

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: RIDGEWOOD INTERMEDIATE SCHOOL 93
DBN (i.e. 01M001): 24Q093
Principal: EDWARD SANTOS
Principal Email: ESANTOS3@SCHOOLS.NYC.GOV
Superintendent: MADELENE CHAN
Network Leader: DANIEL PURUS

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
Edward Santos	*Principal or Designee	
Subrina Cek	*UFT Chapter Leader or Designee	
Tammy Kruthoff	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative, if applicable	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	CBO Representative, if applicable	
Maria Ostapak	Member/ Teacher	
Susan Zampino	Member/ Teacher	
Crystal DeLaurenzo	Member/ Teacher	
Ann Valentin	Member/ Teacher	
Idiney Parrilla	Member/ Parent	
Santa Briguglio	Member/ Parent	
Fabiola Rodriguez	Member/ Parent	
Christine Viana	Member/ Parent	
Jeannette Velez	Member/ Parent	
	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, **SETSS** students in all grades will demonstrate a 5% increase in performance within CCLS RI6-8.1 (Cite several pieces of textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text) as measured by unit assessment results in ELA, Social Studies, and Science.

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.

A review of current NYS ELA assessment data indicates that as a school, we need to continue focusing instruction on helping students improve in **reading informational texts**. This suggests that we need to continue and intensify our efforts to incorporate literacy in social studies and science that we initiated last year.

A breakdown of our most recent itemized NYS exam results reveals the following:

The literacy performance strength in grade 6 was in RI8, the standard that requires students to trace and evaluate an argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Grade 6 students performed lowest in the following areas:

- RI3-Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text through examples and anecdotes.
- RI6-Determine an author's point of view or purpose in a text and explain how it is conveyed in the text
- RI7-Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.

Literacy strengths in grade 7 performance reside mostly in Reading Standards for Literature and are indicated below:

- RL6- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- RL1-Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL2-Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- RI8-Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Grade 7 students performed lowest in:

- RL4-Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- L4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
- RI4-Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Strengths in grade 8 literacy are highlighted below:

- RI6-Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints
- RL6-Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor

In Grade 8, areas in need of improvement are:

- RI-Analyze how a text makes connections among and distinctions between individuals, ideas, or events (through comparisons, analogies, or categories)
- RI2-Determine the central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas, provide an objective summary of the text
- RI1-Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text

An analysis of the progress and achievement levels of subgroups on the English test indicates that **SETSS** students are among the lowest performing students across grades 6, 7, and 8 suggesting that focused attention be placed on using instructional grouping and scaffolds to effectively support SETSS literacy outcomes across informational text-based content areas.

Additionally, collaborative teacher teams in ELA by grade also conducted a rigorous analysis of baseline writing samples to determine and better understand the needs of ELLs, SWD, and the bottom third of students in their classes. The analysis of writing from samples of students across grades 6, 7, and 8 exposed some trends: ELLs were challenged with finding the correct way to express their ideas in English; SWD (**SETSS in particular**) had difficulty with organization of their ideas; and the bottom third requires instruction with providing relevant details in their writing.

Instructional Strategies/Activities

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

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

Strategies for supporting **SETSS** target group include: graphic organizers, tiered workstation tasks, small group instruction, student self-reflections, sentence stems and framed paragraphs, use of the DOK to develop higher level thinking skills, direct vocabulary instruction, and visual aids.

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

ELA and Special Education Teachers of SETSS students, the lead literacy teachers, and the supervisors of ELA and Special Education

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

End-of-unit literacy assessments designed last year in ELA, Social Studies, and Science will be used to monitor periodic short-term progress of SETSS students in all grades in order to meet this goal. These unit assessments will be used to measure performance and progress in the target - citing supporting textual evidence (the goal indicated above). The target for SETSS students is 75% mastery. The assessment results will be analyzed by teachers and supervisors and an action plans will be adjusted and implemented as needed to address areas of concern.

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

In order to implement this action plan, SETSS students will be identified and verified by the IEP teacher and AP for special education. The initial CEP action plan will be divulged and discussed with the teacher teams involved, with opportunities for teacher input. Starting in September 2014, the supervisor and teachers will follow the timeline below to ensure progress monitoring and follow up (end of units, mid-year, and end-of-year). Protocols for looking at assessment results and evaluating the effectiveness of scaffolds will need to be implemented. Progress will be examined in November, February, and May. Implementation of this action plan will end in June 2015.

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

Programmed common planning time during the week will be used. When necessary, subs will be acquired so teachers can collaborate for a sustained block of time.

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).

One activity that specifically addresses this goal is a parent-student workshop offered during the school year. During this workshop, parents examine samples of informational text and writing, the process of incorporating relevant textual evidence to support a claim, and the alignment to the CCLS. Language interpreters will be present to support. Tips on how to help children at home will be presented. The workshop will most likely take place in our library pending the number of participants. The workshop will be advertised via our website, backpack, phone messenger, and during PTA, SLT, and Student of the Month ceremonies.

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, there will be a 5% increase in the number of 8th graders currently in the lowest third meeting or exceeding NYS Standards specifically in the areas of expressions/equations and geometry as measured by our own CCLS-aligned periodic assessments.

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.

An analysis was conducted by the CFN 208 Math Achievement Coach and our A.P. for Mathematics using available state data from NYS exam file 24Q093_2014_Item_Skills_Analysis_Tool_3-8_SY_13-14. The data was shared and further examined by math teacher teams by grade level and was cross-referenced using a baseline prerequisite assessment administered during the month of September.

This analysis identified “standards of need” using the following factors:

- High frequency of questions in which specific standards/”Major Work of Grade” occur
- High frequency of low percentage “correct” question responses as a school (per grade)
- High frequency of low values in the difference in percentage of “correct” question responses as a school/grade as compared to NYC results

These three factors were then cross referenced to identify specific standards as a “standards of need” for each grade level. The following are the primary areas of concern.

Grade 6: Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions

Grade 7: Number systems

Statistics and probability

Grade 8: Expressions/equations and geometry

This analysis provides our school with a sense of curricular and pedagogical direction. Math teachers conduct a more granular analysis in their grade level teacher teams of this summative data and more current common assessments and implement a collaborative action plan to address identified areas of common weakness among the lowest third (particularly in grade 8). Individual teachers will examine the results of their own three classes for the areas of concern and students they should differentiate for.

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

Strategies for supporting the lowest third of 8th graders include: graphic organizers, tiered workstation tasks, small group instruction, student

self-corrections/self-reflections/goal-setting, use of the DOK to develop higher level thinking skills, direct vocabulary instruction, and visual aids (i.e., using visual models and equations to represent the problem).

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

8th grade mathematics teachers and the AP. CFN 208 will support continued professional development in the use of math scaffolds effective for improving outcomes. Resources such as GO MATH! and Accelerated Math will be used to support instruction/assessment in expressions/equations and geometry.

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

Progress of lowest third in grade 8 will be measured at the conclusion of unit assessments throughout the school year. Units are approximately 4 to 6 weeks in duration. The target is 25% improvement from assessment to assessment in expressions/equations and geometry.

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

In order to implement this action plan, lowest third 8th grade students will be identified and verified by the AP. The initial CEP action plan will be divulged and discussed with the teacher teams involved, with opportunities for teacher input. Starting in September of 2014, the supervisor and teachers will establish a timeline to ensure progress monitoring and follow up. Protocols for looking at assessment results and evaluating the effectiveness of scaffolds will need to be implemented. DDC item analysis and grouping features will be used to facilitate instructional decisions. CFN 208 will support continued professional development in the use of math scaffolds effective for improving outcomes. Resources such as GO MATH! and Accelerated Math will be used to support instruction/assessment in expressions/equations and geometry. Progress will be examined in November, February, and May. Implementation of this action plan will end in June 2015.

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

Programmed common planning time during the week will be used. When necessary, subs will be acquired so teachers can collaborate for a sustained block of time.

Strategies to Increase Parental Involvement

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

The parents of **lowest third** students are informed of this focus and asked to support this work at home. Communication between parents and teachers is regularly encouraged. Workshops are organized and presented to parents at varied and convenient times by the parent coordinator in collaboration with teachers and supervisors. Student progress and performance are celebrated parents.

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, there will be a 10% increase in the number of ELLs in stand-alone ESL across grades demonstrating growth in science as evidenced by pre- and post-MOSL assessment results in Trait 5, citing evidence in support of a claim.

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.

An analysis of science MOSL data received in September 2014 indicates that Trait 5 represents the biggest challenge and the area of least progress for many students across the grades, particularly for our ELLs.

Under Trait 5, students are expected to construct/evaluate explanations; support a claim; explain why a student's own procedure is likely to yield reliable data; and state how variables are isolated and controlled.

Having observed ELLs enrolled in stand-alone ESL classes as they took this year's science MOSL and having graded their MOSL assessments, teachers identified the need to scaffold instruction for ELLs not only to learn science concepts and terms but to acquire/learn the English needed to demonstrate their learning. Since the biggest hurdle for ELLs in science is their limited proficiency in English, the development of scaffolds needs to focus on vocabulary development and comprehension of both verbal and written English in order for beginner and intermediate ELLs to be able to cite textual evidence in support of a claim as called for in Trait 5.

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

Many of the strategies/tools/activities below contributed to student progress last year and will support progress toward this year's goal.

- Teach ELLs how to use IDD and DSET organizers from Urban Advantage to communicate their science learning using the language of the NYC science assessment rubric. Using customized Urban Advantage rubrics for evaluation of student writing pieces
- Differentiate instruction for ELLs by way of process, product, and content through tiered workstations, choice menus, and small group learning and projects. Scaffold for ELLs as needed using graphic organizers, sentence stems and framed paragraphs, direct vocabulary instruction, and visual aids. Plan multiple entry points in terms of four modalities: reading, writing, speaking and listening.
- Resources such as Webb's Depths of Knowledge levels will be used to guide discussions about questioning, tasks, and the implementation of strategies/activities. Ensure multiple opportunities to development oral English proficiency. The DOK can be used by the teacher to develop higher level thinking skills and teachers trained in QTEL (Quality Teaching for English Learners) will incorporate QTEL structures where appropriate.

- Engage students in multiple close readings of science texts of varying levels of complexity as part of specially designed units developed last year, which also include writing tasks (informational and persuasive)

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

Science teachers of ELLs, the ESL coach/teachers, and the supervisors of ESL and Science. CFN 208 will provide support in the area of instruction for ELLs.

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

Instructional and culminating unit assessments are used to gauge progress of ELLs in stand-alone ESL in Trait 5 of this year's science MOSL and help determine which strategies are effective. Units last from four to six weeks. The performance target is a 3% increase in the number of ELLs showing improvement in Trait 5 at the end of each monitoring period: in November, February, and May.

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

In order to implement this action plan, the plan to target ELLs in stand-alone ESL will be shared and discussed with the teacher teams involved, with opportunities for teacher input. The supervisor and teachers will establish a timeline to ensure progress monitoring and follow up (the end of each unit starting in September, in February, and in May). Protocols for looking at assessment results and evaluating the effectiveness of scaffolds will need to be implemented. The team examining student work will be comprised of various teachers of ELLs and the supervisor, not just science teachers. Resources such as Achieve 3000 can be used to support English acquisition in the subject of science. Implementation of this action plan will end in June 2015.

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

Science teacher teams will meet weekly to evaluate outcomes from student writing (i.e., lab reports, extended responses, IDD, DSET) and specially designed multiple choice unit tests for evidence of progress in Trait 5 and implications for lesson planning. These teams have common planning programmed into their schedules as well as opportunities during professional work time on Tuesdays to strategize their use of differentiation and scaffolds to help students make measurable progress in Trait 5. CFN 208 will provide support in the area of instruction for ELLs.

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).

Parents and family members are granted free admission to the participating Urban Development Science Institutions in the NYC area (i.e., American Museum of Natural History, Hall of Science, Bronx Zoo, and the Botanical Garden). The Parent Coordinator will arrange visits throughout the year. A parent trip is scheduled for the spring. One activity that specifically addresses this goal is a parent-student workshop offered during the school day, in the evening and on Saturday. During this workshop, parents examine samples of student writing in science, the process involved and the alignment of the CCLS. Language interpreters will be present to support. Tips on how to help children at home will be presented. The workshop will most likely take place in our Title I Parent workshop Library pending the number of participants. The workshop will be advertised via our website, newsletter, backpack, hone messenger, and during PTA, SLT, and student of the month ceremonies. We will also provide a Science Night for parents to engage in entertaining and educational science lab activities with their children hosted by UA presenters.

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

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Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Great Leaps - SWD in self-contained classes who are have difficulty decoding	1:1	During the school day
Mathematics	Great Leaps - SWD in self-contained class who are weak with computational skills	1:1	During the school day
Science	Exit Project Program for 8 th graders PID	Small group	Saturday mornings from 9 to 12
Social Studies	Exit Project Program for 8 th graders PID	Small group	Saturday mornings from 9 to 12
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mandated Counseling by guidance counselors, SAPIS counselor, psychologist, and social worker	Small group, 1:1	Various times 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.
Currently, all teachers are considered HQ on BESIS. CFN 208 has assisted us in finding and interviewing qualified candidates for all unfilled vacancies. Retention efforts include reimbursement for attendance at professional PD outside of our school building. Having a mentor to meet with weekly for the first year promotes retention. Offering leadership experiences and the chance to work with a team of colleagues also help to retain HQ teachers.

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).
With ongoing support from CFN 208, our professional development is differentiated by interest and by skill level. PD this year is organized around three primary areas: Domain 3 of the Danielson Framework; special education knowledge and skill level; and SKEDULA proficiency level. Our school-wide instructional focus is 3c – Engaging Students in Learning through scaffolding instruction. Teachers also have professional learning choices around 3b (questioning/discussion techniques) and 3d (using assessment in instruction). Special education PD is differentiated by need in areas such as finalizing IEPs and alternate assessments. SKEDULA is a new school-wide data and communication system that has required training and practice in creating assignments, grading, and taking attendance. PD is also provided in the form of new teacher mentoring, coaching in literacy across subjects, classroom inter-visitiation, collaborative team planning and assessment analysis, and interdisciplinary team work.

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.).
Funds for STH used to ensure basic needs and supplies are provided. \$100 set aside for each STH.

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.).

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.
As last year, this year the MOSL Committee recommended the use of ELA and Math scores using growth model.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

I.S. 93 Parent Involvement Policy (PIP)

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	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 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	\$593,401.05	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		X	See action plan
Title III, Part A	Federal	\$21,640.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$6,019,624.00	X	See action plan



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: I.S .93	DBN: 24Q093
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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 180
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 3
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:

Based on the NYSESLAT, state ELA and mathematics examinations, interim results and on-going classroom assessments, our Ells require supplemental academic support in the following areas: literacy development, academic language, oral reading proficiency and content instruction.

All ELLs are invited to attend a supplemental program and choose from the following:

1. Before school each Wednesday and Thursday from 7:00 a.m. until 8:00 a.m.
2. After school from 2:25 p.m. to 3:25 p.m. on Wednesday and Thursday

The program begins the first week of October and ends in April.

To the extent possible, students are grouped by sub-group (e.g., SIFE, LTE, and ELLs with special needs)

All classes are taught in English with native language support via bilingual dictionaries and native language libraries. All students in the program use technology i.e., ipads and laptops. Ipad use includes various applications: voice recording, speech to text, text to speech, spelling, reading and visual representations. Additional materials used to support English Language Learners are: Rosetta Stone, Duolingo, Achieve3000, Brain Pop ESL, native language libraries, dictionaries in multiple languages, Empire State NYSESLAT test preparation books, Milestones textbook, audiobooks and leveled instructional texts for social studies and science.

During the school day ESL service providers push-in or independently instruct a total of eight periods per week for beginner and intermediate ELLs and four periods per week for advanced ELLs. In addition, some ESL classes receive push-in services above the mandated units of service.

Part C: Professional Development

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: With a large population of ELLs, we feel the need to support our teachers with on-going training. Our in-house ESL coordinator attends outside training and turn keys the information following each workshop. All teachers of the Title III program attend. In addition, all teachers in the school who teach ELLs or former ELLs are invited to attend these workshops. All professional development opportunities from the Office of English Language Learners are shared via email. Teachers volunteer to sign up for various opportunities. Common planning during the school day has been put into each teacher's program to ensure the sharing of best practices and to plan collaboratively and to analyze student work to determine reading and writing interventions for ELLs. Teachers of ELLs participate in two book studies each year.

This year's PD plan for 2014-2015 is as follows:

September: data analysis (NYSESLAT and baselines)

October: Newcomer Orientations/ Sife Identification

November: Close Reading

December: Text exemplars and SIFE/LTE modifications

January: Book Study - Teaching Vocabulary to ELLs - Graves and August

February: Best Practices - Achieve 3000

March: Scaffolding for Beginner ELLs

April: Academic Vocabulary in the ELL classroom

May: Book Study - Teaching Reading in Social Studies, Science, and Math - Practical Ways to Weave Comprehension Strategies Into Yourm Content Area Teaching - Laura Robb

June: Analysis of Growth

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

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here: With 180 current ELLs and 600+ former ELLs, communicating with families is a challenge. However, we believe that parents should play an active role in their child's education regardless of their language barrier. Use of the NYC DOE Translation Unit has been essential to maintaining contact with parents of varied languages. Below is a list of activities that I.S. 93 offers to ensure greater parent engagement in our school community:

The Parent Coordinator, Mildred Reyes, conducts monthly meetings and/or workshops, providing translation when needed. Notice of meetings are sent via a monthly newsletter as well as posted on our school's website.

ESL and computer classes are offered to parents at various times throughout the year.

A "Parent Library" is available for parents (via our Parent Coordinator). Computers are also available for use in our school's library.

Targeted audience workshops for parents of students with disabilities and ELLs regarding the Common Core State Standards and Pupil Path are offered (organized through our Parent Coordinator) throughout the year.

Translation equipment has been purchased for meetings and translators are contracted as needed through Legal Interpretation Services. This service is on-going (available during all PTA meetings, Parent Orientation Night and Parent-Teacher conferences).

ARIS and Pupil Path training is also provided on a one-to-one level when requested (also through our Parent Coordinator).

Monthly PTA meetings encourage parent participation in school events (i.e. fund raising, chaperoning school dances, class trips, etc.).

Our Beacon Program provides support for out ELLs every day after school and on Saturdays through workshops and fieldtrips. Parents are invited to participate.

We also have a partnership with the Queens Public Library which is located right across the street from our school. The library offers our students tutoring and homework help every day from 3:00 - 6:00 p.m. Parents are encouraged to accompany their children.

Parent Needs are determined by: Surveys, personal requests, meetings and through email. Our parent coordinator responds immediately via email and/or sets up necessary meetings (with translation) when requested. Surveys are analyzed by the SLT and school's Academic Leadership Team. Changes are made based on survey outcomes.

Part D: Parental Engagement Activities

Many activities are directed to meet the needs of the parents. For example, English and computer classes are offered to assist parents in learning English in order to overcome language barriers and to help parents communicate better with our school community. Computer classes enable parents to stay connected with their child's progress through ARIS and Pupil Path. As well, our parents can peruse our school's website for information. Workshops like gang awareness keep them informed of the colors and what to look for. PTA meetings include presentations from health clinics to inform parents of available health insurance regardless of their immigrant status.

High school workshops (given by our school guidance counselors) assist families in choosing the best High School. Depending on the needs they are oriented on a one to one basis (with translation when requested).

We also maintain parent communication through the following (with translation):

- I.S. 93 website and Pupil Path
- Backpack notices and emails
- Monthly parent newsletter
- Parent Coordinator bulletin board
- High School Application Orientation
- Telephone Message System

Lastly, with the new UFT contract, teachers are provided 40 minutes to conduct the following: meetings with parents, telephone conferences and or drafting correspondence to parents.

Part E: Budget

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

Allocation Amount: \$ _____

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

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.
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 24	Borough Queens	School Number 093
School Name I.S. 93 Ridgewood		

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 Edward Santos	Assistant Principal Catherine Fratangelo
Coach Dominika McPartland	Coach Paula Oliveri
ESL Teacher Cadogan Sharifa	Guidance Counselor Debby Hartz
Teacher/Subject Area Cardino Richard	Parent type here
Teacher/Subject Area	Parent Coordinator Mildred Reyes
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) Diane Foley	Other type here

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1200	Total number of ELLs	179	ELLs as share of total student population (%)	14.92%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	179	Newcomers (ELLs receiving service 0-3 years)	97	ELL Students with Disabilities	40
SIFE	9	ELLs receiving service 4-6 years	46	Long-Term (completed 6+ years)	36

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
Dual Language										0
ESL	97	7	2	46	2	9	36		29	179

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
Total	97	7	2	46	2	9	36	0	29	179
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							32	50	47					129
Chinese							5	3	3					11
Russian														0
Bengali							1							1
Urdu							2							2
Arabic							6	8	4					18
Haitian														0
French														0
Korean														0
Punjabi							1							1
Polish							1		5					6
Albanian							1							1
Other							2	4	4					10
TOTAL	0	0	0	0	0	0	51	65	63	0	0	0	0	179

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)							6	14	20					40
Intermediate(I)							10	13	18					41
Advanced (A)							34	37	27					98
Total	0	0	0	0	0	0	50	64	65	0	0	0	0	179

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					0
4					0
5					0
6	31	10			41
7	36	2			38
8	36	2			38
NYSAA Bilingual (SWD)				2	2

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	32		10		3		1		46
7	36		10		1		1		48
8	38		14		1		1		54
NYSAA Bilingual (SWD)							2		2

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

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

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

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.
 I.S 93 uses various assessments to assess literacy skills of our ELLs. ELLs in ICT and self-contained Special Education settings are assessed with Fountas and Pinnell. Long Term ELLs are assessed with QRI-4 and newcomers with a baseline and Achieve3000 reading assessments (available in Spanish and English).

Fountas and Pinnell allows us to see if a student struggles with decoding, comprehension or both. All ELL students are reading below grade level, approximately at a 4th grade reading level. Our SPELLs struggle more with decoding than comprehension and their reading levels range from pre-K to 6th grade level. QRI-4 is used to determine reading levels of our Advanced and Intermediate ELLs. All of our ELLs assessed by QRI4 have scored between third and 7th grade (the majority on 3rd, 4th and 5th grade level). Beginner students are assessed with Achieve3000 which determines their lexile levels in English and Spanish. The results range from pre-leveled to 2nd grade. Our beginner ELL students are usually at the 2nd or 3rd grade reading levels in Spanish. The LAB-R is also given in both Spanish and English to our newcomers. It provides us with initial data regarding early literacy skills in reading, writing, and listening. We place students in classes based on these results. The ALLD assesses literacy and mathematics for our newcomer SIFE students. We use these results to determine the grade level of our Spanish-speaking newcomers, we believe might be SIFE. We often find that SIFE students are pre-literate in their native language. Teachers use this data to differentiate instruction, to plan intervention for small groups and individual students .

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

As of September 2013, 6th grade had 6 beginners, 10 intermediate, and 34 advanced ELLs. In the 7th grade, there were 14 beginners, 13 intermediates, and 37 advanced. In the 8th grade, there were 20 beginners, 18 intermediates, and 27 advanced English Language Learners. Most of our newcomers are either true beginner or already proficient. Our true beginners progress steadily at least one proficiency level yearly, our advanced students progress stalls and they often stay advanced over a period of two to three years before testing out.

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](#))

Teachers use NYSESLAT modality patterns to guide instruction. Generally our students perform better on the listening and speaking portion of the NYSESLAT than on the reading and writing. However, many students still need explicit instruction to develop their speaking and listening proficiency. Therefore, read aloud and shared reading experiences are a part of daily instruction. Students need to be encouraged and expected to engage in accountable discussions about content specific vocabulary to develop oral fluency. Students are given regular chances to listen to books on tape/iPad and respond to them orally and practice listening with focus. With changes to the listening portion of the NYSESLAT that includes listening comprehension of academic lectures, we also include academic language listening practice into all content area classes.

Our students perform lower on the Reading and Writing portion of the NYSESLAT, so in every ESL classroom they are given explicit instructional experiences that develop comprehension, fluency, phonic skills, and word recognition/vocabulary, as well as Common Core Standards based instruction on close reading and essay writing. Classroom libraries are offered in a wide range of independent reading selections in a variety of genre from reading levels ranging from emergent reader to fluent reader (based on Fountas and Pinnel A to Z leveling system). Students read independently every day. Students engage in guided reading, close reading and writing groups based on his or her reading and writing needs. Teachers need a wide collection of instructional texts and technology for whole class, small group, and individual instruction that develops reading fluency using indicators such as expression, phrasing, rate and accuracy. Students use Achieve3000 for reading comprehension of informational text that are leveled by individual students. Students use assigned Achieve3000 articles for homework practice and in the after-school programs, as well as using it during class 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?

a. In grade six, 31 ELLs scored at performance level one on the ELA State Assessment and 32 scored at performance level one on the mathematics assessment. In grade seven, 36 students scored at level one on the ELA Assessment and 36 at level one on the mathematics assessment. In grade eight, 36 scored at level one in ELA and 38 at level one in mathematics. Our ELLs have struggled in the past but this year many more are scoring at performance level one, we believe this is in part due to the increase in scale scores by the city. Unfortunately, few of our ELLs meet or exceed standards on standardized tests taken in English.

b. The ELL Periodic Assessment guides leadership in teacher training and guides teachers in making instructional decisions. The data is analyzed by the ESL Department at professional development and Department Team Meetings and used to appropriately group students, as well as to provide targeted assistance. The school's Instructional Leadership Team also analyzes the data to make decisions based on greatest needs first. The ELL periodic is a consistent assessment that shows growth and predicts NYSESLAT scores accurately providing teachers with modality-based longitudinal data that drives instruction and class placement. The grade AIT teams also use the results to plan interventions. The cooperating ELL teachers share periodic results with the content teachers who also use it to drive instructional goals.

c. In-house Periodic Assessments used by the ELA department are not extremely useful to assess beginners. We know they are beginners and therefore perform poorly. Students scoring Intermediates or Advanced are able to answer enough on the assessments to

begin to create a better picture for us because we can more readily see where they need assistance or interventions. This pattern holds true for using software data from Achieve3000 and other non-standardized assessments. The ELL Periodic Assessment provides us with more accurate data and proves a great predictive to the NYSESLAT scores. Linguistic features as well as language modality results are analyzed and student language and literacy needs are determined. One intervention driven by the ELL Periodic data is our native language support. ELLs have more access to native language resources such as bilingual dictionaries and glossaries as well as bilingual libraries, technology, and native language independent reading books.

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](#).)

Paste response to question here:

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

Child's second language is considered in instructional decisions daily. All teachers of ELLs know the level of language development of each student from RLAT, RYOS, RPOB, RSFE that are distributed and explained during the PD session at the beginning of each school year. Teachers also access ARIS ELL info throughout the year to consult ELL periodic results and other ELL information (years of service, home language). Teachers group students either heterogeneously or homogeneously (depending on the task), taking language level into account. Content teachers of ELLs set language objectives along with content objectives for each lesson and develop students' literacy along with content.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

Paste response to questions here:

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

I.S. 93 evaluates the success of our ELLs using a variety of data including the NYSESLAT, State Math and ELA, Periodic Assessments, and informal classroom assessments. Teachers of ELLs meet weekly to study longitudinal progress of every ELL. This data compares not only the NYSESLAT and ELA scores but the percent gains on each of those tests. We believe that having very few holdovers is a positive measurement of success as well. Our network specialist also assists us in analyzing data of ELLs who slipped, stalled or progressed. We are hoping to see that our ELLs make expected progress this year.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
- Upon registration, certified pedagogues including the ELL coordinator Ms. McPartland or ESL teachers (Ms. Fieldstadt, Ms. Garcia, Ms. Cadogan) perform an oral interview with the parents and children. All 4 pedagogues are trained in administering the Home Language Survey and the initial identification process. The four pedagogues are also responsible for leading the parent orientation sessions for newcomers' parents. The Home Language Identification Survey is administered on the day of their initial admission (in students' native language) and when needed/possible oral translation into the native language is provided by the pedagogues. Translation services are contacted for uncommon languages as well. Teachers identify LAB-R eligibility and administer LAB-R within 10 days of the date of admission (Soon to be NYSITELL). Spanish Lab is also administered during the first ten days to ensure better placement. We are also piloting the NYSITELL entrance exam which is administered by the same group of teachers. The ESL Coordinator enters hand-scored Lab results and HILS information into the ELPC screen on ATS within 20 days of admission. Students are evaluated annually using the New York State English as a Second Language Achievement Test. Based on scores, students are placed in appropriate classes and parents receive entitlement and placement letters in their native language. Teachers use data from LAB-R and NYSESLAT to guide instruction and grade teams work. Reports are used to look at students performance and biographical data. RLAT which shows performance levels RLER for eligibility. Students are placed in classes based

on their performance levels. Beginners and newcomers as well as some intermediates are placed together and receive 360 minutes minimum a week of ESL instruction in a self-contained ESL classes. Advanced students receive at least 180 minutes a week of ESL instruction through either a separate class or through an ESL teacher pushing in to the ELA class.

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.
Once a student is identified as an ELL, parents meet with the ESL coordinator Ms. McPartland or one of the ESL certified pedagogues (Ms. Fieldstadt, Ms. Garcia or Ms. Cadogan) for parent orientation. To the extent possible, this meeting usually happens on the day of registration. School pedagogues review three English language programs offered in the New York City Department of Education, parents view the orientation video and program pamphlet in their home language. Parents have the opportunity to ask questions and complete parent choice letters. If parents are not available for parent orientation, teachers call parents to schedule appointments within the first ten days of the day of admission. Parent orientation is conducted in the home language and a translator or translation services are contacted when needed. The assigned pedagogue discusses program choice with parents, reviews parent choice letters in native languages and determines placement into appropriate ESL, Dual Language or Bilingual instructional programs. Translators or translation services are provided when necessary. Parent choice forms are completed during parent orientation to ensure collection. Parents choose the program they are most interested in. If the program chosen is not offered at our school, the parents are given contact information to neighborhood schools that offer the program and they can choose to register their child in a different school, the ESL coordinator emails ELLProgramTransfers@schools.nyc.gov to assist parents who requested TBE or DL programs for their children to locate placement in these programs. We keep records of parents' choices to determine the needs for new programs in our school. The ELPC screen is used to enter data into the ATS. Data entered includes LAB-R dates, parent choice and placement and it is done within 20 days of the students' entry to the public school system.
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 [\[see tool kit\]](#).)
Based on NYSESLAT and LAB-R scores, non-entitlement, continued entitlement, entitlement and placement letters are distributed within the first month of school or when the student is placed in the program. ATS and ARIS reports are used to check and double check who the entitled students are. Students who have scored proficient on the NYSESLAT receive the non-entitlement letter. All letters are copied, distributed to all students' parents (one copy is kept for reference in an ESL office binder and one is kept in students' cumulative record folder). Students get the letter in their backpack mail and sign off on the receipt. Similarly when HILLS and Program Selection Forms are complete, the ESL coordinator makes copies and stores one copy in the ESL office and the original is returned to the school secretary to be put into students' cumulative files for further reference if needed. All data is recorded in new ELPC screen within 20 days of the students' first entry into the public school system.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
The assigned pedagogue discusses program choice with parents, reviews parent choice letters in native languages and determines placement into appropriate ESL, Dual Language or Bilingual instructional programs. When available the supervisor of ESL also participates in the process. Translators or translation services are provided when necessary. If the program is not available in our school, the ESL coordinator emails ELLProgramTransfers@schools.nyc.gov to assist parents who requested TBE or DL programs for their children to locate placement in these programs.
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.
NYSESLAT is administered starting in April, when students are tested on speaking by designated ESL pedagogues. In May three modalities are tested on three separate days. Listening is first, followed by reading and then by writing component. Prior to administration, all NYSESLAT test administrators receive formal orientation on testing and scoring procedures for the speaking and writing sections.
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. 
Over the past few years, program choices have included the following trends: We have had no parents who chose a transitional program.
2011-2012 school year: New Admits: 100% ESL
2012-2013 school year: New Admits: ESL: 96% Dual Language: 4% (lg: Spanish - 2 students (1 grade 7 and 1 grade 8)
2013-2014 (as of October 31, 2013): New Admits: ESL: 97% Dual Language: 3% (lg: Chinese (grade 7)
Program models of English as a Second Language offered in our school are aligned with parent requests and if a request is not

offered at our school, parents are informed of options available at the nearest school. We have not had a parent choose another school because we could not accommodate their need. We keep an excel file with students LAB-r and Spanish LAB scores, as well as parent choices of programs. We examine this data to look at the trends. If we have fifteen parents choosing a program we do not currently offer, we will apply to open the program. If the parent chooses a program not available in our school, we contact the district office and look for a possible transfer into the chosen program.

Part V: ELL Programming

A. Programming and Scheduling Information

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

In the ESL program, the instructional model is a stand alone model for our true beginne/newcomer ELLs using a program titled English Now!. All classes are departmentalized and students move from room to room with their class. All other ELLs receive services via a push-in/co-teaching model or a combination of self-contained and push-in. Students are grouped by grade and by proficiency level to the extent possible.

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)?

There are eight certified ESL teachers and two certified ESL content teachers. In the ESL program, there are two full ESL classes on each grade level, one beginner and one intermediate/advances. ELLs not in designated ESL classes are serviced by an ESL certified teacher via a push-in/co-teaching model. Beginner and intermediate ELLs receive minimum eight periods (360 minutes) of instruction by a certified ESL teacher. Advanced ELLs receive minimum four periods (180 minutes) of instruction by a push-in ESL teacher. The ESL teacher pushes in to the ELA classroom.

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.

In the ESL program model, content is delivered in English with native language support. ESL teachers provide students with native language glossaries and dictionaries, and if available with native language textbooks and readings. We currently have resources in Spanish, Arabic, Chinese, Tibetan, Polish and Albanian. ESL teachers are multilingual and provide on the spot support with vocabulary and comprehension development if needed. The school uses a workshop model (balanced literacy approach) for all content areas. The ESL teachers use the same model adapted with QTEL techniques. Content and ESL teachers are encouraged to plan cooperatively to the extent possible during common planning periods. All teachers use weekly Teacher Team meetings to study ARIS and ATS data to drive their instruction. Content teachers know the ELLs in their classes and discuss the needs of the ELLs in their classes at team meetings.

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

To the extent possible and in languages spoken by our staff, the initial evaluation is based on informal interview in students' native language about their studying/reading habits, attitude towards education, as well as hobbies and interests. The formal part includes a short baseline in math and writing. Students whose native language is Spanish are evaluated with the Spanish Lab and ALLD (if the student is in the process of being identified as SIFE). Writing and math baseline assessments are evaluated and shared with content teachers. Spanish speaking students take a computerized reading level determination pre-test on Achieve3000 in Spanish in addition to the English one.

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

Teachers of ELLs assess their students on daily basis, apart from ELL periodic, Achieve3000 and school-wide assessments which evaluate writing and reading modality. Teachers of ELLs evaluate oral language development by assessing oral presentations, participation in discussions, voice recordings, pronunciation and conversational skills. Listening skills are evaluated by note-taking activities and participation in peer discussions.

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).

a. ELL and content teachers are trained to meet the needs of ELLs with interrupted formal education. Training includes QTEL, interclass visitation, interschool visitation, professional study groups, and coaching. Teachers also meet to collaborate during common planning periods. These professional development sessions include instructional techniques for SIFE students. SIFE grants are used to train teachers of ELLs in content area programs such as Achieve3000 and Destination Math, Academic Vocabulary Toolkit. These programs are used with our SIFE students as a form of academic interventions. The ESL coordinator shares videos and other resources pertaining to SIFE students. Parent Workshops are also offered to familiarize parents with the programs and facilitate their use at home. Students are also given support outside the classroom including Saturday school, vacation school, and summer school that focus on English and native language support. The ESL team and ILT- Instructional Leadership Team examine student data and reviews students' needs to prepare and implement appropriate academic interventions.

b. Students in the US for less than three years are assessed in their English and Native language proficiency. When they first arrive, they are tested with the LAB-R and Spanish Lab (we have piloted the NYSITELL, too), beginner/newcomer students are placed in a self-contained ESL newcomer class (we have one on each grade level). The school principal with the consultation of the ELL department chose the sife/newcomer program: English Now! to serve as a base for curriculum in our self-contained ESL classes. The program focuses on oral language development and serves as a bridge to access more challenging material. Teachers supplement and scaffold lessons to provide best possible services to their beginner ELLs. Teachers of ELLs have high expectations as well as provide high levels of support.

c. ELL and content teachers are trained to teach ELLs receiving service 4-6 years using various language scaffolding strategies. These students follow our general education curriculum with an ESL teacher pushing in to their ELA or Social Studies class and differentiating lessons depending on individual students' needs. Literacy and language needs by modality are determined in September and reevaluated bi-monthly to adjust differentiated instruction. Teachers meet during common planning and coaching conferences to discuss specific instructional needs. Literacy is developed through individual, guided and group instruction. Students are also given native language support such as technology, translation glossaries, and dictionaries. ELL and content teachers are trained to teach ELLs receiving service 4-6 years using various language scaffolding strategies. These students follow our general education curriculum with an ESL teacher pushing in to their ELA or Social Studies class and differentiating lessons depending on individual students' needs. Literacy and language needs by modality are determined in September and reevaluated bi-monthly to adjust differentiated instruction. Teachers meet during common planning and coaching conferences to discuss specific instructional needs. Literacy is developed through individual, guided and group instruction. Students are also given native language support such as technology, translation glossaries, and dictionaries.

d. ELL and content teachers are trained to meet the needs of long-term ELLs. Training includes QTEL, interclassroom visitation, interschool visitation, professional study groups, new resources piloting and coaching. Teachers also meet to collaborate during common planning periods and discuss instructional plan for building academic language and literacy needs. These professional developments guide

instruction of Long Term ELLs. Teachers use appropriate scaffolding strategies to target the needs of ELLs. Long-term ELL grants are used to train teachers of ELLs in content area programs such as Achieve3000, English 3D and Academic Vocabulary Toolkit. These programs are used with our ELLs as a form of academic intervention. Parent Workshops are also offered to familiarize parents with the programs and facilitate their use at home. Students are also given support outside the classroom including Saturday school, vacation school, and summer school that focus on English and native language support. The ESL inquiry team examines student data and reviews students' needs to prepare and implement appropriate academic interventions such as specific guided instruction.

e. Former ELLs: Teachers of former ELLs are trained in the appropriate ways to scaffold instruction when needed. Many of the teachers who teach former ELLs have attended QTEL training. After careful examination of data, students are placed in classes that appropriately support their language needs. Many former ELLs are grouped in classes where they continue to receive ESL support, via technology, bilingual resources and testing accommodations. Former ELLs who need a more rigorous curriculum are placed in our SP classes. Students who need literacy support are placed in ICT classes. When possible, students are placed in a class that is currently servicing Advanced ELLs. Former ELLs are also provided with resources through Title III and continue to receive access to Achieve3000, to the extent possible. All former ELL students at I.S. 93 are given native language support including bilingual dictionaries, native language libraries and independent reading books.

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?

ELL, content and special education teachers are trained to meet the needs of ELL students with IEPs. Professional development includes QTEL training, interclassroom visitation, interschool visitation, professional study groups, and coaching. Those teachers also meet to collaborate during common planning periods. Students are given support outside the classroom including morning and after-school programs, Saturday school, vacation, and summer programs that focus on native language and English support. The ESL team and Academic Intervention teams examine student data and review students' needs to prepare and implement appropriate academic interventions. Teachers of ELL-SWDs use a variety of strategies and grade level materials that provides access to academic content areas and accelerates English language development. For example, graphic organizers, "juicy sentences," deconstruction activities, read alouds, comprehension strategies, context clues strategies, decoding strategies including word formation (syllables, suffixes, prefixes) and writing partners where high and low students work together to edit writing pieces. Guided instruction in small groups and one on one conferences are just a few of such strategies. In alignment with our school instructional goal for this year protocols that promote discussion like Socratic seminar, fish bowls, triad talks, round robin, and the Penny for two cent protocol are introduced and modified to fit our ELLs. In addition, we have a wealth of technological resources to foster academic success for our ELL-SWDs. Every student has their own laptop computer for use in school, 70 of our ELLs also have access to ipads. Interactive technology programs include: BrainPOP (and BrainPop ESL), Achieve3000, and Accelerated Math. Teachers also have access to headphones to foster listening and speaking. All classrooms are equipped with substantial classroom libraries ranging from pre-primer to high school level reading material, as well as audiobooks and online read alouds. Often after reading a chapter of their assigned book once, they also have the option of listening to the chapter on audio book to enhance comprehension.

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?

Curriculum maps have been designed for use across content areas. These maps build in modifications for ELLs and SWDs. These modifications provide differentiation and scaffolding where needed. Teachers provide small group instruction and one on one conferences. In addition, programming considerations are made with regard to student placement. ELL-SWDs are placed in classes where additional support is provided all day (e.g. ICT or SETSS classes) in addition to the push-in ESL teacher. ELL -SWDs are invited and encouraged to attend extracurricular activities, Title III supplemental programs and frequently use technology like ipads and lap-tops.

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:			

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

Social Studies:				
Math:				
Science:				

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

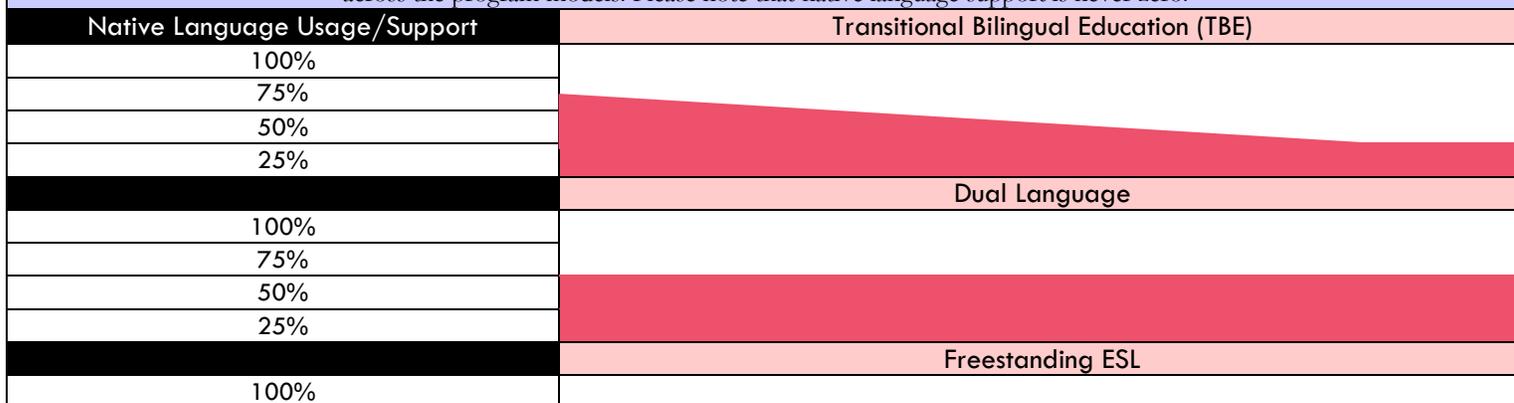
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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.
I.S. 93 uses data to target ELL interventions. Classes are programmed based on this data in order to best support our ELLs. ELL teachers co-plan and co-teach with content teachers. Students receive small group and guided instruction and use support resources such as books on tape according to proficiency and language needs. ELLs receive native language support such as bilingual libraries, translation glossaries, and bilingual dictionaries. Some of the languages available are Spanish, Arabic, Polish, Albanian, Russian, and Romanian. Technology based interventions for ELLs, and specifically SIFE and Long Term ELLs, include Achieve 3000 and Accelerate Math in both Spanish and English. During our Saturday Title III Program, students are able to receive native language support using native language reading books and technology.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The programs for ELLs at I.S. 93 are scheduled based on data analysis and knowledge of individual students' needs. Our students are carefully placed, we consider their home language, social abilities, language proficiency and other factors when planning placement. We are flexible and transfer students based on progress or need for extra support. We design interventions for individual students and we make sure that all teachers of ELLs are trained and ready to teach content to such a challenging population. From data, as well as from the feedback from student researchers and student teachers, we know that our programs are inviting, but also challenging and that we provide the best possible solutions for our ELLs.
11. What new programs or improvements will be considered for the upcoming school year?
At I.S. 93 we are hoping to grow our technology resources and bilingual resources to allow every student equal entry point to the content material. We are also implementing a new vocabulary workbook Academic Vocabulary Toolkit for our LTEs, as a form of daily interventions. We are not planning to change our newcomers/beginner program since it has proven to be a great base for SIFE/newcomers and serves as a base for literacy instruction.
12. What programs/services for ELLs will be discontinued and why?
We will not discontinue any programs this year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs who scored at performance level one on state ELA and MATH exams are mandated to attend our morning Extended Day Program from 8:00 - 8:37. There is a Title III Program on Saturday which provides ESL services to ELLs from 9:00 to 12:00 a.m. and before school from 7:00 a.m. to 8:00 a.m. and after school 3:00 p.m. to 4:30 p.m., two times a week. Instruction focuses on literacy development, academic language, and content area skills through ESL strategies and methodologies. Students develop oral reading proficiency and listening skills through the use of Achieve3000. Students receive native language support through the use of native language libraries and native language independent reading books. Each student has access to books in their native language. The instruction focuses on language fluency, cultural recognition, using technology to attain fluency. Some students use Wilson for explicit instruction in English decoding, practicing sight words, phonics and NYSESLAT test preparation-based instruction for essay writing and close reading. In addition, students use audio books, computer assisted and leveled libraries and Achieve3000. Additional sessions will be offered once the SIFE grant is approved, these sessions will focus on Service Learning Projects
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Instructional materials include technology, assessment tools, literature, and supplies. All ELLs have daily access to computers and smartboards as well as literacy programs such as Achieve3000, Rosetta Stone, and Accelerated Math. ESL department purchased 70 ipads (via Sife Grant over the past 2 years) and apps are being used on daily basis including translation, dictation, content etc. In all content areas, teachers make dictionaries and translation glossaries accessible to support instruction. Classrooms contain ELL libraries that include leveled, age appropriate books and books on tape. Independent reading books are available in the native language.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
In the ESL program model, native language libraries, dictionaries and glossaries are available as well as technology in native language are used to support instruction. Teachers use resources on native language for beginner readers and when available textbooks in other languages are used.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Services support and resources correspond to ELLs' ages and grade levels. Classroom libraries are age and grade appropriate and leveled by literacy needs. Content curriculum maps are being designed with appropriate modifications for ELLs. Teachers use

QTEL strategies to scaffold instruction and promote academic language use.

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.

Newcomers are tested and placed using LAB-R within 10 days of registration. These students are identified as proficient, advanced, intermediate, or beginner. These students are placed according to their levels of English proficiency into an appropriate ESL class. Parents have the option of a bilingual class if available at an alternate site. Each student and parent have a causal meeting with our Parent Coordinator, Mildred Reyes, to highlight special programs at I.S. 93 to help direct the families to academic support services such as Title III programs as well as to existing support services (e.g. Extended Day). Feeder schools visit I.S. 93 in May. At this orientation, students and parents are introduced to our Parent Coordinator who addresses individual needs (i.e. ELL concerns). In addition, an articulation team visits all feeder schools and gathers information on all students (including ELLs) to gain information about students prior to their entering so we can prepare ourselves on how to better assist them when they enter I.S. 93. Articulation forms provide extensive information regarding students' social, behavioral and academic needs. These articulation forms are analyzed by our own team during placement. A Parent Orientation meeting is also held in early September for parents to come and learn more about I.S. 93 and to meet about individual concerns.

18. What language electives are offered to ELLs?

At the current time, 8th Grade ELLs are offered 1-2 periods a week of Foreign Language (Spanish) instruction.

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

1. All teachers of ESL students at I.S. 93 have engaged in in-house technology training. These teachers use Smartboard technology and the internet regularly to enhance instruction and make content more accessible to our ELLs. Currently all classrooms have accessible laptops attached to a school wide server. Seventy iPads have been purchased for the use of our ELLs, six teachers of ELLs are peer training in the use of the best educational applications.

The ESL department designs, plans and delivers on-going professional development throughout the year. This PD is delivered monthly in the school calendar designated as Professional Development. The department members also collaborate with other subjects such as ELA and Social Studies to update the training that other subject area teachers receive in the respective subjects. Throughout the school year, teachers of ELLs receive coaching in scaffolding strategies, teaching ELLs in the content areas, accountable talk, and building literacy and academic language. Teachers also have opportunities to participate in inter-classroom visitations to develop teaching skills. Monthly meetings to support ELLs will continue and include inquiry team meetings to discuss data, AIT meetings, professional books studies, and workshops on topics such as unpacking the NYSESLAT and maximizing the use of ELL resources. The PD plan for 2013-2014 is as follows:

September: NYSESLAT and ELL data analysis (ARIS)

October: Discussion Protocols for ELLS

November: Achieve3000 and other ELL software (ipad applications)

December: Instructional Shifts – ELL strategies

January: Aligning SIFE/LTE tasks to CCLS

February: SIFE/LTE strategies

March: Debriefing meeting based on all off-site training – one day ELL on-site conference

April: NYSESLAT – allignment of instruction to CCLS

May: Text Complexity and ELLs

June: Data analysis (growth)

2014-2015 - TBD

2. Teachers of ELLs are invited and encouraged to attend off-site PD sessions offered by the Office of ELLs, these sessions are aligned with instructional expectations dictated by the CCLS. Teachers of ELLs meet once a year for a day-long meeting where they share best practices and information received during these off-site meetings.

3. In May, an articulation team visits with our feeder schools to gather information about students in order to be better prepared for their arrival to middle school. Our school's ELL guidance counselor attends these visits with a school supervisor and a special education coordinator. Our school assists incoming ELLs in the transition from elementary to middle school by opening our doors for an open house. Our school also invites elementary students to participate in a summer program with our middle school students. In order to support the ELLs transition from middle school to high school, the guidance department offers High School Open Houses, Applications help sessions (in Spanish, Polish, Chinese) during which bilingual staff assists students and their parents in filling out high school applications. Interschool visitations, information meetings, and small group counseling is offered by our guidance counselors. Small group counseling consists of 4-6 students and focus on the high school application process. Once a semester, guidance counselors also speak with ELL classes regarding high schools and guide students through the process. I.S 93 works closely with an ELL Network Support Specialist. Supervisors and teachers attend workshops facilitated by these specialists in order to help with maintaining a smooth transition from elementary to middle school as well as within grades in middle school. For the past three years, our sixth graders have been assigned to a separate wing of the building and provided with a separate lunch period to allow for smoother transitions into higher grades.

4. I.S. 93 trains all staff to support ELLs. Content teachers are invited to participate in many content geared sessions offered by the Office of ELLs and online Colleges (Stanford University). They are also invited to all on-site meetings including training on using Achieve3000, ELL data ARIS training, SIFE video screenings and unpacking the NYSESLAT. Content teachers of ELLs are invited to participate in ESL department book studies (this year's books include: Word Wise & Content Rich (Fisher and Frey), Text Complexity Raising Rigor in Reading (Fisher, Frey and Lapp) and professional development sessions offered by our ESL Network Specialists and/or ESL Department Coordinator. All content teachers are also encouraged to attend courses in colleges which offer ESL or Bilingual extensions. Over the past few years our teachers attended courses including QTEL training, Brain Research: Keeping ELLs in Mind, CCLS for Mathematical Practices for ELLs, Demystifying ELL Data, Facilitating Content Area Conversation with ELLs, ELL literacy Conferences,

and SIFE Conferences. Teachers forward attendance confirmation emails or certificates of attendance to the ELL Coordinator who keeps the record of the attendance in the ELL PD binder in the ESL office. At the end of the year, the ELL department organizes a PD day, when all teachers who attended workshops turnkey the most important findings to their colleagues.

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. The Parent Coordinator conducts monthly meetings and/or workshops, providing translation when needed. ESL and computer classes are offered to parents at various times throughout the year. A "Parent Library" will be available for parents in January 2014 every Saturday from 9:00 - 12:00 (supervised by our Parent Coordinator). Computers will also be available for use. Targeted audience workshops for parents of students with disabilities and ELL's regarding the Common Core Learning Standards will be offered (organized through our Parent Coordinator). The School Leadership Team meets monthly. Members inform parents of CEP initiatives and activities. The school's Principal conducts quarterly meetings with the PTA executive board and meets monthly with the Title I Parent Involvement Committee to discuss recommendations for how to use Title I Parent Involvement Funds. I.S.93 now holds an annual meeting to inform parents of the school's participation in Title I, Part A programs and offers all parents the chance to participate on the Title I Parent Involvement Committee, which recommends to the SLT ways to use Title I funds (1% Set Aside) to promote parent involvement. Years prior, translation equipment has been purchased using Title I funds (1% Set Aside) for meetings and translators are contracted as needed through Legal Interpretation Services. ARIS training is also provided on a one to one basis when requested (also through our Parent Coordinator). Monthly PTA meetings encourage parent participation in school events (i.e. fund raising, chaperoning school dances, etc.).
 2. Our Beacon Program provides support for out ELLs every day after school and on Saturdays through workshops and fieldtrips. We also have partnership with the Queens Public Library which is located right across the street from our school. The library offers our students tutoring and homework help every day from 3:00 - 6:00 p.m. With the help of Sauti Yetu and Flanbwayan, we have initiated partnerships with the Arab American Family Support Center and the Arab American Association of New York (due to a rise in our Arabic speaking SIFE student population), we will continue working with these organizations to provide emotional and cultural support to our Yemeni girls and their parents. I.S. 93 also hosts Student-of-the-Month ceremonies for students who teachers determine are showing progress. As well, in October, students who scored "Proficient" on the NYSESLAT are acknowledged at the Student of the Month ceremony. Parents are invited to all these ceremonies and translations are provided if needed. An international food festival is conducted each year and is a huge success among our ELL population and their families.
 3. Parent Needs are determined by: surveys, personal requests, meetings and through email. Our parent coordinator responds immediately via email and/or sets up necessary meetings (with translation) when requested. Surveys are analyzed by the SLT and school's Instructional Leadership Team. Changes are made based on survey outcomes.
 4. Many activities are directed to meet the needs of the parents. For example, English and computer classes are offered to assist parents in learning English in order to overcome language barriers and to help parents communicate better with our school community. Computer classes enable parents to stay connected with their child's progress through ARIS. As well, our parents can peruse our school's website for information. Workshops like gang awareness keep them informed of the colors and what to look for. PTA meetings include presentations from health clinics to inform parents of available health insurance regardless of their immigrant status. High school workshops assist families in choosing the best High School. Depending on the needs they are oriented on a one to one basis.

We also maintain parent communication through the following:

 - I.S. 93 website
 - Backpack notices
 - Monthly parent newsletter
 - Student planners
 - Parent Coordinator bulletin board
 - PTA bulletin board
 - SLT meetings
 - High School Application Orientation
 - Telephone Message System
 - School sign (located in front of the building)

E. Additional Information

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

Paste response to question here:

School Name: I.S. 93Q

School DBN: 24Q093

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Edward Santos	Principal		12/18/13
Catherine Fratangelo	Assistant Principal		12/18/13
Mildred Reyes	Parent Coordinator		12/18/13
Sharifa Cadogan	ESL Teacher		12/18/13
	Parent		
Richard Cardino/S.S.	Teacher/Subject Area		12/18/13
Dominika McPartland	Teacher/Subject Area		12/18/13
Paula Oliveri	Coach		12/18/13
	Coach		
Debby Hartz	Guidance Counselor		12/18/13
Diane Foley	Network Leader		12/18/13
	Other _____		
	Other _____		
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q093 School Name: Ridgewood Intermediate School 93

Cluster: 2 Network: 4

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.

The school uses several sources of data. We use the ATS Home Language report, feedback from parents (obtained via email or oral discussion at PTA, SLT or face to face meetings), as well as, anecdotal data obtained from parent surveys. Our Parent Coordinator is our point person for making arrangements for translations for Parent Information Night, Parent/Student award ceremonies and for School Assemblies that are held after regular school hours.

This year, each teacher was provided with Language Identification Guides to present to parents so that they can identify their language any time they visit the school and need translation services. Teachers will then proceed to an office telephone to acquire the appropriate interpretation service. A letter was sent home via backpack (in Spanish, English, Arabic, Polish, Romanian, Sign and Serbian) asking parents if they need language translation during Parent Teacher Conferences. Over 100 requested Spanish, two requested Chinese, two requested Arabic and one requested Tibetan.

The Principal, Parent Coordinator and Pupil Accounting Secretary review the Home Language Report from ATS (RHLA) to determine the languages spoken by the families of our students.

Parent Surveys are given during the fall Parent Teacher conferences. Several questions specifically address how the school communicates with parents.

For new admits to the school, the pupil accounting secretary surveys the parent during registration to determine translation needs.

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.

It was determined that thirty five different languages are spoken by students of I.S. 93 and their families. Forty-five percent speak Spanish, three percent speak Arabic, four percent speak Chinese, and four percent speak Polish. Along with this data, the team also looked at the "softer" data from our surveys concerning the parents' perceptions of how I.S. 93 communicates with them regarding their children. These two forms guided our initiatives to support translation services.

It was determined that several areas of translation were needed. It was determined that oral translation services were needed when incidents occur that require parents to come to school to discuss academic or discipline issues. It was also determined that parents wanted translations of documents that get sent home in the book bags of students with announcements and memos concerning a variety of topics from the school such as parent conferences, PA meetings, monthly newsletters, etc.

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.

NYCDOE translation services will be utilized when documents are deemed critical or sensitive. We will rely on the accuracy of this service for sensitive, timely or private information that requires the highest level of accuracy to the original documents.

In-house staff such as our Spanish, Arabic, Chinese, and Polish speaking persons will translate written documents, such as letters and the Parent Coordinator's monthly Parent Newsletter.

The documents that are provided by the OELL are used to communicate the processes of ELLs regarding school procedures.

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.

Translators (with appropriate transmission equipment) are used for after-school parent meetings such as Open School Night, PA meetings and other informational school meetings for parents. Parents wear the headphones and hear nearly instantaneous translations of the presentations. We have four channels and have offered Spanish, Polish, Arabic and Romanian.

For the past four years, we have also offered sign language interpreters for school-wide activities (i.e. graduation, PTC when needed).

Title I translation and Tax Levy funds are used to pay for outside contractors during parent teacher conferences and workshops when needed.

Guidance counselors, deans and the Parent Coordinator use the free NYCDOE phone conference translation service for parent conferences.

In-house staff such as our Spanish, Arabic, Chinese, and Polish speaking persons translate oral person-to-person or phone conferences with parents on a regular basis.

Outside contractors are used when in-house translation or the NYC DOE Translation Unit cannot meet the needs of the family.

Teachers, deans and guidance counselors utilize the NYC DOE Translation Unit to communicate effectively with parents/guardians.

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>.

The school provides a copy of the Bill of Parent Rights to each parent, whose primary language is a covered language. Extra copies of the translations can be found in our Parent Coordinator's and guidance offices suites. A welcome sign in each of the covered languages is posted on the Parent Coordinator's bulletin board in the lobby of the school. A translation of the posting requirements of this section of the Chancellor's Regulation regarding this topic, is also posted on the bulletin board.

The School Safety Plan contains a provision and a procedure for parents in need of language assistance to be able to communicate with the administrative offices.

Also, our school's Parent Coordinator informs parents of translation options on the school's website.