

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**30Q092**

**School Name:**

**P.S. 092 HARRY T. STEWART SR.**

**Principal:**

**PASQUALE BARATTA**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: The Harry T. Stewart Sr. School School Number (DBN): 30Q092  
Grades Served: Pre-K to 5  
School Address: 99-01 34<sup>th</sup> Avenue, Corona, NY 11368  
Phone Number: 718-533-1013 Fax: 718-533-1083  
School Contact Person: Anthony Loverso Email Address: ALovers@schools.nyc.gov  
Principal: Pasquale Baratta  
UFT Chapter Leader: Geraldine Clark  
Parents' Association President: Moravet Espinoza  
SLT Chairperson: John Gentile  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Amanda Ramos  
Student Representative(s): NA

**District Information**

District: 30 Superintendent: Dr. Philip Composto  
Superintendent's Office Address: 28-11 Queens Plaza North, Long Island City, NY 11101  
Superintendent's Email Address: PCompos@schools.nyc.gov  
Phone Number: 718-391-8323 Fax: 718-391-6147

**Borough Field Support Center (BFSC)**

BFSC: North Queens Director: Lawrence Pendergast  
Director's Office Address: 28-11 Queens Plaza North, Long Island City, NY 11101  
Director's Email Address: LPender@schools.nyc.gov  
Phone Number: 718-391-8222 Fax: TBD

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Pasquale Baratta	*Principal or Designee	
Geraldine Clark	*UFT Chapter Leader or Designee	
Moravet Espinoza	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Amanda Ramos	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Blanca Sinchi	Member/Parent	
Minerva Guerrero Hernandez	Member/Parent	
Feliciana Garcia	Member/Parent	
Marisol Nunez	Member/UFT	
Maryanne Guzman	Member/UFT	
Allyson Rollo	Member/UFT	
Ed Gutierrez	Member/UFT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
John Gentile	Member/UFT	
Patricia Gianatiempo	Member/UFT	
Francisca Eloa	Member/Parent	
Maria Tranoido	Member/Parent	
Digna Roldan	Member/Parent	
	Member/	

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Our vision at P.S. 92 is to provide a comprehensive education that enables our students to be responsible, contributing, members of society. Our supportive environment has helped our school establish a classroom and school culture where students feel safe and supported. Parents are encouraged to partner in their children's education. Strong family-community ties bring resources from within and beyond our community to the school building by welcoming, encouraging, and developing partnerships like the New York Mets, New York Cares and other community-based organizations. High expectations are part of our Mission Statement: "All students at P.S. 92 will participate in learning activities that challenge them to reach their highest potential. Teachers and staff will work with parents to support our children. Our mission is to do our best every day." Rigorous instruction, aligned to the Common Core, is differentiated and challenging for students of all grades. High standards are set in every classroom for students as they are developing critical thinking skills.

The Harry T. Stewart Sr. School is a Queens, NY, elementary school with 987 students from pre-kindergarten through grade 5. The school population comprises 4.6% Black, 92.5% Hispanic, 0.7% White, and 2% Asian students. The student body includes 56.3% English Language Learners and 13.0% special education students. Boys account for 49.8% of the students enrolled and girls account for 50.2%. The average attendance rate for the school year is 96%. The school receives Title 1 funding with 100% eligibility. Students requiring services receive the full continuum as indicated on their IEPs. They include occupational and physical therapy, speech services in English and Spanish, resource room in English and Spanish, and adaptive physical education. In addition, 482 of students are English Language Learners; the vast majority is Spanish language speakers. In the category of "recent immigrants", 12 have immigrated to the U.S. within the last three years.

The school consists of 66 pedagogues and support staff: one Principal, two Assistant Principals, one Parent Coordinator, one Literacy Coach, one Math Coach, one ESL Coordinator, one full-time Guidance Counselor, 21 paraprofessionals, three secretaries, one School Safety Officer and 12 school aides. PS 92 implements the Ready Gen literacy program and is guided by a literacy coach. This CCLS aligned program is supported by Month by Month Phonics and Foundations. Literacy support sessions are also provided by the New York Mets/Everybody Wins program. The Go Math program is used in all grades supported by a Math coach. It provides a comprehensive, CCLS aligned, approach to learning Math. Technology is incorporated into instruction through the use of computer software throughout the school.

Science programs follow the ISC Scope and Sequence for Science. The goal is to encourage students to question and investigate the natural world using the scientific method and through their participation in the annual Science Fair. Music teachers provide instruction in the areas of chorus, instrument lessons, and general music. Students perform at events throughout New York City. The culminating activity of the program is a musical extravaganza. Music and the Brain is a funded program providing keyboards and professional development. The Physical Education program fosters physical and mental development and advocates a healthy life style. Our students receive instruction in health education from a teacher who is trained in the New York City Health Curriculum. The art program allows students to use

a variety of media and techniques to explore different themes and cultures. Students create beautiful artwork which is displayed throughout the school.

One special student population within PS 92 is that of the Students with Special Needs. In order to meet the needs of this diverse community of learners, we have expanded our number of self-contained classes from five to six. We continue to seek out and hire highly qualified teachers of Students with Special Needs. Special Education support services thrive at PS 92. Services available include support by speech and language therapists, a counselor, an occupational therapist, a physical therapist, hearing and vision service providers, an adaptive physical education teacher, and special education teachers.

Another special student population within PS 92 is that of the English Language Learners (ELL's). This is the predominant population within our school community. Within this community there are many varied and specific needs to be addressed. In order to meet these needs we have expanded our Bi-Lingual program and therefor service more Bi-Lingual students than ever before. We continue to seek out and hire highly qualified teachers of Bi-lingual students. Another way we meet the specific needs of our (ELL's) is to seek out and hire highly qualified ENL teachers. We encourage teachers to become ENL certified. The goal of the ENL program is to teach all English as a New Language Learners (ENL's) to listen, speak, read and write in English per English Language Learners Standards. The Bilingual program provides students with self-contained Bilingual instruction.

The element from the Framework for Great Schools in which our school made the most progress over the past year is with our teacher collaboration. In accordance with the Framework for great schools and the new teacher schedule, teachers and other staff members throughout the school community began working more collaboratively than in any recent school year. As this was the first full year with new curriculums and all materials in place and on hand, teachers were able to provide one another with many valuable insights as to best implement these practices for our students. The 2014-2015 school year saw the formation of a professional development committee.

Our key area of focus from the Framework for Great Schools for this school year is Collaborative Teachers. Our teachers are committed to the success and improvement. Our staff is committed to the success and achievement of all of our students. Our staff is constantly reflecting on various forms of data and what can do to accelerate student achievement. Our professional development committee will survey our entire staff once again and begin planning professional development that will meet the needs of our teachers. In order to achieve effective school leadership, the Principal leads by example, instilling trust, and nurtures the professional growth of teachers and staff. Building leadership capacity within our many talented staff members will be a cornerstone for future success and improving teaching in order to accelerate student progress.

### 30Q092 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	904	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population		89.4%	% Attendance Rate	96.2%
% Free Lunch		75.0%	% Reduced Lunch	0.7%
% Limited English Proficient		36.1%	% Students with Disabilities	17.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.1%	% Black or African American	2.8%
% Hispanic or Latino		95.4%	% Asian or Native Hawaiian/Pacific Islander	1.7%
% White		N/A	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		7.17	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	6.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	10.52
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		15.9%	Mathematics Performance at levels 3 & 4	22.1%
Science Performance at levels 3 & 4 (4th Grade)		70.9%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	NO
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The New York State School Report Card for 2013-2014 indicates that PS 92 did not meet AYP goal for Science. This was also reviewed during Principal Performance Observation and revisited during the PS 92 Quality Review. Combining this finding with the ELA results of the same report it can be concluded that our students must focus on improving their reading and comprehension skills.

Our strength: PS 92 did meet AYP Goals in both areas among Limited English Proficient students, especially in Science where they met their target by nine points. We receive Title 3 funding which is used to purchase materials for ESL instruction. Supplemental instruction can occur in after school classes.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 the number of grade 4 students who score level 3 or 4 will increase by 4% as measured by the NYS Science Exam.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Improve quality of instruction by providing effective and targeted PD for cluster teachers.</p> <p>Purchase Science materials including science kits to support curriculum; purchase <u>Science Fusion</u> books by Houghton Mifflin Harcourt.</p> <p>Offer after school instruction in Science as a supplement.</p> <p>Hands on experiments and demonstrations to improve mastery.</p> <p>Provide meaningful class trips to broaden experiences, understanding and knowledge.</p> <p>Use of internet for research, including guidance for Science Fair. projects.</p>	<p>4<sup>th</sup> grade students; 3<sup>rd</sup> grade students in preparation.</p>	<p>Beginning September 9, 2015, ending June 2016</p>	<p>Science cluster teachers; District personnel offering Science PD; Classroom teachers in grade 4.</p>
<p>Strategies for ENL students include a focus on vocabulary; hands-on activities and group work to promote dialogue among students; Differentiation of instruction to assist those students, where a different range of activities are offered to accommodate different entry levels.</p>	<p>ENL students in grades 3 and 4</p>	<p>Begin 9/9/15, ending 6/2016</p>	<p>Science cluster teachers; District personnel offering Science PD; ENL teachers in grades 3&amp;4.</p>
<p>Families will be engaged continuously throughout the school year, first by continuing to offer periodic progress reports; September grade 4 meeting to introduce parents to the curriculum and expectations. Periodic updates by Science Department via our PTA meetings</p>	<p>Students in grade 4</p>	<p>Begin 9/9/15, ending 6/2016</p>	<p>Science cluster teachers; District personnel offering Science PD; Classroom teachers in grade 4.</p>
<p>Strategies for students with disabilities: in the classroom setting students will work in specific groups that offer differentiation. Additional materials will be given to classroom teachers by the Science Department. Science Cluster teachers will be given assistance by ICT Cluster personnel to increase the student to teacher ratio.</p>	<p>Students in grade 4</p>	<p>Begin 9/9/15, ending 6/2016</p>	<p>Science cluster teachers; District personnel offering Science PD; Special Ed Classroom teachers in grade 4.</p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
TL Fair Student Funding to pay for ICT Assist cluster teacher; Tax Levy to also fund per session after school staff; Title 3 funds to pay staff for ELL instruction; Title 1 SWP to pay for supplies indicated;											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Science Department to monitor periodic progress through the school year specifically with end of unit testing; progress will be shared with parents through our periodic progress reports, supplemental to our report cards. January 15, 2016 mid-year assessment given by Science Cluster Teachers in order to determine student growth by February.											
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The New York State School Report Card for 2013-2014 indicates that PS 92 did not meet AYP goal for ELA. This was also reviewed during Principal Performance Observation and revisited during the PS 92 Quality Review. It can be concluded that our students must focus on improving their reading and comprehension skills as per data received from the 2015 ELA item skills analysis tool, together with our Gates MacGinitie Diagnostic Reading Tests. In order to make AYP we will focus on improving the scores of our high level one and high level 2 students.

Our strengths: PS 92 did meet AYP Goals among Limited English Proficient students. We receive Title 3 funding which is used to purchase materials for ESL instruction. Supplemental ELA instruction will occur in after school classes.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, of all grades 3 to 5 students who scored a level one or two will demonstrate progress as measured by a 5% increase in the overall percentage as measured by the NYS ELA exam.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Literacy Block created in school schedule to focus on ELA across the school, all grades in the same period; OTP to be utilized for classroom assistance.</p> <p>Ready Gen by Pearson utilized as a common core English Language Arts curriculum; organizing texts and routine-based instruction.</p> <p>Websites/software – Study Island, RAZ Kids, Flocabulary (Software house International), Brainpop, and Learning.com to improve reading strategies.</p> <p>After school program to further enforce strategies learned during the school day.</p> <p>Focusing instructional practices on Literacy skills that relate to aspects of the Danielson rating system (differentiation, questioning and discussion techniques, student engagement)</p> <p>Professional Development offered by Literacy Coach, District 30 ELA personnel, and outside PD.</p>	<p>Students from grades 3 to 5</p>	<p>September 9, 2015 through June 2016</p>	<p>Classroom teachers, cluster teachers, Literacy Coach</p>
<p>Strategies for ENL students include a focus on vocabulary; hands-on activities and group work to promote dialogue among students; Differentiation of instruction to assist those students, where a different range of activities are offered to accommodate different entry levels.</p> <p>Strategies for students with disabilities: in the classroom setting students will work in specific groups that offer differentiation. Additional materials and activities will be required for classroom teachers in order to accommodate different learning styles.</p>	<p>ENL students from grades 3 to 5</p>	<p>9/9/15 through June 2016</p>	<p>Classroom teachers, cluster teachers, Literacy Coach.</p>
<p>Families will be engaged continuously throughout the school year, first by continuing to offer periodic progress reports; September welcoming meetings to introduce parents to the</p>	<p>Students from grades 3 to 5</p>	<p>9/9/15 through June 2016</p>	<p>Classroom teachers, cluster teachers, Literacy Coach.</p>

curriculum and expectations. Periodic updates to be sent home for all parents that will include ELA and Math progress.			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Schedule will be created to accommodate the block of time needed in the school day. After school per session funding through TL, Title 1, and Title 3 allocations.											
Educational software purchased with TL funds and Title 1 SWP funds. Personnel – TL Fair Student Funding.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Teachers from grades 3 to 5 to monitor periodic progress through the school year specifically with end of unit testing; progress will be shared with parents through our periodic progress reports, supplemental to our report cards. By January 15th, 2016, classroom teachers will use data from January TCRP Running Records to assess interim progress; unit tests known as "tasks" in January will be documented as well.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on the “Framework for Great Schools” this goal will focus on creating strong family – community ties. The school will improve by bringing in resources from the community by developing partnerships in the community. The “Framework” also mentions the element of trust where staff, parents, and students value each other through respect for one another, thus improving student outcomes.

The strengths seen here begin with a cooperative administration. We also have a high number of staff members who can communicate in Spanish, the predominant language other than English.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, Communication between the school and parents will improve by 15% as measured by responses to interim progress reports, to foster strong family-school ties.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>One of the major challenges pointed to a need in improving basic communication, notably that English is a second language to most members of the community. PS 92 will offer ESL classes to parents in the AM, conducted by an outside instructor. Instruction will be continuous, running from October 2015 through June 2016.</p> <p>A committee consisting of parents and teachers will be utilized to create templates for teachers to use to periodically send information home. Parent surveys will be analyzed to identify preferred methods of communication, web accessibility, and ultimately the effectiveness of our plan of action. The School Parent Association will discuss communications monthly to give members the opportunity to voice opinions.</p>	<p>Adult Parents.</p>	<p>September 2015 through June 2016</p>	<p>ESL instructor; Parent Coordinator; UFT member to oversee needs assessment.</p>
<p>The PS 92 Family Room will host workshops of interest to parents such as Parenting Skills, Homework Help, Reading At Home, Family Math, Nutrition, and Children’s Health Issues, in both English and Spanish.</p> <p>Student Planners will be purchased to provide information to parents on school policies in English and Spanish. Homework and notes to and from teachers are written in the planner. All notices are sent home in English and Spanish. This will enhance communication opening dialogue between Parent and Teacher.</p> <p>PS 92 will host a “Meet the Teacher Night” event in September to familiarize parents with the curriculum for the grade and with teacher expectations for their children. It also provides the parents with an opportunity to meet each teacher.</p>	<p>Adult Parents</p>	<p>September 2015 through June 2016</p>	<p>Parent Coordinator; School administrator to purchase planners; Secretarial staff along with translators to create notices; Classroom teachers to attend September event; Learning Leader organization coordinator; All teaching staff for Monday PD.</p>

<p>Parents will be trained through Learning Leaders to work with our teachers to support our students.</p> <p>To enhance communication between home and school monthly calendars will be created in two languages to increase the amount of relevant and useful information available to parents.</p> <p>Professional Development sessions slated for Mondays will provide teachers with information regarding appropriate methods of communicating with parents on Tuesdays.</p>			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Title 1 funding to pay for material and outside instructor. Human resources: outside instructors for individual PD sessions; Parent Coordinator to initiate sessions; Teacher to lead PD sessions providing curriculum updates and expectations. Instructional resources including parent agendas, parent guidebooks based on need. No schedule adjustments needed: PD usually conducted before lunch periods in student cafeteria or family room.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	<b>C4E</b>		<b>21<sup>st</sup> Century Grant</b>		<b>SIG/SIF</b>		<b>PTA Funded</b>		<b>In Kind</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In January 2016, our Parent Coordinator will report with data on monthly parent Professional Development, records of attendance, and PD agendas. Attendance/participation will be monitored based on attendance figures through January 2016.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Part 1 – Needs Assessment**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

--

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

--

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

--

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

--

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

--

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	The criteria for determining which students receive Academic Intervention Services in English Language Arts begins with end of year student data from the previous school year. End of year student data allows us to begin servicing students from the beginning of the new school year. Current and past teacher referrals for additional support are incorporated in the student service requirement determination. RTI providers conduct various assessments at the beginning of the new school year in order to confirm and/or initiate a determination of need for RTI services. Some of the many assessment strategies we employ are: Sandier/Oxford Phonemic Awareness and Teacher’s College Running Records, used for comprehension and fluency measures .	Sandier/Oxford Phonemic Awareness, Headsprout Vocabulary development, Reading Recovery, Foundations, Spotlight on Reading, small group instruction, Headsprout computer assisted differentiation, rewards Writing program, Thematic Approach-ELL and Dramatic Play- Oral Language play periods	The Academic Intervention services are provided to students in either small groups or one-to-one.	The service is provided to students during the school day

<p><b>Mathematics</b></p>	<p>The criteria for determining which students receive Academic Intervention Services in Mathematics begins with end of year student data from the previous school year. End of year student data, including state examinations, allows us to begin servicing students from the beginning of the new school year. In addition, current and past teacher referrals for additional support are incorporated in the student service requirement determination.</p>	<p>Programs and strategies used include: Number Sense/ Number Conversation Concepts, Math Steps and Test Ready. These programs include extensive use of manipulatives and technology.</p>	<p>The Academic Intervention services are provided to students in either small groups or one-to-one.</p>	<p>The service is provided to students during the school day</p>
<p><b>Science</b></p>	<p>The criteria for determining which students receive Academic Intervention Services in Science begins with end of year student data from the previous school year. End of year student data which can include report cards and state test scores and allows us to begin servicing students from the beginning of the new school year. Current and past teacher referrals for additional support are incorporated in the student service requirement determination. RTI providers conduct various assessments at the beginning of</p>	<p>Discovery Works Reading Support and Focus on Science, Passwords Science Vocabulary and Harcourt Science are used.</p>	<p>The Academic Intervention services are provided to students in either small groups or one-to-one.</p>	<p>The service is provided to students during the school day</p>

	<p>the new school year in order to confirm and/or initiate a determination of need for RTI services. Some of the assessment strategies we employ are similar to those used for ELA support and include: Sandier/Oxford Phonemic Awareness and Teacher’s College Running Records, used for comprehension and fluency measures.</p>			
<p><b>Social Studies</b></p>	<p>The criteria for determining which students receive Academic Intervention Services in Social Studies mirrors that of Science in that begins with end of year student data from the previous school year including report cards and allows us to begin servicing students from the beginning of the new school year. Current and past teacher referrals for additional support are incorporated in the student service requirement determination. RTI providers conduct various assessments at the beginning of the new school year in order to confirm and/or initiate a determination of need for RTI services. Assessment strategies we employ are similar to those</p>	<p>Thematic Essay writing using DBQ’s, building vocabulary in conjunction with other ELA skills and project based learning incorporating the arts; provide interdisciplinary supports for students</p>	<p>The Academic Intervention services are provided to students in either small groups or one-to-one.</p>	<p>The service is provided to students during the school day</p>

	used for ELA support and include: Sandier/Oxford Phonemic Awareness and Teacher's College Running Records, used for comprehension and fluency measures.			
<b>At-risk services</b> (e.g. <i>provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i> )	Services are provided based upon requests by classroom teachers when agreed upon by members of PPT Committee.	At Risk service providers employ various testing procedures and provide short term supports in order to give support and also to determine if ongoing supports are needed.	The Academic Intervention services are provided to students in either small groups or one-to-one.	The service is provided to students during the school day

## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

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

## **2b. High Quality and Ongoing Professional Development**

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

Administrators develop their own assessments to identify individual needs among faculty members. Data from state tests, ELA and Math, and NYSESLAT exams, help them to pinpoint teacher effectiveness. Evaluations from the previous year, as well as informal observations taking place continuously, enable them to identify the needs. Administrators meet with cabinet members to review professional development opportunities throughout the school year. As these opportunities are identified, individual teachers are selected to attend professional development sessions. The faculty at PS 92 is also given the opportunity to select PD opportunities they themselves have selected, upon approval from the principal. A Professional Development (PD) Team was created to decide what PD opportunities the staff would be able to attend. PD is also facilitated by teachers themselves.

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

## **Part 3: TA Schools Only**

### **3a. Use of Program Resources**

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

### **3b. 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).

## **Part 4: SWP Schools Only**

### **4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

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

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

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

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

#### 4b. Measures to Include Teachers in Decisions Regarding Assessments

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

PS 92 involves a school committee made up of administrators and teachers, the Measures of Student Learning committee. A meeting held in June lets members plan out the work for the next school year. School teams attend a training provided by the NYC Department of Education, which focuses on the evaluation and development system. The training is focused on the Measures of Student Learning, and the Advance teacher evaluation system. Teachers are further educated on the decision steps they would participate in the upcoming months. The process includes choosing assessment options for all teachers, reviewing growth measurements, and how to present these recommendations to the principal for finalization. The teachers on the committee represent each grade level to determine local measure assessments, and which targeted population they would select. The committee meets informally to discuss individual grade needs and concerns. Team members discuss the pros and cons of each assessment types, and availability for our particular school.

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

Measures of Student Learning specialists assigned to our network assisted with the second year implementation of this system. By mid-September the committee submits their recommendations to the principal, who submits them to the Department of Education via an interactive online tool

#### 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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated<sup>2</sup>. **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	500,912.00	X	5a, 5b, 5c
Title II, Part A	Federal	136,503.00	X	5a, 5b
Title III, Part A	Federal	40,200.00	X	5a, 5b
Title III, Immigrant	Federal	0		

Tax Levy (FSF)	Local	4,966,766.00	X	5a, 5b
----------------	-------	--------------	---	--------

**<sup>1</sup>Explanation/Background:**

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

**Important Note:** The following funds may not be consolidated:

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

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

**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 the school. PS 92 Queens, 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 the school and the families. The 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 the school community. PS 92 Queens will support parents and families of Title I students by:

- creating a Family Room on the first floor near the school entrance that is open to all parents. Workshops of interest to parents are held such as Parent Skills, Homework Help, Reading At Home, Family Math, Nutrition, and Children’s Health Issues are given in both English and Spanish.
- A Social Worker is assigned by the Pre-Kindergarten Program.
- Parents are an integral component of the School Leadership Team.
- Student Planners provide information to parents on school policies in English and Spanish. Homework and notes to and from teachers are written in the planner.

- All notices are sent home in English and Spanish, and PTA meetings are held in both languages as well.
- PS 92 hosts a “Meet the Teacher Night” event in September to familiarize parents with the curriculum for the grade and with teacher’s expectations for their children. It also provides the parents with an opportunity to meet each teacher.
- Parents are trained through Learning Leaders to work with our teachers to support our students.
- Parents are also invited to all assembly programs, and to classroom celebrations of children’s work.
- Title I parents will participate in an annual review the second Thursday in February, 2015.

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:

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

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

1. Giving professional development to provide teachers with information regarding appropriate methods of communicating with parents during conferences, as well as ways the agenda book can be a tool for communication.
2. Providing strategies teachers can use to prepare for parent-teacher conferences.
3. Encouraging teachers to invite parents to celebrations of children's writing and other appropriate celebrations.
4. Distributing the parent involvement policy to parents in the fall of 2015.

### **School-Parent Compact (SPC)**

PS 92 Queens, 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 on assessments.

#### **School Responsibilities:**

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

- Communicating with parents, when appropriate

- Treating everyone fairly, with respect
- Advocating for students
- Being a positive role model
- Providing quality education
- Being prepared
- Maintaining high expectations
- Knowing the material
- Motivating students
- Actively engaging all students
- Assigning appropriate homework
- Differentiating instruction
- Each administrator will support the education and well-being of our students by:
  - Establishing clear expectations
  - Communicating with parents, students, and teachers regarding the education and social well-being of our children
  - Providing books, materials, and resources that support high quality instruction
  - Developing professional development plans that support the curriculum and recognize the strengths of each member of our staff
  - Celebrating student work and appropriate behavior frequently
  - Providing many opportunities for our parents to participate in the education of their children
  - Informing parents of all meetings in a timely manner, and in their home language

**Parent/Guardian Responsibilities:**

- Each parent will support his/her child's learning by:
  - Communicating with teachers and administrators
  - Participating in school activities
  - Monitoring attendance
  - Having child come to school on time

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

**Student Responsibilities:**

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

**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: _____	DBN: <u>30Q092</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>342</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>9</u>
# of certified ESL/Bilingual teachers: <u>9</u>
# of content area teachers: <u>9</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_\_\_\_\_ The Title III Supplemental program for ELLs provides ESL and Bilingual students additional academic support in grades K through 2. The current data shows an 8% decrease in 2014 for our advanced level ELL students in grades K-1 and a 5 % decrease for K through 2 ELL students who scored on the proficient level. For our ELL students in grades 3 through 5, the 2014 data shows that students who scored at the advanced and proficient levels remain the same as the previous year. As a result, funds from the Title III Supplemental program will focus on our K through 5 ELL students. The program NEW YORK ELLS will reinforce lessons addressing the four components of the English Language which include the Speaking, Listening, Reading, and Writing domains. A direct focus on academic content and items for the Common Core's emphasis on reading for information are incorporated. These lessons include response to graphic information, short passages, comprehension of dialogue and information, picture-based story, listening for academic content, and fact-based essays. Instruction is given incorporating ESL strategies in the English Language. Additionally, this program increases students' academic strategies within the content areas. The program will begin on Saturday from January through April 2015 for 2 hours each day. Instruction will be given by 6 certified ESL and/or Bilingual teachers and one certified ESL/Bilingual Assistant Principal who will supervise this program. The weekday afterschool program schedule for grades 3 to 5 will begin in January and end in April for 3 days per week for 1.5 hours each day. This program will also be supervised by our certified ESL/Bilingual Assistant Principal. NEW YORK ELLS materials will be used for both programs. It is aligned to the Learning Standards for English as a Second Language (ESL Standards) with teacher directions for each student page, extension activities, instructional notes for teachers, reproducible answer sheets with sample rubrics, skill analysis and proficiency charts, the parent letter, and Connecting Assessment. In addition, teachers and students will utilize smartboard activities that correspond with this program.

## 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: \_\_\_\_\_ The professional development given for the Title III program will be in session for one hour per month prior to Saturday school instruction. Nine certified ESL/Bilingual teachers will attend the required Professional Development for this program. Our certified ESL/Bilingual Assistant Principal will train teachers. The topics will include ESL standards, emphasis on Common Core, Connecting Assessments, graphic organizers, rubrics, and how to communicate with parents regarding the content of the NEW YORK ELLS program.

**Part D: Parental Engagement Activities**

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

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

Begin description here: \_\_\_\_\_ The parent engagement activities for the Title III program will occur once a month starting on Saturday from January through April 2015. Topics that will be addressed by the Assistant Principal supervising the Saturday program will be: Introduction to Our Saturday Program (NEW YORK ELLS materials), Common Core Alignment, community events, resources for students (library programs) and additional concerns regarding homework and school issues. Prior to the start of this program in January, a letter in both native and English languages will be sent to both students and parents notifying them of the Saturday program and the parent activities available.

**Part E: Budget**

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

Allocation Amount: \$\_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>30</b>	Borough <b>Queens</b>	School Number <b>092</b>
School Name <b>The Harry T Stewart Sr. School</b>		

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Pasquale Baratta</b>	Assistant Principal <b>Esther Reyes</b>
Coach <b>Pana Ioannou</b>	Coach <b>Eileen Sanders</b>
ENL (English as a New Language)/Bilingual Teacher <b>JoAnn Brogna</b>	School Counselor <b>Joanna Ventura</b>
Teacher/Subject Area <b>Delfina Sotelo/ESL</b>	Parent <b>Moravet Espinoza</b>
Teacher/Subject Area <b>Sonia Torrent/ESL</b>	Parent Coordinator <b>Ana Melendez</b>
Related-Service Provider <b>Genevieve Schultz</b>	Borough Field Support Center Staff Member <b>Jenny Ann Ying Ying</b>
Superintendent <b>Dr. P. Composto</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>21</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>27</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>4</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	<b>3</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>2</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>21</b>	Number of special education teachers with bilingual extensions	

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>903</b>	Total number of ELLs	<b>348</b>	ELLs as share of total student population (%)	<b>0.00%</b>
--	------------	----------------------	------------	---	--------------

# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>	1	1	1	1										0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	348	<b>Newcomers</b> (ELLs receiving service 0-3 years)	177	<b>ELL Students with Disabilities</b>	41
<b>SIFE</b>		<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	123	<b>Long-Term</b> (ELLs receiving service 7 or more years)	7

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	89	0	0	12	0	0	0	0	0	0
<b>DL</b>										0
<b>ENL</b>	88	0	18	111	0	19	3	0	4	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 10

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____	24	25	31	21										0
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New 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	77	49	68	58	25	58								0
Chinese		1												0
Russian														0
Bengali														0
Urdu														0
Arabic	1													0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1		2	3	5								0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	33	12	10	4	8	5								0
<b>Emerging</b> (Low Intermediate)	11	13	24	3	15	12								0
<b>Transitioning</b> (High Intermediate)														0
<b>Expanding</b> (Advanced)	21	25	29	50	18	36								0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		8	9	32	12	13								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	22	5			0
4	18	12			0
5	33	2			0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	11	7	1	3					0
4	17		6						0
5	20		20						0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	1	0	10	2	11	1			0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)		4	10	6				
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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 In our ENL classrooms we use TCRWP Assessments. These assessments include letter/sound identification, concepts of print, word identification and running records. In our Bilingual classes we use Fountas & Pinnell Spanish Reading Level Assessment "Sistema de Evaluacion De La Lectura" as their tool to track progression in students native language. Tracking student running record levels allow teachers a consistant method to track student progress in reading. The ReadyGen Literacy Program provides English Language extension for both our Bilingual and ENL classrooms. The data from the above assessments provide insight in setting rigorous goals for our ENL population. The Fountas & Pinnell Spanish Reading Level Assessment provides insight in student knowledge in their native language. Combined with the TCRWP Assessments teachers can formulate data that informs their short term and long term instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 This year our AMAO data indicates our ENL students made progress. Our data patterns reveals that our students grades K -2 displayed an approximate 30% increase in our ENL scores to advanced and proficient levels. However, our students in grades 3-5 displayed an approximate 20% increase to the advanced and proficient levels.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Using the AMAO tool the results indicate that of the 160 students who took the NYSELAT, 109 made progress in their English Language Acquisition and 26 students attained a proficiency level. Therefore, 68% of our ENL's made progress in their English Language Acquisition and 16% where proficient. As a result we will continue with our ENL strategies used throughout the day including pictures, labels, accountable talk, all support the students' growing proficiency. A Language Arts cluster teacher is provided to target instruction in grammar and sentence structure. Our ReadyGen literacy program targets explicit instruction in many of the reading and writing skill areas needed by our students.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - 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 home language used?

Currently, our school has bilingual classes in the K, 1, 2 and 3 grades. In the lower grades, we use running records, performance tasks and on-demand writing assessment to determine our students academic levels. Additionally, our RTI team consists of certified ENL and Bilingual pedagogues who use the NYSESLAT (which is in English) to compare to the running records. Upon evaluating student levels the RTI team will establish the need for Tier I, Tier II and Tier III intervention. Our four bilingual classes use Fountas & Pinnell, NYSESLAT and NYSITELL results to determine levels of instruction. According to the data, in 3<sup>rd</sup> grade students results were higher in ELE reading as compared to the ELA. In lieu of periodic assessments we track our students using running records.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Students who score below grade level of performance on the annual English Language Proficiency assessment, which consists of ENL Assessments (running records, on-demand writing, performance tasks, end of Unit assessment in Go Math and ReadyGen), will be given RTI instruction. RTI instruction includes Tier I, Tier II and Tier III intervention. ENL classroom teachers provide Tier I intervention within their class. Tier II interventions are provided by 2 RTI providers, AIS providers, At-Risk speech and SETSS. In the past our Reading Recovery program targeted the at risk 1st grade population on a 20 week cycle. Our RTI model is given in a small group instructional environment on each grade by a certified ENL and/or Bilingual pedagogue.

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

A student's second language development is considered in all areas. All self-contained and push ENL teachers use curriculum mapping, programming and planning in all second language development. Both ENL and bilingual students are considered when teachers are mapping curriculum and planning daily instruction. The AMAO estimation Tool also help teachers make data driven instruction for ENL and Bilingual students. The results of the data are specified to each sub-group. Various areas are identified including home language, grade level, students ELA/Math performance, attendance and age. This data provides teachers with the information to differentiate their classroom and small group instruction. Instructional decision for the bilingual model the teachers use bilingual running records, curriculum mapping, and students proficiency level.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

At this time we do not have a Dual Language Program.

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

The New York State School Accountability report gives us an account of Annual Yearly Progress (AYP) for our ENL population. We examine each individual classroom teacher to see how many students were proficient at the end of school year. NYSITELL and RLAT are ATS reports that identify students who are on the beginner, intermediate, advanced and proficient levels. We analyze students testing and the results of both NYSITELL and NYSESLAT findings indicate that 7 % of our 3rd grade students, 11% of our 4th graders and 8% of our 5th graders, are proficient.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Upon student enrollment into PS 92Q, both student and parents are interviewed by a certified teacher in English and their Native Language. For students whose Home Language is other than English and in-depth interview takes place. If available, student work is reviewed and the Individualized Education Program (if applicable). The in-depth interview with both parent and student will determine if the student is dominate in the English language or if the student is eligible to take the NYSITELL, Spanish LAB and LENS. A trained pedagogue will conduct the interview in the parents preferred language. Languages spoken by our pedagogues in our school include but not limited to Spanish, Greek and Italian. In addition, the translation and interpretation unit is used during the interview process. The primary pedagogues who administer the NYSITELL are Ms. Esther Reyes our Assisstant Principal, Ms. JoAnn Brogna our ENL Coordinator, Ms. Delfina Sotelo an ENL Teacher, Ms. Sonia Torrent an ENL Teacher, and pedagogues who in the past administered both NYSESLAT and or NYSITELL.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

The following assessments are used within 30 days to identify a SIFE student. The LENS (Literacy Evaluation for Newcomer) and a SIFE Oral Interview Questionnaire determine if a new arrival ENL is SIFE. If available, student's previous work will be reviewed. The SIFE Oral Interview Questionnaire is given before using the LENS. The results of the LENS enable pedagogues detailed descriptions of a student's skills and abilities in reading, vocabulary, and Math. The Spanish LENS will also test phonics, single word, reading and sentence reading.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Upon entering the school students with IEP's and eligible for NYSITELL, the Language Proficiency Team will meet and discuss students eligibility to take the NYSITELL. This team consists of Ms. Esther Reyes AP, Ms. Pana Ioannou Literacy Coach, Ms. JoAnn Brogna ENL Coordinator, Ms. Sonia Torrent ENL Teacher, Ms. Genevieve Schultz Speech and Ms. Ana Melendez Parent Coordinator. A letter is sent home to the students parent/guardian in their preferred language. This letter indicates the Language Proficiency Team findings. The final decision is made by the superintendent or superintendent's designee. They have 10 days to accept or reject the LPT's recommendation. If the superintendent's findings indicated that the student is eligible for the NYSITELL, the school has 5 days to administer and notify the parent or guardian of results. All documentation when completed is placed in student's cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
After the NYSITELL is scanned and scored. The results are displayed on the RLAT from ATS. With the results of how the students score, Entitlement and/or Non-Continued Entitlement letters are distributed to the parents in the preferred language within five school days.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

A student who initially undergoes the ELL Identification Process as a first time entry or re-entry may go through the Re-Identification process. When either student (18 years or older) or parents/guardian of a student receives a Non-Entitlement or Entitlement letter in their preferred language they have the right to appeal (within 45 days of enrollment) the student's ENL status. Ms. E. Reyes Assistant Principal, Ms. J. Brogna ENL Coordinator, Ms. D. Sotelo ENL Teacher and Ms. S. Torrent are trained in both the initial and Re-identification Process. The request for a Re-Identification comes from a student's parent/guardian, student's teacher with written consent from parent/guardian and/or student of 18 years old. All correspondence which includes a scheduled meeting with parents/and or guardian, notifications from principal and written notification from superintendent regarding Re-Identification will be in the parents and/or guardians preferred language. All documentation regarding both the ENL Identification and Re-Identification Process are filed in the student's cumulative folder.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

When a parent enrolls their child into P.S. 92Q our ENL certified staff does a careful intake interview. During this informal interview, the necessary documents, pamphlets, and the online orientation video are also provided in the parent's home language. The student is given the NYSITELL and Spanish Lab-r. The Spanish Lab-r is given by a certified pedagogue in the native language. The pedagogues who are responsible for conducting the initial screening and administering the HLIS and the Lab-r are Assistant Principal Ms. E. Reyes who is certified in bilingual education, ENL certified teacher, Ms. D. Sotelo and ESL Coordinator Ms. J. Brogna. Parent orientations are given. At this meeting parents will discuss the three program choices. A detail video is reviewed to explain the programs. In addition during our monthly PTA meetings parents are given an explanation of our school programs including ENL and Bilingual. They are updated on all the ENL, Bilingual activities and programs in our school. The PTA meetings are conducted in both Spanish and English.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Both Parent Surveys and Program Selections are distributed to parents in their preferred language. Upon distribution a checklist with Parent Surveys are reviewed. If forms are not returned in a timely manner, parents will receive a Default Program Placement Letter indicating placement of either TBE or ENL classroom. All correspondence of Parent Surveys, Program Selection and Default Program Placement Letters are placed in the student's cumulative folder, and a copy is kept in a designated location.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Both the Assistant Principal and the ENL Coordinator are responsible to maintain and monitor Parent Surveys and Program Selections. If Parent Survey and Parent Selection forms are not returned within 5 school calendar days, parents are notified with a Program Placement Default Letter indicating non receipt of the Parent Survey and Parent Selection form. All letters are sent to Parents in their preferred language. Copies of Parent Surveys and Default Letter are placed in student's cumulative folder and in a designated location.

9. Describe how your school ensures that placement parent notification letters are distributed.

Parent notification letters are distributed to the parent and guardian in their preferred language. A list of parent notification letters are provided by the ENL Coordinator. This list will state the distribution of Parent notification letters to all ENL students.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ENL-related documents (HLIS, non-entitlement, entitlement letters, Parent Survey/Selection Form and Program Placement Letters) are kept in the student's cumulative record. If a student transfers out of the school the ENL documents are forwarded to the next DOE school. In addition, copies of all ENL-related documents are kept in an "ENL Folder of Critical Documents" in a secure location within the school.
11. 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.

Within the NYSESLAT testing month the first section that is administered is the speaking component. This component is given on a one-to-one basis by a certified teacher. This teacher is not the student's teacher of instruction. In the following weeks the Listening, Reading and Writing sections are administered, approximately one week after the administration of the Speaking section of the NYSESLAT. The lower grades (K-2) are given the NYSESLAT - Listening, Reading and Writing (Section 1, 2, and 3). After the lower grades are completed the upper grades 3-5 are administered the Listening, Reading and Writing (Session 1, 2, and 3) sections. A licensed and trained pedagogue administers all sections of the NYSESLAT. Students will take the Listening, Reading and Writing portion according to their testing modifications.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The ENL Coordinator distributes the continued entitlement and transitional support parent notification letters to the parents of the students who have either continued entitlement or transitional support. Letters are sent in preferred language of the parent.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

For the last three years 90% of our parents have selected ENL programs over Bilingual programs. However, we provide bilingual classes in grades K, 1, 2 and for those parents who make this selection. In this manner we are able to accommodate parental choice. This year our ENL student population is 42%. Of that 39% (334) of the students are receiving ENL services and 3% (101) are receiving bilingual services as per parent request.

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

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
  - a. Freestanding ENL program.

In our English as a New Language (ENL) self-contained classrooms, the Stand-alone model students are grouped according to their ENL level. ENL instruction is 1 unit of study in ENL/ELA intergrated (180 min each unit). The Emerging students instructional time begins with 2 units of study per week (360 mins). Stand Alone ENL instruction which includes .5 unit of study in ENL (90 min), Intergrated ENL consists of 1 unit of study in ENL/ELA (90 min) and Flexibility .5 unit of study can be Stand-Alone ENL or Intergrated ENL/Content Area (90 min). A Transitioning student includes 1 unit of study per week (180 mins) .5 unit of study in ENL/ELA (90 mins) .5 unit of study Stand-Alone ENL or Intergrated ENL/Content Area (90 min). An Expanding student consists of 1 unit of study per week (180 min) in ENL/ELA or other Content Areas (Science or Social Studies). Commanding (former ENLS) will receive .5 unit of study per week of integrated ENL in ELA or Content Area. Currently, ReadyGen is our ELA program and is used with intergrated ENL instructional time. GoMath and Science is used for our Expanding and Commanding students and for our students who have Flexibility instructional time. Our ENL program for both Stand-Alone ENL includes On Our Way To English and Language Power programs.
  - b. TBE program. *If applicable.*

In our TBE program the content areas includes Math, Science and Social Studies. GoMath and Explore Science materials are used in both English and Spanish. The bilingual classroom teacher provides Social Studies instruction in both languages.

c. DL program. *If applicable.*

N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Our school ensures the mandated number of instructional minutes for each program model as follows: In both our Transitional Bilingual programs and English as a New Language programs teacher instruction for ENL and Bilingual students begins with 2 units of study per week (360 min) for an Entering student. This includes 1 unit of study in ENL Stand-Alone ENL instruction and 1 unit of study in ENL/ELA intergrated (180 min each unit). For an Emerging student instructional time begins with 2 units of study per week (360 mins). Stand Alone ENL instruction which includes .5 unit of study in ENL (90 min), Intergrated ENL consists of 1 unit of study in ENL/ELA (90 min) and Flexibility .5 unit of study can be Stand-Alone ENL or Integrated ENL/Content Area (90 min). A Transitioning student which includes 1 unit of study per week (180 mins) .5 unit of study in ENL/ELA (90 mins) .5 unit of study Stand-Alone ENL or Intergrated ENL/Content Area (90 min). An Expanding student consists of 1 unit of study per week (180 min) in ENL/ELA or other Content Areas (Science or Social Studies). Commanding (former ENLs) will receive .5 unit of study per week of integrated ENL in ELA or Content Area. ReadyGen is our current ELA program. Our ENL program for both Stand-Alone ENL includes On Our Way To English and Language Power programs.

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

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

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

Students are assessed throughout the year with running records, on demand writing, and GoMath in their native language. In the content areas we use teacher created assessments.

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

In our Biligual and ESL classrooms both self-contained and push-in we use formal and informal assessments. Our formal assessments include standardized tests (NYSESLAT, ELA and Math). Our monthly assessments include on-demand writing, running records and end of unit assessments. Standardized tests are administered in the Spring session of the school year. The NYSESLAT assessment are specific to ELL students it measures all four modalities, listening, reading, speaking and writing. The results from this assessment will indicate which modality will need additional focus for each student. This will enable teachers to differentiate their intruction accordingly. The results from these standardized tests will give the classroom and push-in ELL teacher level of instruction for each studentsl. Our literacy program ReadyGen provides performance based assessment. At the end of module there is a performance based assessment where the students are ask to complete a task based on what they have learned in the module. At the end of each unit there is an end of unit assessment the assessment is based on the CCLS. An additional assessment tools are on-demand writing and running records, on-demand writing is a writing activity the students are given to evaluate word and sentence structures. Running records is given several months during the school year, this assessment gives the classroom teacher the current reading level for each student. As a supplimentary instructional tool we use the On Our Way to English program. On Our Way to English is a comprehensive English language development program that provides everything teachers need for effective instruction. Domain-based instruction includes a focus on academic language and vocabulary development; thematic, content-based instruction; differentiated instruction for language and literacy; and a daily instructional routine in oral language, reading, and writing.

Engaging online and digital tools motivate English language learners. On Our Way to English instruction is built upon research and the Common Core State Standards. It inspire learning through rich literature and highly visual content and combines social studies and science unit to build on academic vocabulary.

6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status

A SIFE student who enters our school will be assessed using the LENS assessment. Upon results of this assessment, instruction will be given in a small group setting. To support our Newcomers, additional instruction is given. Newcomers have small group instruction given by a certified ENL teacher. On a weekly basis differentiated small group instruction is given focusing on students vocabulary, reading comprehension, writing, in ELA and the content area. All materials are based on students level and language support. In our self-contained and push-in ENL programs the instructional focus for our Developing and Long Term ENL population is based on the English Proficiency Level and AMAO Tool of the students. Differentiated instruction is given in both ELA and content area. Instruction will be given based on the results of the AMAO Tool. GoMath, ReadyGen, On our Way to English and Language Power reinforces ENL/ELA and content area strategies. Former ENLs are given 90 minutes per week of intergrated ENL in ELA or Content Area by a certified ENL teacher using small group instruction.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

The appeal process will begin if a student's parent or guardian, or the student's teacher with written parental consent, believes the student has been misidentified as an ENL or Non-ENL. The request occurs within 45 school days of enrollment in which the ENL Identification Process will be administered a second time. The re-identification process will occur within 10 calendar days of receipt of written notice and the process will be completed within 20 school calendar days. Ms. E. Reyes Assistant Principal, Ms. J. Brogna ENL Coordinator, Ms. D. Sotelo ENL Teacher, and Ms. S. Torrent ENL Teacher are the assigned qualified and trained teachers to manage the initial and re-identification process (6-12 months).

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

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

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

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

Chart

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

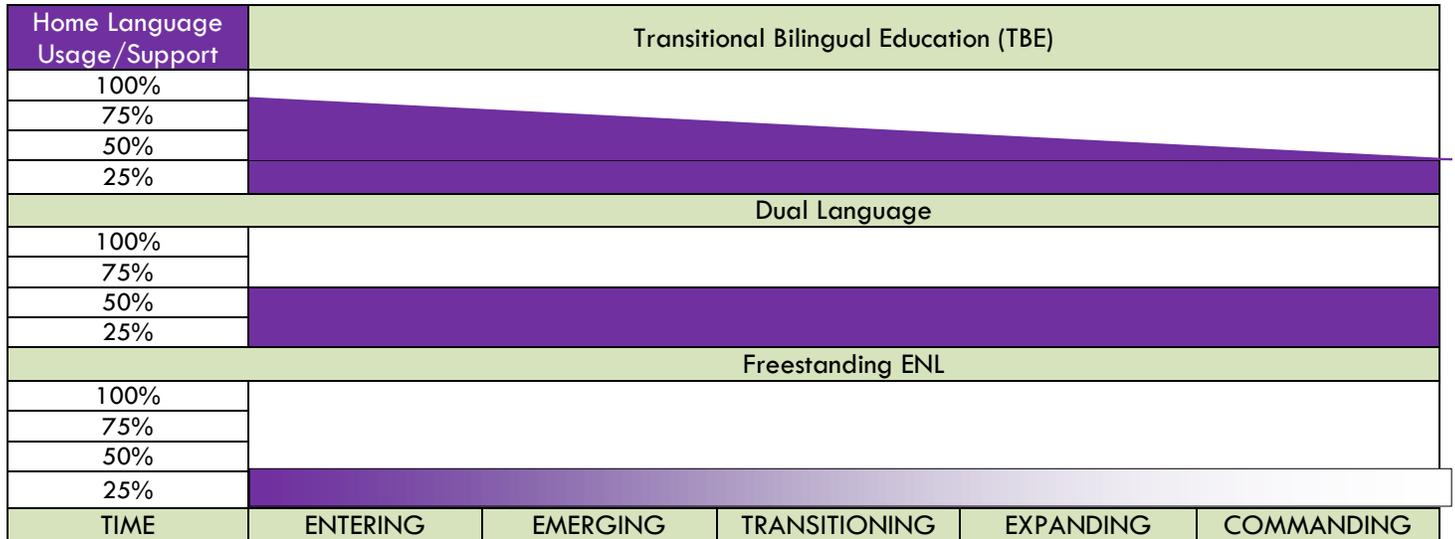


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



subgroups targeted). 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. The students level for science, social studies, ELA and math. Based on reading levels the teacher will formulate small group instruction. Our RTI (response to intervention) progress of our ENLs reading levels are continually monitored using TCRWP Assessments.com. Students Native Language is included in all at-risk speech and guidance and language development.

Language development. NYS ELA, Math and Science test grades are monitored by teacher teams to drive instruction. The Grade 3 Gates-MacGinitie reading test results, ELA, RLAT report is distributed to each of our classroom teachers. This report indicates students English Proficiency Levels. The ENL classroom teacher and the

new programs that will be considered for the upcoming school year. All of these programs reinforce and provide verbal, listening, reading and writing

budgetary constraints.

provided to ELLs in your building.

parents or guardians in the parents preferred language with content of the program indicating times, date and length of program. Programs include but not limited to. Our program is designed for ENLs to give supplemental reading/writing assistance. We also have two school programs in which all students, both ENLs and Non

reading and writing curricula.

language materials; list ELL subgroups if necessary.

concepts, graphic organizers, modeling, visual aides, dance, music, and art. Our Special Education teacher includes pre-teaching vocabulary, visuals, hands-on activities in all content areas. A conversational-based classroom provides language practice for students. Thematic units for Social Studies and word walls in all content areas as well as language(Spanish) and English. Our Math program is GoMath for grades K-5 and are in all ENL and TBE classrooms. For ENL classrooms the program is of informational text in Spanish.

population. ReadyGen delivers content area materials through literacy in the form of textbooks and additional reading materials both in the students native language. Textbooks are in Spanish as well. Content area subject is given by the availability of textbooks and informational text in Spanish. Typically, the ENL program is for students who understand and speak Spanish. Students are also grouped heterogeneously with peers with similar cultural backgrounds. There are after-school and Saturday programs

levels.

allows teachers to plan and strategize on their grade level, discuss assessments and their results, and do long term planning using data driven instruction. In addition, professional development within the school addresses instructional practices that are appropriate for ENLs. Our Borough Support ENL Specialist provides professional development material to be used as resources for our teachers.

activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator, etc.). Their support begins with the first day of school.

for any other language other than Spanish and English.

initial day (percentage) EPs and ELLs are integrated.

at the same time (simultaneous)?

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
We currently have twenty seven certified ENL teachers and four Bilingual classroom teachers- Ms. J. Brogna, Ms. S. Torrent, Ms. A. Arana, Mr. E. Ventura, Ms. C. Bohr (Special Education), Ms. A. Rollo(Special Education), Ms. E. Papas, Ms. R. Coy, Ms. M. Cali, Ms. T. Mico, Mr. B. Ehrlich, Ms. M. Nunez, Ms. B. Marrandino, Ms. M. Cassimatis, Ms. M. Guzman, Ms. N. Simone, Ms. A. Guerrero, Ms. J. Rosinsky, Ms. J. Durant, Ms. G. Garcia(Special Education), Ms. S. Armieri (Special Education), Ms. F. Veintimilla, Ms. M. Torres, Ms. C. Segovia, Ms. E. Sanders, Ms. H. Beller (Special Education), and Ms. D. Sotelo. On staff our Paraprofessionals are Ms. Villas, Ms. Walter, Ms. Cruzado, Ms. Serrato, Ms. Alvarado, Ms. Gonzalez and Ms. Castillo. Ms. Joanna Ventura is our Guidance Counselor, Ms. Laurentano is our Occupational therapist and Ms. Abayev is our Physical Therapist. Our Speech Therapists are Ms. G. Schultz, Ms. T. Coleman, Ms. Y. Cassimatis and Ms. Pena. Our secretaries on staff are Ms. D. Alvarez, Ms. J. Balducci, and Ms. T. DiGioia. Ms. Ana Melendez is our Parent Coordinator. We train all staff on the ReadyGen curriculum, and provide professional development to all classroom teachers. All grades have a common preparation (prep) period and a meeting period once a month. The Literacy Coach provides professional development to new and experienced teachers. We coordinated with the CITE program to provide Saturday Professional Development for our ENL teachers. Our monthly Professional Development dates are as follows: Oct. 2015: 5,19,26; in Nov: 2,9,16,23,30; in Dec: 7,14,21; in Jan 2016: 4,11,25; in Feb: 1st,22,29; in March: 7,14,21,28; in April: 4,11,18; in May: 2,9,16,23; in June: 6,13,20,27. All our professional development within the school addresses instructional practices that are appropriate for ENLs which include grade level planning-designing strategies for classroom instruction, analyzing ENL student work, developing strategies for incorporating Academic Vocabulary, and designing differentiated instruction.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
Our teachers attend ReadyGen workshops, including those specifically geared for ENLs. In addition our staff attends Professional Development provided by CITE, BER and the Department of English Language Learners. All programs are either given on Monday during our Professional Development block or at another location.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
By attending the NYSSCA and ACA conferences, Guidance Counselors ensure that students, families, and the entire school community is familiar with promotion and graduation standards, and encourage the participation of all students in a rigorous instructional program aligned with their academic needs. The Guidance Counselor notifies parents of workshops and open house events for our 5th grade students who will attend middle school in the following September. The workshop events include but are not limited to "The Young Women's Leadership School Astoria Open House", The Louis Armstrong Middle School Fair, District 30 Middle School Fair, and the "Hunters Point Community Middel School Open House". In May/June students take a walking field trip to our local middle school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Professional Development is given to all teachers and administrators that specifically address the needs of English Language Learners for a minimum of 15% of language acquisition. These Professional Development sessions focus on best practices and intergrated language strategies for ENLs. For bilingual and ENLs teachers a minimum of 50% in Professional Development hours are given concentrating on language acquisition and core content alignment. Our Monday Professional Development sessions include Designing Strategies for Classroom Instruction, Designing Differentiated Instructon, Developing Strateiges for Incorporating Academic Vocabulary and Analyzing Student Work. Additionally, we have off-site presenters which include CITE and BER providing Professional Development for our ENL population. All materials including agendas and attendance are kept in the Principals office.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Annual individual meetings with the parents of ENLs are given separately from the scheduled Parent Teacher Conferences. The ENL classroom teachers and push in ENL teachers schedule an individual conference time to meet with their ENL parents. Upon the scheduled meeting the teacher will document time, date and topic of discussion for their students. All correspondence is kept in a secure location. Also, parents are given a monthly calendar which provides our parents with notification of school meetings that are given during that month. The Parent Coordinator distributes the calendar of events to each classroom teacher to distribute to the students. The monthly calendar is also posted in our school office, family room and hallways. Translation services for written materials(newsletters and notices) are given to the ENL Coordinator or classroom teacher who complete an online translation request. The classroom teacher can request several native language translations as needed. On-site translation services is an outside service contracted by the Department of Education. At the request of the classroom teacher or administrator the ENL Coordinator will call the translation service to reserve a translator to attend Parent teacher conferences and/or IEP meetings given in parents native language. Over-the-phone interpretations services are available to all Department of Education personnel who come into contact with limited-English-proficient parents.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The Coalition of Hispanic Family Services provides afterschool activities for ENL students. On a 6 week cycle both students and parents are invited to Family Activity Night. Family Activity Nights include student performances that reflect the previous weeks curriculum. After the performance, parents are invited to attend a parent workshop. A Saturday Academy is provide for our parents who are unable to attend a weekday activity. The Saturday Academy includes parent workshops, parent and student activities which are provided by CITE.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The Coalition of Hispanic Family Services provide afterschool activities for ENL students. Every 6 weeks both students and parents are invited to Family Activity Night with parent workshop to follow. In addition we provide in house parent workshops given by Empire Blue Cross(Anthem Company), Cornell Nutrition and NYU LINC's workshops which include"Cyber Bullying"," Health Insurance", "Promoting Children's School Success"," Effective Discipline", Health promotion-nutrition/healthy eating and Asthma related topics. In-house staff provides workshops regarding "5th Grade Parent Information", Getting Ready for Parent/Teacher Conferences", "Title 1 Parent meeting" and "Welcome to Pre-Kindergarten". These workshops enable parents of our ENL students to become actively involved in their childrens education. ENL classes are held twice a week for our parents, given by an independent Adult Education ENL instructor. These workshops are given in both English and Spanish.
5. How do you evaluate the needs of the parents?  
At our Title 1 meeting, parents are provided with information regarding activities for our ENL population. At this meeting parents express their concerns and needs for our school community. Literature regarding student and parent programs are distributed in the parents preferred language. Letters are sent home to the parents in their preferred language indicating available ENL programs and activities in our school. In addition our Parent Coordinator organizes all parent workshops. Upon the parents request such as the topic of Bullying or at PTA/parent workshops, parents are asked for their input on what issues they would like to be addressed. The Parent Coordinator when needed, aids in translation with meetings with classroom teachers, communicate with parents, students and classroom teachers on any family concerns.
6. How do your parental involvement activities address the needs of the parents?  
At our PTA and School Leadership meetings our parent coordinator distributes a survey for parents to express the need for various workshops and Adult ENL classes. Our Parent Coordinator then discusses the information with our principal. A monthly school calendar is distributed to our school families in their preferred language. As a result parent workshops and ENL classes are given. Our Parent Coordinator notifies parents via a letter home of annual meetings, parent-teacher conferences and initial parent orientations, quarterly progree meeting or other scheduled events provided for parents and/or guardians. These meetings discuss goals of student programs and their child's language development progress, assessment results and language development in content areas.

#### **D. Additional Information**

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

**Paste response here:**

**School Name: The Harry T Stewart Sr. School****School DBN: 30Q**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Pasquale Baratta	Principal		11/17/15
Esther Reyes	Assistant Principal		11/17/15
Ana Melendez	Parent Coordinator		11/17/15
JoAnn Brogna	ENL/Bilingual Teacher		11/17/15
Moravet Espinoza	Parent		11/17/15
Sonia Torrent/ENL Teacher	Teacher/Subject Area		11/17/15
Delfina Sotelo/ENL Teacher	Teacher/Subject Area		11/17/15
Pana Ioannou	Coach		11/17/15
Eileen Sanders	Coach		11/17/15
Joanna Ventura	School Counselor		11/17/15
Dr. Composto	Superintendent		11/23/15
J. A. Ying Ying	Borough Field Support Center Staff Member <u>ENL</u>		11/17/15
Genevieve Schultz	Other <u>Speech Teacher</u>		11/17/15
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

**DBN: 30**      **School Name: The Harry T Stewart Sr School**  
**Superintendent: Dr. Composto**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

---

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

To establish the needs of our parents a Home Language Identification Survey is completed during the registration period. One of the main focuses in administering the HLIS is the Part III section. The Part III section indicates in what preferred language should communication occur with parents or guardians. In addition to the HLIS student biographical information on ATS will indicate the students Native Language. Parents also complete an emergency contact form to provide contact phone numbers, and addresses. Teachers also complete a Classroom Home Language Survey of the children in their classrooms. Information regarding how many children speak different languages is forwarded to the main office to assist in determining how many copies must be distributed in each language.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Our Home Language Surveys indicate that our school population consists of 819 Spanish, 26 English, 3 Arabic and 7 Asian families whose parents selected the preferred language for both written and oral communication. Our Spanish, Arabic and Asian families request to have information in their preferred language. The Translation & Interpretation Unit translates information in the families preferred language.

## **Part B: Creating a Communications Calendar**

---

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The documents that are typically translated and are distributed include all school correspondence: ex. parent orientation, parent teacher conferences, field trips, school closings, afterschool programs, afterschool shows and events, class and school newsletter, school calendar, all NYS testing information, PTA events, School Leadership information, school handbooks and students grade curriculum. These items are distributed to our school families throughout the school year.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

The formal face-to-face meetings teachers and staff have with parents consist of Parent-teacher conferences, Special Education Meeting (EPC), PTA/ School Leadership and upon request with either parent or teacher, Tuesday afterschool meetings. Informal meetings include discussions with the school nurse, student dismissal, and classroom presentations.

## **Part C: Providing Language Assistance Services**

---

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Our school meet translation needs with both in-house and outside vendors provided by the Translation & Interpretation Unit. For information that that requires immediate attention, items are translated by our in-house school staff. Materials that do not require immediate attention ex. school handbook, classroom curriculum are sent to the Translation and Interpretation Unit to be translated in students Native Language.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

All interviews either face-to-face or over the phone are translated with our in-house personnel. If our personnel is unable to translate then an over-the-phone interpreter is used through the Translation and Interpretation Unit. An on-site interpreter is also provided by an outside vendor for any face-to-face meeting ex. parent teacher conferences.

## **Part D: Training Staff on Policies and Procedures**

---

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

At the beginning of the school year staff members are instructed and shown how to access the translation services. The Translation and Information Brochure, Language ID Guide, and Language Palm Cards are distributed via email and staff meetings. "I Speak" cards are given to classroom teachers which include the phone number for over-the-phone interpretation. Both Language Access Coordinator and the ENL Coordinator are available to answer questions regarding translation and interpretation process.

## **Part E: Providing Notice of Language Assistance Services**

---

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

- a. PS 92Q has provided parents with a copy of the Bill of Parent Rights and Responsibilities in their home language in the month of September.
- b. PS 92Q has displayed at various locations in the school lobby, and by the elevator entrance on each floor, signs in the most prominent languages indicating the availability of interpretation services.
- c. The school posts Language ID guide at the security desk and main office.
- d. A Welcome Poster is displayed throughout the entrances and exits of the school building and in the main office.

## **Part F: Monitoring and Quality Control**

---

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Together with our Parent Coordinator and ESL Coordinator we collect information from parents on the quality and services available to our school families. We use parent surveys translated in the families Native Language. At our monthly PTA and School Leadership meetings information regarding school events, assessments, closings and any other school information are given in the Native Language.