Mackin (ESL Coordinator) in conjunction with Leslie Pagliaro (Assistant Principal) will lead these professional development sessions.

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

Part C: Professional Development

budget.

Part D: Parental Engagement Activities

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

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

Begin description here:

Studies have shown that students perform better academically when parents are involved in their child's education. As part of our continued involvement initiatives for parents of ELLs, ESL staff members plan to host several workshops throughout the year to help parents support higher achievement for their children. Across the board, we find that our students struggle in the areas of reading and writing, and as such we will offer workshops pertaining to these topics. ESL staff will work together to offer the following workshops:

- Fall - Learning New Vocabulary through Literature
- Winter - Writing Based on Nonfiction Resources
- Spring - Preparing for the NYSESLAT

Notification of these workshops and resources will be provided in various translations and sent home to students' parents. The parent coordinator will also post notification of these events and resources on the parent involvement bulletin board in the vestibule. Translation will be provided as needed. These workshops will be directed to both parents of Title III students and parents of other ELLs.

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 	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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 Liset Isaac	Assistant Principal Leslie Pagliaro
Coach Pam Mullin	Coach
ESL Teacher Hannah Rosenrauch	Guidance Counselor
Teacher/Subject Area Lauren Behan	Parent Marie Mohamed
Teacher/Subject Area Jennifer Vincente	Parent Coordinator Yolanda Fioriello
Related Service Provider Janine Kraljev	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	3	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	1
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	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	558	Total number of ELLs	178	ELLs as share of total student population (%)	31.90%
--	------------	----------------------	------------	---	---------------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	125	0	23	32	0	13	21	0	18	178

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	125	0	23	32	0	13	21	0	18	178

Number of ELLs who have an alternate placement paraprofessional: 10

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

*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	
	ELL	EP																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</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	14	14	12	9	9	10	7	7	6	0	0	0	0	88
Chinese	0	1	0	0	0	1	1	1	2	0	0	0	0	6
Russian	1	4	4	5	4	2	0	1	4	0	0	0	0	25
Bengali	0	0	1	1	0	0	0	0	1	0	0	0	0	3
Urdu	0	1	0	2	1	2	0	1	0	0	0	0	0	7
Arabic	0	2	0	1	0	0	0	1	0	0	0	0	0	4
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	9	4	5	4	6	3	5	2	7	0	0	0	0	45
TOTAL	24	26	22	22	20	18	13	13	20	0	0	0	0	178

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	2	0	2	4	2	3	4	4	0	0	0	0	25
Intermediate(I)	6	11	5	8	8	5	4	5	8	0	0	0	0	60
Advanced (A)	14	9	17	10	8	10	5	4	8	0	0	0	0	85
Total	24	22	22	20	20	17	12	13	20	0	0	0	0	170

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	0	2	0	7	0	4	0	16
8	2	0	6	0	3	1	0	1	13

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
At P.S./I.S. 192, we use a variety of assessments to evaluate our students' literacy progress and achievement. Once each quarter, literacy assessments from TCRWP are conducted. These assessments provide a profile of our ELL students' strengths and weaknesses in literacy. These assessments evaluate letter/sound identification, word identification, and concepts of print (for the lower grades);

additionally, differentiated spelling inventories (primary, elementary and upper grade) and running records are also administered. Running records measure students' ability to decode and comprehend texts based on literal and inferential information. Running records are administered more frequently based on when teachers identify that students are ready to progress to higher reading levels. Teachers differentiate instruction based on the results of these assessments. Strengths and weaknesses are noted and flexible groups are formed for small group instruction.

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

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

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

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

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

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

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

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

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

Based on the data (2013 NYSESLAT and LAB-R) our focus will be pushing students up proficiency levels, and given that 50% of our students fall at the advanced level, we will challenge them to become proficient. This is especially true for students in our upper grades (4-8), where the data shows that they have remained on the same level from one year to the next. Many of these ELLs are also students with disabilities, so we will have to work in greater collaboration with Special Education teachers to improve how we scaffold instruction.

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

NYSESLAT modality information is not available at this time.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

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

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

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

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

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

- 6. How do you make sure that a child's second language development is considered in instructional decisions?
ELLs' English development is regularly considered when making instructional decisions. Teachers take into account the child's competencies in relation to the language acquisition continuum, referring initially to their NYSESLAT levels. Then during instruction teachers provide multiple pathways for all students to engage with the content, for newcomers, intermediates, and advanced students alike. Particularly with newcomers, teachers utilize native language supports (when possible) and also partner them with more proficient students who speak the same language.
- 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

n/a

- 8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our program both qualitatively and quantitatively. Qualitatively, we observe students informally and note their strengths and areas of growth academically. Through asking questions and discussion we monitor student understanding and progress (Danielson's Framework - 3b); this allows us to assess whether or not our program is effective and useful for students.

Quantitatively, we analyze movement according to the NYSESLAT and ELL Predictives between the levels (beginner, intermediate, and advanced), also noting how many students exit the program. At the beginning of the year we also look at their State ELA and Math exam data and compare it to subsequent periodic assessments. Additionally, we engage in inquiry work, discussing students' progress on classroom assessments with classroom teachers. As part of our alignment process with the Common Core State Standards, all students, including ELLs, must complete ELA and Math performance tasks that embody the level of rigor present in the standards. This year, baseline assessments in all core content areas were also administered and these results for ELL students will be compared to final content area assessments in the spring. All this data is used to evaluate the success of our program for ELLs. We continue to reflect on our teaching (Danielson's Framework - 4a) to see how the ESL program can be revised and improved.

Part IV: ELL Identification Process

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

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

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

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

Each spring ELLs are administered the NYSESLAT to determine English proficiency and eligibility for ESL services for the following school year. Students who become proficient based on this assessment exit the program. For students who were already enrolled and entitled to receive ESL in the previous year, we review their scores from the previous spring's NYSESLAT. These results dictate the number of periods of ESL services they will receive. To prepare students for the NYSESLAT exam, ESL teachers use test preparation books during an after school NYSESLAT preparation program available to students at all levels and grades in the months preceding the administration of the exam. We also hold workshops for parents specific to the different testing bands in order to inform them about test structure and expectations, encouraging them to work with their children in all four modalities of language development. Parents are also informed of the testing dates and are provided an explanation of the test through an official letter produced by the Department of Education.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

available, they have the option to enroll their students in this type of language support program. For new students who arrive later in the year, individual orientations are provided in one-to-one meetings.

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

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

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

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

Part V: ELL Programming

A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Through the push-in model, we work collaboratively with the classroom teachers to address the various needs of the ELLs. To

differentiate instruction, the ESL teacher brings in various materials to incorporate into the lesson (e.g. picture cards, big books, graphic organizers). Classrooms have extensive libraries that are leveled for appropriate and appealing book choices for our ELLs, including bilingual dictionaries. Native language picture books in various genres are also available in ESL classrooms.

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

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

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

N/A

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

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

6. How do you differentiate instruction for ELL subgroups?

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

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

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

As per NCLB (No Child Left Behind), newcomers who enter a public school in the United States are required to take the Math

and content area exams. Additionally, all ELLs are required to take the ELA Exam after one full year of enrollment. In order to help these students meet the new mandates and expectations of the Common Core State Standards, ESL teachers incorporate content area topics during ESL instruction. Specifically in regard to math, we provide vocabulary and comprehension assistance to our ELLs when pushing into the classrooms in alignment with the *Everyday Mathematics* curriculum. P.S./I.S. 192 hope to offer after-school test prep for the NYSESLAT. When available, newcomers are given the option to take formal assessments in native language versions. In preparation for the NYSESLAT, ESL teachers plan to use various test prep resources during an after school program.

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

After analyzing the NYSESLAT and ELA scores from spring 2013 we found that most students struggle primarily with reading and writing, and to some extent listening comprehension. Therefore, we will emphasize helping them understand procedures and written directions, story elements and key vocabulary, collecting and interpreting data from unfamiliar texts, making inferences, making predictions, asking questions, using schema, evaluating information, ideas and opinions in texts, determining meaning of unfamiliar words through context clues, identifying information that is implied rather than stated, and using specific evidence from stories to describe characters, actions, and sequence.

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

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

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

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

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:	n/a	n/a	n/a
Social Studies:	n/a	n/a	n/a
Math:	n/a	n/a	n/a
Science:	n/a	n/a	n/a
n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
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

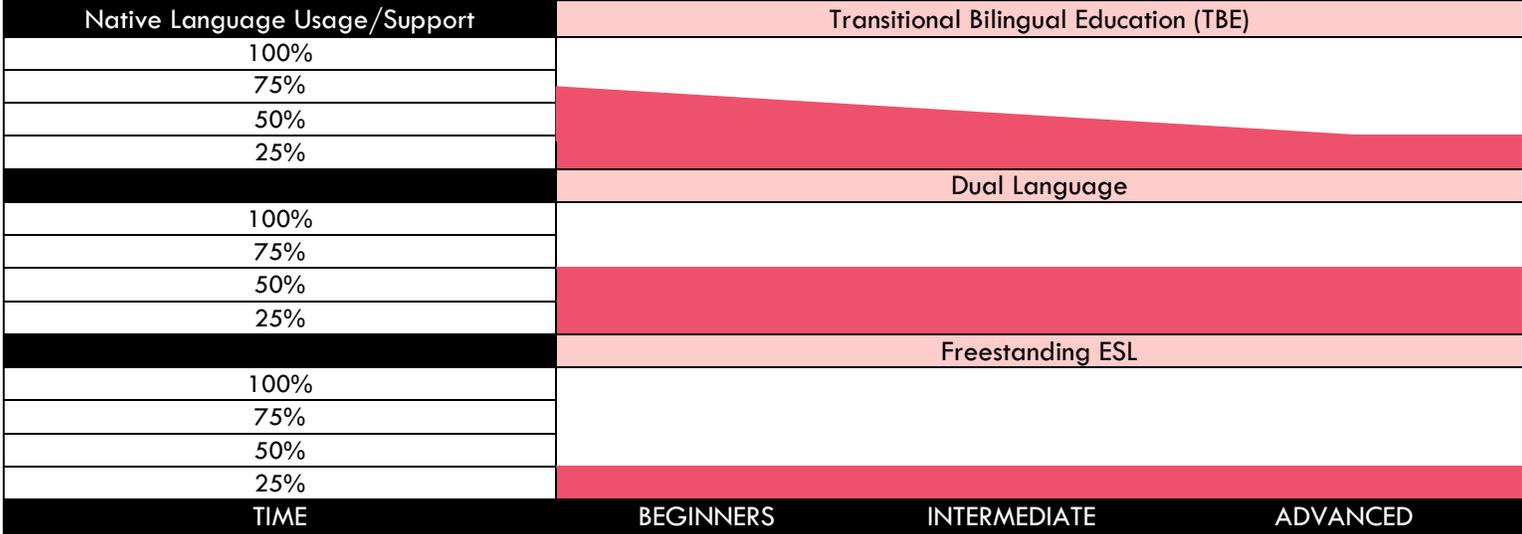
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
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.

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

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

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

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

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

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

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

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

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

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

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

Materials used for our ELL population include:

- Leveled and thematic classroom libraries including big books
- Bilingual and Native language libraries in the ESL classroom (Spanish, Russian, Urdu, Arabic, Polish, Bengali)
- Developmental Learning Materials (DLM) for language acquisition
- English and Bilingual dictionaries (Spanish, Russian, Arabic, Uzbek, Polish)
- Leapfrog Quantum pad - a multi-sensory program for language development , providing strategies to help students build vocabulary
- Rigby's "On Our Way to English" – ESL language, literacy, and content curriculum set for grades K-5
- "Into English" for grades K-2

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

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

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

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

Translation Support Websites

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

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

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

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

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

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

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

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

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

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

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

4. As per Jose P. newly appointed teachers receive the mandated 7.5 hours of ELL training (10 hours for Special Education

teachers) through various external or in-house sources. Over the course of the year, CNF 409 ESL Staff Developer (Doug Ricketts) regularly provides support for teachers working with ELLs, including new teachers. We also notify new teachers of relevant workshops that the Department of Education provides. These records are monitored and kept on file as part of the responsibilities of the principal and assistant principals.

D. Parental Involvement

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

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

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

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

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

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

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

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

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

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

E. Additional Information

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

School Name: PS/IS 192**School DBN: 20B192****Signatures of LAP team members certify that the information provided is accurate.**

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 4 Network: 409

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

Part A: Needs Assessment Findings

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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

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