



**P.S. 096 JOSEPH LANZETTA**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: P.S. 096 JOSEPH LANZETTA**  
**ADDRESS: 216 EAST 120 STREET**  
**TELEPHONE: 212-860-5851**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 310400010  
096      **SCHOOL NAME:** P.S. 096 Joseph  
Lanzetta

**SCHOOL ADDRESS:** 216 EAST 120 STREET, MANHATTAN, NY, 10035

**SCHOOL TELEPHONE:** 212-860-5851      **FAX:**

**SCHOOL CONTACT PERSON:** Noel Rios      **EMAIL ADDRESS**

**POSITION / TITLE**      **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Shirley Monterroso-Nieves

**PRINCIPAL:** Noel Rios

**UFT CHAPTER LEADER:** Deborah Howe

**PARENTS' ASSOCIATION PRESIDENT:** Dolores Gonzalez

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* N/A

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 04 **CHILDREN FIRST NETWORK (CFN):** ESO - Empowerment Schools Organization

**NETWORK LEADER:** LUCIUS YOUNG / NILDA KRAFT

**SUPERINTENDENT:** LUZ CORTAZZO

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
NOEL RIOS	Principal	
Shirley Monterroso-Nieves	UFT Member	
Andrea Kelson	UFT Member	
Deborah Howe	UFT Chapter Leader	
Helene LLull-Otero	Admin/CSA	

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Public School 96 is located in the East Harlem section of Manhattan, New York . This Pre-K through eighth grade school serves a population of approximately 593 students from culturally diverse backgrounds. The community is home to many new immigrants from the Caribbean, Mexico, Central America and the Middle East. The school is a central part of the community to many of the students and their families as it provides not only students' academic needs but also a safe haven, varied extra-curricular activities, opportunities for familial social interaction and networking options for personal development. The school building is well-kept (circa 1964), where pride in both the parents' craftwork and the students' accomplishments is evident in the prominently displayed projects throughout the school building.

At Public School 96, we offer an extensive academic program to accelerate the learning of our students and to support the academic needs for students not meeting standard performances. The Saturday Academies are available for Academic Intervention Services, enrichment, leadership development, recreation, and Community Service. There is also an academic and recreational program available after school with activities like: READ, MYB Baseball, Urban Dove, Lanzetta Ladies Etiquette Group and Small Group Tutorial.

Public School 96 – Scholars Academy has partnerships with outstanding organizations such as Hunter College, New York City Leadership Academy, Learning Leaders and Chess-in-the-Schools, all of whom provide services, mentoring and support to enhance our school wide programs.

The Scholars Academy works with a dedicated staff who share a school spirit and sense of high standards that encourages the best performances and behaviors in all of its students. We are data-driven and differentiate instruction to meet the needs and interests of our students. We involve our parents in workshops to help their children and themselves to build on personal strengths and aspirations. This year, we have increased parent to home communication with a parent news letter that reflects the accomplishments and pride in the school community. We have also added three additional special education classes due to district need and we have embraced the out of zone population and reached out to their families for parental involvement.

Our vision is to develop students who can read, write, speak, and compute well, think critically and present themselves as human beings who are confident, humane, civic-minded, responsible, and exemplars of teamwork and socially acceptable behavior.



SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		P.S. 096 Joseph Lanzetta							
District:	4	DBN #:	04M096	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input checked="" type="checkbox"/> Pre-K	<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 checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	35	29	28		90	90.9	TBD		
Kindergarten	59	62	49						
Grade 1	63	72	69	Student Stability - % of Enrollment:					
Grade 2	75	54	59	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	69	68	55		95.7	96.29	TBD		
Grade 4	87	73	63						
Grade 5	83	74	62	Poverty Rate - % of Enrollment:					
Grade 6	76	60	62	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	65	73	57		97.4	93.7	91.3		
Grade 8	59	59	68						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		25	31	TBD		
Grade 12	0	0	0						
Ungraded	0	0	2	Recent Immigrants - Total Number:					
Total	671	624	574	(As of October 31)	2007-08	2008-09	2009-10		
					2	3	1		
Special Education Enrollment:			Suspensions: (OSYD)						

<b>Reporting) - Total Number:</b>							
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	50	37	65	Principal Suspensions	6	13	TBD
# in Collaborative Team Teaching (CTT) Classes	0	10	9	Superintendent Suspensions	5	17	TBD
Number all others	60	47	37				
<i>These students are included in the enrollment information above.</i>			<b>Special High School Programs - Total Number:</b>				
			(As of October 31)	2007-08	2009-10		
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)			CTE Program Participants		0	0	
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0
# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	55	54	62	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	0	14	Number of Teachers	49	46	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>			Number of Administrators and Other Professionals		12	TBD	
			Number of Educational Paraprofessionals		3	TBD	
<b>Overage Students (# entering students overage for grade)</b>			<b>Teacher Qualifications:</b>				
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	98	100	TBD
			% more than 2 years teaching in this school		77.6	TBD	

<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	63.3	TBD	
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	90	89	TBD
American Indian or Alaska Native	0.4	0.5	0.3	% core classes taught by "highly qualified" teachers (NCLB/SE D definition)	98.2	88.9	TBD
Black or African American	27	25.6	24.6				
Hispanic or Latino	70.8	71.6	72.3				
Asian or Native Hawaiian/Other Pacific Isl.	0.3	0.2	0.3				
White	1.5	1.6	2.1				
Multi-racial							
<b>Male</b>	48.4	49.2	51				
<b>Female</b>	51.6	50.8	49				

**2009-10 TITLE I STATUS**

<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08
	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<b>If yes, area(s) of SURR identification:</b>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>		
In Good Standing (IGS)	<input checked="" type="checkbox"/>	
Improvement Year 1	<input type="checkbox"/>	
Improvement Year 2	<input type="checkbox"/>	
Corrective Action (CA) - Year 1	<input type="checkbox"/>	
Corrective Action (CA) - Year 2	<input type="checkbox"/>	
Restructuring Year 1	<input type="checkbox"/>	
Restructuring Year 2	<input type="checkbox"/>	
Restructuring Advanced	<input type="checkbox"/>	
<b>Individual Subject/Area AYP Outcomes:</b>		
<b>Elementary/Middle Level</b>		<b>Secondary Level</b>
ELA:	Y	ELA:
Math:	Y	Math:
Science:	Y	Graduation Rate:
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>		
<b>Student Groups</b>	<b>Elementary/Middle</b>	<b>Secondary Level</b>

	Level			ELA	Math	Grad. Rate	Progress Target
	ELA	Math	Science				
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native	-						
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial							
Students with Disabilities	Ysh	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	5	5	1				

#### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09	Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>
<b>Overall Score</b>	78.8	<b>Quality Statement Scores:</b>
<b>Category Scores:</b>	Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	4	Quality Statement 2: Plan and Set Goals
School Performance (Comprises 25% of the Overall Score)	24	Quality Statement 3: Align Instructional Strategy to Goals
Student Progress (Comprises 60% of the Overall Score)	47	Quality Statement 4: Align Capacity Building to Goals
Additional Credit	3.8	Quality Statement 5: Monitor and Revise
<b>Key: AYP Status</b>	<b>Key: Quality Review Score</b>	
√ = Made AYP	Δ = Underdeveloped	
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features	
X = Did Not Make AYP	√ = Proficient	
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed	
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.		
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.		
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>		

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

After conducting a review of our data, only 20% of all students, including our ELLS and students with disabilities, are at or above grade level in Literacy. It was also determined from the data (state test 2010) that a large percent of the school was unable to master Standard #3, Critical Analysis. This is consistent with the teacher's data which supports the fact that most of the students have difficulties when the task assigned requires critical thinking. Another area of need is writing. Due to the lack of vocabulary development students are having difficulties writing a well organized essay. As it stands now most of our students fall within the Level 2 range (57%) in literacy. Also, many of our students while fluent in reading lack reading comprehension skills. In mathematics only 29% of our students are on or above grade level. Although we find a percentage of our students have difficulty in computational skills, a majority of the students struggle with the concept of problem solving. This concept is difficult to many students because many students have difficulties interpreting the question. Therefore, minimizing their ability to determine what steps should be taken to complete the task successfully. The most significant barrier to the school's continuous improvement is the inability to provide teachers with the in-house support needed to develop them as professional. Currently the school's budget does not allow for literacy and/or math coaches. In the past, coaches have been used and proven to be an effective tool to support teachers with new innovative ways to achieve higher student performance. The absence of academic coaches due to budgetary constraints, has negatively impacted our student performance.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> <b>Goal 1:</b> <b>Grades K-2 :</b> To implement successful programs in Balanced Literacy, Foundations, and TC Writing Programs as directed by the NYCDOE core curriculum so that, by June 2011 there will be a 20% increase in the number of students reading at or above grade level. <b>Grades 3-8 :</b> To implement successful programs in Balanced Literacy, as directed by the New York City Department of Education so that, by June 2011 there will be an increase to 80% in the percentage of students scoring at Levels 3 and 4 on all ELA standardized tests. <b>Goal 2:</b> Grades K-8: To implement the Everyday Mathematics and Impact Mathematics programs as directed by NYCDOE core curriculum so that, by June 2011, there will be an increase to 88%. in the percentage of students scoring at Levels 3 and 4 on all standardized tests of Mathematics. <b>Goal 3:</b> To increase teacher collaboration and inquiry so that by June 2011, there will be 100% continuity and pacing in grade level teaching, development and implementation of teacher made curriculum maps and a decrease in the teaching gaps (as determined by teachers) in core subjects from grade to grade. <b>Goal 4:</b> To improve community perception that PS/MS 96 is a physically and emotionally secure environment for student learning and reduce the number of student conflicts so that by June 2011, there is an additional 5 point increase in the score of student responses as measured by NYCDOE and in-house surveys.	<input type="checkbox"/> <b>Goal 1:</b> Continue with PD in balanced literacy and writing as needed, continue periodic assessment programs, continue 100 book program in grade 3 and CTT gr. 6. Increase Great Leaps and Wilson programs on a broader scale, training paras and teachers for identification of students for the program.  <b>Goal 2:</b> Follow the pacing calendars more closely and determine and implement student interventions such as Great Leaps and tutorials via the RTI team to reduce student referrals.  <b>Goal 3:</b> Continue embedded grade conferences and infuse inquiry in all meetings, continue CITE PD through lunch and learns, and hold a Curriculum Planning and Mapping Retreat in June 2011.  <b>Goal 4:</b> Continue implementation of SAVE room with dean. Continue Guidance Counselor program (grant grades 3-5). Implement monthly assemblies based on the concepts of respect, responsibility and rewards for attendance, academics and behavior.



## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject Area**

**(where relevant) :** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p><b>Goal 1:</b> <b>Grades K-2 :</b> To implement successful programs in Balanced Literacy, Foundations, and TC Writing Programs as directed by the NYCDOE core curriculum so that, by June 2011 there will be a 20% increase in the number of students reading at or above grade level. <b>Grades 3-8 :</b> To implement successful programs in Balanced Literacy, as directed by the New York City Department of Education so that, by June 2011 there will be an increase to 80% in the percentage of students scoring at Levels 3 and 4 on all ELA standardized tests. <b>Goal 2:</b> Grades K-8: To implement the Everyday Mathematics and Impact Mathematics programs as directed by NYCDOE core curriculum so that, by June 2011, there will be an increase to 88%. in the percentage of students scoring at Levels 3 and 4 on all standardized tests of Mathematics. <b>Goal 3:</b> To increase teacher collaboration and inquiry so that by June 2011, there will be 100% continuity and pacing in grade level teaching, development and implementation of teacher made curriculum maps and a decrease in the teaching gaps (as determined by teachers) in core subjects from grade to grade. <b>Goal 4:</b> To improve community perception that PS/MS 96 is a physically and emotionally secure environment for student learning and reduce the number of student conflicts so that by June 2011, there is an additional 5 point increase in the score of student responses as measured by NYCDOE and in-house surveys.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p><b>Goal 1:</b> All grades daily literacy block</p> <ul style="list-style-type: none"> <li>• All teachers will continue professional development to hone their technological acumen for accessing and using student performance data in Aris, Acuity, Scantron, NYCDOE DAA Info and Mclass</li> <li>• Research Based Strategies on differentiation of instruction</li> <li>• Independent reading books chosen from classroom libraries including a variety of children’s literature</li> <li>• Student-teacher conferring</li> <li>• Great Leaps</li> </ul>

- Use of independent work folders and writer's notebook
- Students will publish their writing through genre studies, author studies and writing craft lessons
- Shared Reading using Large text and poetry to model specific reading and writing strategies
- Read Aloud where teachers model fluent reading behavior, skills, strategies and habits of good readers
- Differentiated Professional Development in guided reading and writing
- Differentiated instruction based on sub skill need

**Grades K-2 :** Phonemic Awareness through Wilson Foundations and Month by Month Phonics (resource)

**Grades 3-8 :** Word Study including prefixes, suffixes, root words and word families

**Goal 2:**

- K-5 Instructional Materials/Texts: Everyday Mathematics
- Math Block : 60 minutes – Grades K-5
- Warm Up
- Teaching Lesson
- Ongoing Learning and Practice / Math Journal
- Extra Practice/ Enrichment / Minute Math
- Games / Skills practice / Test Prep
- 6-8 Instructional Materials/Texts: Impact Math
- Math Block: 90 minutes- Grades 6-8
- Motivation: Explore
- Mini-lesson : Investigate, Problem Set A, Think/Discuss, Problem Set B
- Share/Summarize
- On Your Own
- Connect/Extend
- Homework, Skills Practice, Test Pre
- Family Math Night in May of 2011

**Goal 3:**

- All teachers and staff will examine disaggregated data to reflect varied categories within the student population to analyze gaps in achievement for these populations and implement a plan to address these gaps
- Implement PD half days of school for students during 10-11 freeing teachers to attend 15 hours of PD between January 2011 – June 2011. They will be trained by CFN3 Coaches and School Staff, and Assistant Principal
- Inquiry Team Members will collect, interpret, use and report data to guide instructional practice to increase student achievement.
- Implement and monitor inquiry practices in weekly grade conferences
- Vertical Team Meetings via Instructional Cabinet to monitor pacing and curriculum
- Planning Retreat in June 2011
- Continuation of the MCLASS palm pilot program for K-2 ECLAS assessment which allows immediate use of data to design effective instruction for differentiated groups within the ECLAS strands.

**Goal 4:**

Provide PD on 'Getting Along Together' and accountable talk expectations with students and staff such as: The I message; Think it Through.

	<p>SAVE teacher, guidance counselor (grant), monthly assemblies</p> <p>Implement and or strengthen the following social emotional skill based programs: Class Council, S.L.I.C.E.S., Lanzetta Ladies, Community Service, Middle School Electives Program, Family Style Academic Advisory Groups, Young Men’s Group, Chess Club, MYB Baseball, Urban Dove, Asphalt Green Playground Rec Program, and Literary Leaders.</p> <p>Explore and implement an anti-bullying program through project respect</p> <p>Place Learning Leaders, school aides and school safety agents in common areas during transitional, recess and cafeteria periods.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>FSF, Title I, DRA stabilization</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Goal 1: <input type="checkbox"/> MClass (Fall 2010 and Spring 2011) AIS summaries (Fall 2010 and Spring 2011), EPAL (May 2010) , Acuity ITA’s, Predictives, 3x/year, State Assessments Spr 2011, Foundations Unit tests, Fountas and Pinnell Running Records Jan, June 2011, Teacher made Rubrics for monthly writing units, Portfolio pieces</p> <p>Goal 2: Acuity 3x/year, State Assessments Spr 2011, Math Unit Tests, Math Portfolios, AIS Summaries (5x/year)</p> <p>Goal 3: Attendance and evaluation sheets for PD sessions, weekly grade meeting agendas and notes, PD cabinet agendas and notes, pacing and curriculum maps developed, monitored and revised as needed</p> <p>Goal 4: School-generated assessment tools delineating the degree to which the school provides a physically and emotionally secure environment for learning such as: DOE and In-house surveys, Tally sheets for lunch period conflicts, guidance counselor and dean reports</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

## APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1	30	30	N/A	N/A	5		2	
2	30	30	N/A	N/A	7			
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Part B - Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<input type="checkbox"/> <p> <b>Small group instruction in need-based groups with classroom teachers</b>  <b>Great Leaps</b>  <b>Vacation Tutorial Program</b>  <b>Learnng Leaders llou tutoring</b>  <b>AIS pull-out of identified students in grades 3-8 (5x45min/week daily)</b>  <b>NY CARES reading with dogs program</b>  <b>Extended Time pull-out for small group instruction by in grades K-8 (3x50 min/week)</b>  <b>1<sup>st</sup> grade one to one tutoring afer school</b>  <b>After school Academic program for identified students (3 hrs/week) in grades 3-8 EDSVP</b>  <b>Title III Program</b> </p>
<b>Mathematics:</b>	<input type="checkbox"/> <p> <b>AIS pull-out of identified students in grades 3-8(5x45min/week daily)</b>  <b>After school Academic program for identified students (3x1hr/week)\</b>  <b>AIS tutorials</b> </p>
<b>Science:</b>	<input type="checkbox"/> <p> <b>Test PrepTutorial Program</b>  <b>Saturday Program</b>  <b>Title III Program</b> </p>
<b>Social Studies:</b>	<input type="checkbox"/> <p> <b>Test PrepTutorial Program (Winter Break)</b>  <b>Library/Media Services (2xweek)</b>  <b>Title III Program</b> </p>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<input type="checkbox"/> <p> <b>Guidance Grant (grades 3-5) 3 groups throug Group Works co-leaderrship PD for counselors</b>  <b>Conflict Resolution and Peer Mediation</b>  <b>Individual counseling/group counseling (1-2x/week)</b>  <b>AIDP counseling (as needed)</b>  <b>Assistance with social skills (1x/week)</b>  <b>Education and referrals for eating disorders (as needed)</b> </p>

	<p>Education on sexual abuse  Coping with divorce (as needed)</p> <ul style="list-style-type: none"> <li>Grieving and coping with death of a loved one (as needed)</li> </ul>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<input type="checkbox"/> <p><b>Agency referrals</b>  Identification of emotional, social, neurological factors that impede on student performance  Clinical Services/Special Education Testing  Report on Social and Emotional Histories  Make recommendations for support services  Participation in PPT</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<input type="checkbox"/> <p><b>Crisis Intervention</b>  <b>Conflict Resolution</b>  <b>Substance Abuse Prevention</b>  <b>Coping Strategies</b>  <b>Stress reductio</b>  <b>Test preparation</b></p>
<p><b>At-risk Health-related Services:</b></p>	<input type="checkbox"/> <p><b>Asthma education</b>  <b>Health and Wellness Committee Activities</b>  <b>HIV Education Terrence Cardinal Cook Center</b>  <b>Diabetes Education</b>  <b>Obesity and Physical Education</b></p>

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. **APPENDIX 2 PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)** may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under **NYCDOE Part 154** in the manner provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

Our ELL instructional program at PS 96 is a free standing ESL program. It is an English as a second language program. The program has facilitated the acquisition of language and the allocation of Title III funding to our school for 2010-11 is at the same funding level as 2009-10, and is being a whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval. Beginning and intermediate level students will also receive 360 minutes of ESL instruction, and advanced level students will receive 180 minutes per week of direct ESL instruction from a licensed ESL staff member.

~~The after school and morning supplemental Title III ESL program will work with approximately 62 ELLs from grades K-8. The Title III program will run for 80 sessions beginning on Tuesday, October 18, 2010. The after school classes will meet on Tuesdays, Wednesdays and Thursdays from 3:15PM to 4:15 PM after school hours. The morning classes will meet from 7:00 - 8:00 AM on Tuesday, Wednesday and Thursday mornings. Two of our Title III teachers are licensed ESL instructors. The 3rd Title III teacher and Asst. Principal will be attending NYCDOE ESL workshops. During the after school program, the 3rd Title III instructor will partner with the Common Branch teacher to ensure that the ESL strategies are implemented and student progress is monitored according to research based practices for ELLs.~~

Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

The Imagine learning ESL literacy program will be used in our computer room by an ESL teacher for all Ell students (grades K-8) attending the 7:00 AM- 8:00AM sessions. **Benchmarks Readers programs** will be implemented during the afternoon hours for grades 1-8 and the ELL students scoring at the beginning/ intermediate levels in the Kindergarten. These programs will help the teachers to enhance the students' communicative skills, increase phonemic awareness, vocabulary and their letter recognition. The students are assessed and their progress is monitored allowing for teachers to review and plan for the students in specific areas of need. All lessons in the program meet NYS standards.

**Section I. Student and School Information.**  
**Grade Level(s)**  
**K-8**  
 The students will work in small groups using literature that aligns with the school curriculum and standards for Ells. Our students will be engaged in using the computer, listening centers and other art, drama and writing activities. Engaging the students with fiction and non fiction hands-on activities in varying content areas will expose them to academically rigorous language in English, therefore, allowing for student growth equal to and above that of our native language speakers in the New York State standardized exams.

**Number of Students to be Served:**  
**LEP 73**  
**Non-LEP 0**

**Number of Teachers 1**  
 The ELLs targeted will use literature that will increase their content area schema in the areas of Science, Math, and Social Studies and Drama. These will cover fiction and non-fiction text and cd's. Materials will cover themes such as Plant and Animal life, Our Earth, Weather, U.S. and world history, and The American Revolution, Numbers and Numeration, Matter, Algebra, and Geometry and Probability. The Scott Foresman ESL 1<sup>st</sup> and 2<sup>nd</sup> grade program will also be part of the direct ESL instruction. Literacy connections will be made with nonfiction books in Mathematics, Social Studies, and Science for beginning and intermediate students under the given themes. Examples of materials to be used are i Openers, Science books, and Benchmark Education literacy nonfiction, Math, Science, Social Studies books and Readers Theater. Also, bilingual materials (umbrella the themes) will be used as read alouds by

parents and teachers. These will serve as teaching tools to increase student content area knowledge, to increase prior knowledge and vocabulary. The Imagine Learning computer program will be used for grades K-3. Benchmark English Explorer materials (levels one and two) will also be utilized by our grade 3 - 8 ELL students during Title III ESL class program. All of our ELL students will attend school field trips. Our K and 1 attend trips to the 92nd street Y to experience various musical concerts. All grades experience different trips some of which are to the Museum of Natural History, Our Title III students will attend theatre performances at SEA (Museo Del Barrio). All school trips are connected with school content area curriculum.

Program staff will continue to create a positive learning environment using varied literature. The school library will also be a resource for theme based planning and literature. These resources will be utilized to enrich our student's language experiences. Our students will be involved in processing their second language within the context of an ESL classroom setting, using hands on activities such as drama, role playing, poetry recitals, and CALLA approaches. Students will extend their language experiences when participating in field trips related to the themes.

#### **Professional Development Program**

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

□

#### **Professional Development Program**

Our staff development will continue to focus on strengthening the teaching and learning of ELLs using research based strategies. The 3 teachers and assistant principal will form a study group and continue using the book, *Scaffolding Language, Scaffolding Instruction* by P. Gibbons. Teachers will integrate the research based strategies of TPR (Total Physical Response), Word MES, activation of prior knowledge, study and use of the Sheltered Instruction Observation Protocol, and questioning, retelling and summarizing frameworks in their instruction. Teachers will also use these instructional tools to write integrated theme based units which will increase students' vocabulary and expand students' language acquisition through content area reading and writing. Some of these lessons will include the use of graphic organizers for writing of narratives, essays, and math stories with the aid of math manipulatives. Student data gathered from MCLASS, ELA, Acuity, NYSELSAT, and State Math exams will inform teachers of the needs of our students. Our ESL teacher is trained and will implement The My Access writing program which has features which will be included in units as an instructional tool to improve student writing skills. The intention of the study group is for teachers to increase their understanding and use of research based strategies for ELLs and in turn increase the achievement of the participating students in NYSESLAT, and the NYS Mathematics and ELA exams. Three teachers and the assistant principal will meet 3 times to study these strategies and discuss the program units they will create. The units will be theme based, integrating Math, Social Studies, History, Geography, Science, Art and Drama. The study group will meet 3 times in January, February, and March of 2011.

Teachers of Title III students using the Imagine learning ESL program will continue to use the assessment features during the school year to differentiate and enrich our ELL student learning experiences. Imagine learning generates individualized assessments that will be used to target student individual needs.

### **Section III. Title III Budget**

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**School: 04M096**

**BEDS Code: 310400010096**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	13,970	<input type="checkbox"/> Teacher Per session: 258 sessions @ \$49.89/session = \$12,872  6 PD days for subs per diem 6 x \$183/day= \$1,098
<b>Purchased services</b> - High quality staff and curriculum development contracts	0	<input type="checkbox"/> PD will be provided through the Internal DOE resources and CFN #3 staff
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	1030	<input type="checkbox"/> Snacks for Parent Workshops: \$180  Materials for Title III Program \$500  Materials for Parent Wokshops \$350
<b>Educational Software (Object Code 199)</b>	0	<input type="checkbox"/> Imagine Learning Software is provided through Title I funding
<b>Travel</b>	0	<input type="checkbox"/> N/A
<b>Other</b>	0	<input type="checkbox"/> N/A
<b>TOTAL</b>	<b>1030</b>	

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

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

- The parent coordinator conducts a parent survey to gather the information of which parents speak which language. The HLIS also provides information on the home language for new students and their families.
- ATS data is updated to reflect home language and emergency blue cards are collected each year which indicate parent's preferred language of communication
- The administration along with the Parent coordinator ensures that the parents that are not English proficient receive written and oral translations in their home language.

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

- We have 70% Spanish speakers and < 1% Arabic, and Bengali speakers. This information was gleaned from the parent surveys, HLIS, and DOE data sources.

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

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

- In order to provide parents with a timely translation of appropriate documents, the staff enlists the services of the DOE's Translation and Interpretation Unit which has a 2-3 day turn around time. When possible, we enlist the help of in-house translators for written correspondence on the same day that documents go out.

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

- During in school meetings, PA mtgs and other public meetings, in-house translators are used. When needed, a translator is called over the phone at the Interpretation/Translation Unit to provide oral translations for non native speakers.
- If an in-house translator is not available we may contract an approved DOE translation vendor.

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

- Parents receive a copy of their right to translation and interpretation services in September 2010 as a part of their information packet.
- Signs are posted in the lobby and in the Parent Coordinators office in the covered languages that translation and interpretation services are available and a Parental Right.
- Every parent has access to the school's administrative office through the parent coordinator and no one is ever turned away because of a difference in language.
- Parents have access to the DOE website when requested, which provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$457,093	\$63,744	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,084		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$30,419	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$60,839	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
95

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

We will offer tuition reimbursement to assist in gaining high quality status.

\* Federal waiver granted; additional set-asiders for Title I ARRA are not required for these areas.

**PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

## 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

**Explanation** : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

In acknowledgement of much reliable research proving that parental involvement raises the academic achievement of students, ***PS/MS 96 Scholars Academy*** encourages involvement of parents through an active Learning Leaders Volunteer Program and an active Parent Association. Parents are encouraged to assist in such activities as: Classroom assistance, tutoring, workshops, and Parent Teacher Conferences and Parent Literacy and Math workshops. A calendar that includes activities of all of the school’s leadership groups is to be produced annually. This Calendar will include at least one family activity per school month.

In order to build an effective home-school partnership, ***PS/MS 96 Scholars Academy*** will provide the following:

1. An annual orientation meeting where parents will meet their child’s teacher and be educated about their rights and responsibilities and encouraged to be involved in their child’s education.
2. A flexible number of meetings and activities throughout the year to assist parents in understanding the federal and state academic content and student achievement standards, as well as local academic assessments. The Parent Coordinator in conjunction with administrators and staff will arrange meetings to focus on how parents and teachers can work together to monitor their child’s progress in order to improve student achievement.
3. A varied schedule for meetings and conferences in order to accommodate the needs of parents.
4. A minimum of two scheduled Parent Teacher Conferences, where the progress of the student will be discussed as well as the expectations for the grade level, school curriculum, test information and any other concerns that the teacher or parent may have.
5. Continuous communication to assist parents in understanding the school curriculum and student achievement through News and Notes, ***PS/MS 96 Scholars Academy*** School Report Card, ***PS/MS 96 Scholars Academy*** Parent- Handbook, handouts and mailings and student achievement reports. Newsletters will include parenting tips and suggestions. All invitations will be sent in a timely manner with an additional follow-up reminder.
6. A school-parent compact designed by parents and school staff that outlines how parents, school staff and students share the responsibility to improve academic skills.

7. Every year, a survey for all parents shall be conducted by the Department of Education and parent coordinator to collect opinions and concerns of parents about the current program and to collect suggestions for improvement and topics for meetings that meet the needs of parents.

Every effort will be made to communicate with parents in a format and language that is free of educational jargon and easily understandable by all. Parents and community member are always to be made welcome at *PS/MS 96 Scholars Academy* .

## **2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

**Explanation** : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

### **SCHOOL-PARENT COMPACT**

The **PS/MS 96 Scholars Academy** and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during the 2010-11 school year.

### **REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

**Provisions bolded in this section are required to be in the Title I, Part A school-parent compact.**

#### **School Responsibilities**

**The Scholars Academy PS/MS 96 will :**

**1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

- *Instruction is differentiated for all students based on their data-derived performance levels*
- *After-school tutorials are provided to small groups 3X wk/50 minutes*
- *Saturday Academy is conducted Oct-May in prep for standardized tests*
- *Class projects are designed with a multidisciplinary focus*
- *Literacy is taught via Balanced Literacy and Phonemic awareness programs*
- *Everyday Math curriculum uses manipulative: to teach concepts as much as possible*
- *Science core curriculum is taught using the inquiry-based, hands-on approach*
- *Technology is integrating into the subject areas via projects and interest research.*

**2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:

*Parent-Teacher conferences will be held on November, 2010 and March, 2011. Afternoon and evening conferences will be held in one day. Teachers will be prepared with students' grade portfolios and they will instruct parents how to help their children at home. Parent Association in collaboration with Parent coordinator will provide CBO's (Community Based Organizations) with parent access to inform parents of what is offered in the community.*

**3. Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:

*In addition to tri-annual report cards (gr 1-8) identified students will receive daily progress report to keep parents informed of their academic and behavioral performance. A parent handbook, monthly newsletters, special notices and mass mailings will provide additional on-going communication to keep parents informed and involved students' success in school activities, in general and in particulars. Parents will be provided with access to online progress through acuity and ARIS. Workshops will be held bi-monthly to assist parents in accessibility of these data systems.*

**4. Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

*Teachers will arrange parent conferences as requested/needed to provide information to ensure students' success. Parent Coordinator will be initial contact person for parent conferences and will relay concerns, direct parent inquiries and requests to the appropriate person(s) for timely action.*

5. **Provide parents opportunities to volunteer and participate in their child’s class and to observe classroom activities** , as follows:

*Parents will have the opportunity to become Learning Leaders. Parents that volunteer as Learning Leaders will have the opportunity to select a wide range of ways to help out in their child/children’s school. Parent will be able to volunteer in classrooms, lunchroom, tutoring, and etc.*

**Parent Responsibilities**

**We, as parents, will support our children’s learning in the following ways:**

Monitoring attendance.

- Ensuring that homework is completed.
- Monitoring amount of television children watch.
- Volunteering in child’s classroom.
- Participating, as appropriate, in decisions relating to my child’s education.
- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State’s Committee of Practitioners, the School Leadership Team or other school advisory or policy groups.

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**Student Responsibilities (revise as appropriate to grade level)**

**We, as students, will share the responsibility to improve our academic achievement and achieve the state’s high standards. Specifically, we will:**

- Do my homework every day and ask for help when I need it.
- Read at least 30 minutes every day outside of school time.
- Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

I, \_\_\_\_\_, parent of \_\_\_\_\_, have read and comprehend



Year-to-year data on student performance, disaggregated into useful categories were used to: (a) identify and address school-wide strengths and weaknesses; (b) identify and assist individual students or groups of students in need of special help or challenge; (c) identify and assist teachers or groups of teachers who need additional support; and (d) track progress toward concrete, challenging goals. These data were presented to classroom teachers, cluster teachers, and administration by the Instructional cabinet and further analyzed by individual committees. The committees designed, monitored and implemented a number of AIS programs over the school year and all members of the school community shared their input with various constituencies. Other students were assigned to receive specialized AIS through the extended day programs according to learning style and targeted skill in grades K-8.

The indicators included differentiated assessments of student achievement, including standardized assessments (“hard data”), which can be disaggregated by student subgroups, and benchmark assessments indicating student progress toward meeting the standards. The PS 96 Quality Review and Progress Report data was examined to indicate other factors that affect student performance, use of data, attendance, school climate, professional development, parent involvement, and student satisfaction with the school. A comprehensive needs assessment was conducted to collect, review, and analyze the data from the measures selected. The results of student assessments and other sources of information about school performance became the subject of ongoing, action-oriented discussion about how to improve instruction. A critical look at the current educational program helped the school define implications for the changes that needed to be considered for full implementation of the Chancellor’s “core curriculum”. This led to the development of educational priorities in support of the school’s vision. Once the priorities were established, they become the core of the school’s CEP and are further defined by the specific annual goals and measurable objectives.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- 100 books program in grade 3 and 5th gr CTT
- Mclass palm pilot assessment program that targets grouping for students in specific literacy areas
- Balanced Literacy Block
- An active RTI team that reduces referrals and implements successful AIS programs

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- Extended day 3x/week 50 min/session using researched based strategies in ELA and Math and intervention programs such as Wilson and Great Leaps

- Saturday academies and afterschool tutorials
- afterschool programs for enrichment

o Help provide an enriched and accelerated curriculum.

o Meet the educational needs of historically underserved populations.

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

o Are consistent with and are designed to implement State and local improvement, if any.

### 3. Instruction by highly qualified staff.



All teachers at PS 96 are certified and highly qualified, if a staff member is deemed to need additional courses or professional development to obtain a “highly qualified” status, Title I funds will be utilized to fund the process. Mentoring is provided for new teachers.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State’s student academic standards.



- Provide five ½ days of embedded professional development for all personnel
- PS 96 also has an established partnership with Hunter College that provides scholarship opportunities for Master’s Degree Completion and 30 credits above the Master’s Degree.
- PS 96 provides training of student teachers and encourages them to apply when they are certified.
- conduct ongoing professional development in inquiry, study groups, the use of effective methods and instructional practices that are based on scientifically based research, that strengthen the core academic program, that provide an enriched and accelerated

curriculum; that increase the amount and quality of learning time, and that emphasize data analysis and data driven instruction to best serve the under served population of our school.

All staff development is based on high standards that are aligned with the NCLB Requirements

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

- A strong partnership with Hunter College, University of Southern California and The Buffalo State Urban Teaching Initiative provides us with highly qualified and trained student teachers. We encourage them to apply when they graduate if there is an opening. PS 96 also traditionally hires "Teaching Fellows".
- PS 96 has an established partnership with Hunter College that provides mentoring in addition to the DOE requirement and scholarship opportunities for Master's Degree Completion or 30 credits above the Master's Degree.
- PS 96 has hired many teaching fellows.
- PS 96 provides high quality professional development and allows teachers to attend high quality NYCDOE PD opportunities outside of the school.

6. Strategies to increase parental involvement through means such as family literacy services.

- Provide monthly parent literacy workshops

Train and assign parent learning leaders

Provide guidance to parents for effective literacy activities supported by Title I funding.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

- Reduced class size in Kindergarten
- Pre-K Social Worker and Guidance Counselor assistance during first two weeks of school in September 2009.
- Speech and language therapy
- Parental Workshops in literacy and math

Family Assistant/Learning Leaders and High School Interns assigned to Kindergarten

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.



- Participation on the SLT
- Participation in Inquiry Team and Weekly Grade Meetings
- Participation in Instructional Cabinet
- Participation in School wide decision making committees

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.



- There are 5 extended day cycles where teachers meet and review student progress and benchmarks for AIS flexibility in grouping
- Great Leaps and Wilson training and implementation for the neediest population
- M-CLASS, Acuity and ARIS provides data analysis for student progress on timely basis to identify student strengths and weaknesses and apply appropriate instruction and interventions
- Design and implement an Saturday Academy using research-based instructional strategies in the areas of ELA, Mathematics, Social Studies and Science.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.



EDVSP grant and 21<sup>st</sup> Century grant support recreational and academic afterschool programs for "at risk" students in grades 3-8  
Daily fresh fruit program through the Office of School Food and Nutrition where every student receives a piece of fresh fruit daily.  
Use of Title I funding for reduced class size in upper grade

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### **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 upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(I.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	Page#(s)
		Yes	No	N/A			
Title I, Part A (Basic)	Federal	Yes			\$544,620	True	17
Title I, Part A (ARRA)	Federal	Yes			\$63,744	True	17
Tax Levy	State	Yes			\$2,477,637	True	17
Title III	Federal	Yes			\$15,000	True	28

<sup>1</sup>**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup>**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

#### **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

- c. Minimize removing children from the regular classroom during regular school hours;
- 4. Coordinate with and support the regular educational program;
- 5. Provide instruction by highly qualified teachers;
- 6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
- 7. Provide strategies to increase parental involvement; and
- 8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **Part A - For Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

7

2. Please describe the services you are planning to provide to the STH population.

The parent coordinator works closely with our students in temporary housing. She provides parent outreach and works with various agencies which lend itself to providing resources for these families. Presently these families are entitled to receive free milk every Wednesday through a community based program. It is delivered to the school building and is distributed accordingly. The Childrens Aid Society will also be involved as needed. They provide afterschool assistance via counseling and tutorial services. These families are also aware that the guidance counselors are available to assist in any way and services are provided on a needs basis.

### **Part B:**

**Part B - For Non-Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).  
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.



# **CEP RELATED ATTACHMENTS**

# Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28\_04M096\_020411-152948.docx

## OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 408</b>	District <b>04</b>	School Number <b>096</b>	School Name <b>PS/MS/096</b>
Principal <b>Noel Rios</b>	Assistant Principal <b>Helene Otero - LLull</b>		
Coach <b>type here</b>	Coach <b>type here</b>		
Teacher/Subject Area <b>Natalie Camen/ ESL</b>	Guidance Counselor <b>Lourdes Rodriquez</b>		
Teacher/Subject Area <b>Christine Kekscemeti</b>	Parent <b>type here</b>		
Teacher/Subject Area <b>Karen Jacoby/Rdg/ Specialist</b>	Parent Coordinator <b>Sonia Kemp</b>		
Related Service Provider <b>Andrea Kelson</b>	Other <b>Tara Lozada/ Data Specialist</b>		
Network Leader <b>Lucius Young</b>	Other <b>type here</b>		

#### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>4</b>	Number of Certified Bilingual Teachers	<b>1</b>	Number of Certified NLA/Foreign Language Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>8</b>

#### C. School Demographics

Total Number of Students in School	<b>556</b>	Total Number of ELLs	<b>73</b>	ELLs as Share of Total Student Population (%)	<b>13.13%</b>
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### Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here Introduction/ Identification Process

PS/MS 96 is a PK- 8 school located in District 4 in East Harlem. There are 556 students enrolled in the school. 71.6% of these students are Hispanic, and approximately 13% of our students are ELL's with the majority from the Caribbean (Puerto Rico, Dominican Republic), and Central America (Mexico, Ecuador, and El Salvador. We have a total of 73 ELL students currently in our K-8 program. They are being serviced in a push in and /or push out model. Of the 73 ELL students one is a SIFE student, and 19 IEP students who are in a Self containing setting, CTT and/or SETSS program. The Lap team is comprised of Noel Rios, Principal, Helene Otero, Assistant Principal, Natalie Camen, ESL teacher, Christine Kekscemeti, 4th grade teacher, (ESL license) Karen Jacoby, Reading Specialist, Andrea Kelson, SETSS teacher, Lourdes Rodriguez, guidance Counselor and Sonia Kemp, parent Coordinator. Our team carefully reviewed data to plan and create the Language Allocation Policy to use as a tool to drive individualized instruction for our English Language Learners (ELL's). Our drafted plan was created so that every student is provided with a strong foundation which will assist them in achieving academic achievement. We presently have three teachers who are permanently state certified in ESL and one classroom teacher who is pursuing her extension in ESL. One teacher is assigned to service the ELL's population using either the push in or pull out model during the school day.

Parents and/or guardians of newly admitted students are required to complete the department of education Home Language survey form (HLIS). The survey is given to them in their preferred language to help us to determine how well their child understands, speaks, reads and writes in English. The survey also asks parents to indicate the language in which they wish to receive important information from the school. If needed, we provide assistance in completing this survey via the Family assistant and licensed pedagogues who have been trained in explaining the HLIS to the parent. Our trained staff then reviews the HLIS to determine student's eligibility for Lab R testing. If the student is determined eligible, he/she is tested within ten days after their first day of attendance in our school. The Lab R is administered in both English and Spanish. If after the testing is complete the student is entitled for services, they are placed in an ESL program. When entitlement is verified parent/guardians of newly enrolled ELL's are given an entitlement form and invited to attend our ELL parent orientation which will be conducted by the ESL teacher. They are notified by letters in their preferred language. In this meeting parents will have the opportunity to meet with the ESL teacher and discuss the programs offered by the Department of Education. These meeting will take place in a timely manner and be repeated throughout the school year depending on newly enrolled students who are entitled, according to the LAB R, for ESL services. During this orientation the parents will be given a Parent survey Selection form to complete to determine the best choice for their child. If any parent cannot attend, parents will then be contacted to discuss the choices, and given the opportunity to express what type of services they want for their child. These services will be provided for one year. During the following spring the student will be given the NYSESLAT exam to see if the student needs to remain in the ESL program for future support in our school.

During the past few years our parents have chosen the free standing ESL program for several reasons. Our ELL's population varies from grade to grade. Parents prefer their child to be mainstreamed into a monolingual class. Another thing parents have stated is that many of our ELL's students have siblings that attend our school and prefer that they stay in close proximity of one another. Parents have received ongoing support from this learning community and want their child to continue to attend P.S/ MS 96. The primary goal of our freestanding ESL program is to assist students in becoming proficient in the English Language within three years. Our main objective is to provide daily instruction in listening, reading, writing and speaking. Using these strategies and techniques will

help increase their proficiency of the English language.

## Part III: ELL Demographics

### A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>						8		4	2					14
<b>Push-In</b>	13	7	7	12	8		12							59
<b>Total</b>	13	7	7	12	8	8	12	4	2	0	0	0	0	73

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	73	Newcomers (ELLs receiving service 0-3 years)	44	Special Education	19
SIFE	1	ELLs receiving service 4-6 years	21	Long-Term (completed 6 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 special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>										0
<b>Dual Language</b>										0
<b>ESL</b>	44		4	21	1	5	8		4	73
<b>Total</b>	44	0	4	21	1	5	8	0	4	73

Number of ELLs in a TBE program who are in alternate placement:

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	13	7	7	10	8	7	11	3	1					67
Chinese														0
Russian														0
Bengali						1		1						2
Urdu				1										1
Arabic							1							1
Haitian														0
French				1					1					2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>13</b>	<b>7</b>	<b>7</b>	<b>12</b>	<b>8</b>	<b>8</b>	<b>12</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>73</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here **Programming and Scheduling Information**

PS 96 delivers instruction to our ELL's through a free standing ESL Push in Pull out Program. The ESL teacher services grades K-8. She pushes in for kindergarten, 4th, 5th, and 6th grade students. Our Classes are homogeneously grouped in those grades making the push in program an effective technique to follow. The ESL teacher can provide more English language support to these students in their classroom, while assisting the ESL students in meeting the content standards. In grades 3, 7 and 8 the students are spread among both General and Special Education making it difficult to follow this model. For these grades the ESL teacher pulls these students out to give them more individualized instruction to meet their needs. Next year we will work on aligning those students' schedules so that they are not so spread out. We have nine groups of ELL's students which are mandated for either 360 minutes for the beginner/intermediate or 180 minutes for the advanced students. The Kindergartens (13) proficiency levels are either a beginner or advanced level as per their Lab R score. In this grade we have adapted the push in model. The Beginners will be serviced for 360 minutes a week and the advanced students will participate 180 minutes of the 360 minutes. In first grade (7) Most of these students scored at the beginners level. They will be given 360 minutes a week of service. Our second grade Ell's (7) scored between the ranges of beginner to advance. These Ell's are serviced via a push in model and fall between the beginner and intermediate range and will receive 360 minutes of services weekly. Two of these seven students also have an IEP and will be receiving additional educational support as mandated. Third/ eighth grade ELL's students fall between the proficiency levels of beginners to advance. These students will be serviced either by a push in/ and or a pull out model. The beginner students will be pulled and grouped according to their proficiency level.

Our school wide goals for our Ell's population is to become proficient in all areas of the English language, increase their academic achievement levels and meet the state standards in all content areas. Differentiated instruction is provided. Our school planned a program that meets all state mandates we are in compliance with the CR part 154, servicing the ELL's for 180 or 360 minutes. ELL's are provided with bilingual books and glossaries to assist them in their academic instruction. Several web based programs are also used to differentiate instruction for all students.

The content areas are solely taught in a monolingual class by our ESL teacher. Even though our ESL teacher is not bilingual she has a multitude of resources at hand.

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

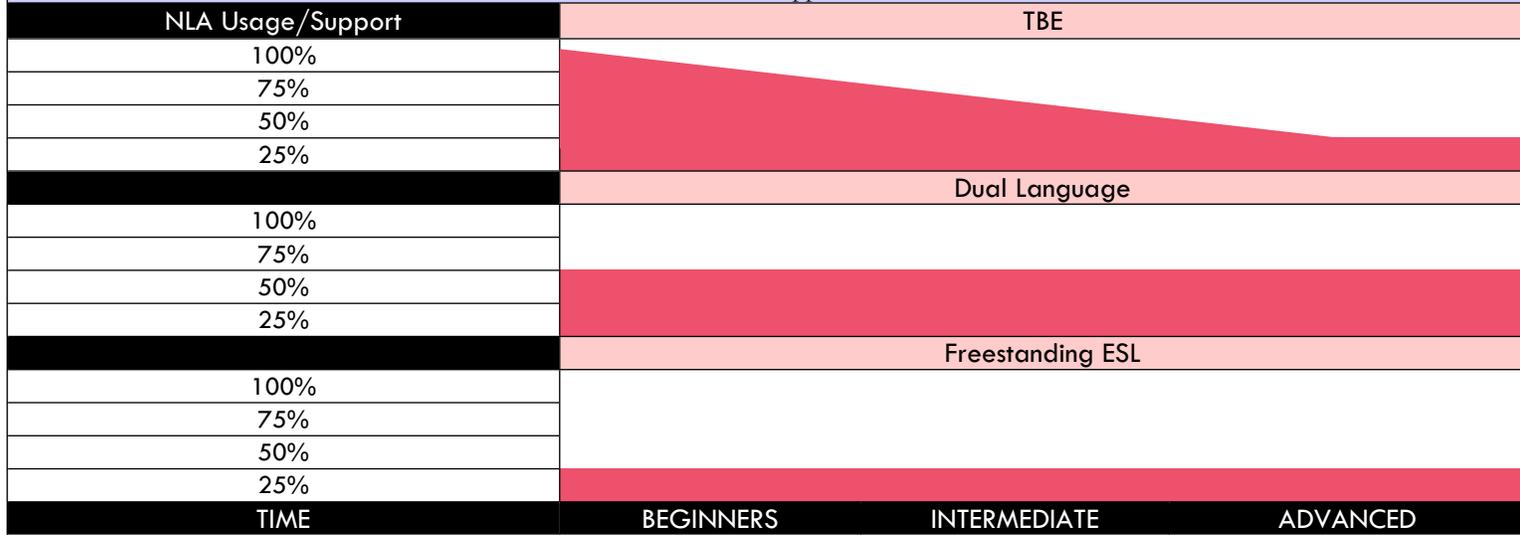
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

**Native Language Arts and Native Language Support**

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



**B. Programming and Scheduling Information--Continued**

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here Page 6 Programming and scheduling info continued

In the ESL program at PS/MS 96 there are a wide variety of materials used throughout the year. All classrooms are provided with leveled libraries. Along with the leveled library, the ESL classroom also has a bilingual library. Students are categorized as beginners, intermediate and advance as per their Lab R results. The Beginners will be serviced for 360 minutes a week and the advanced students will participate 180 minutes of the 360 minutes. In first grade (7) Most of these students scored at the beginners level. They will be given 360 minutes a week of service. Our second grade Ell's (7) scored between the ranges of beginner to advance. These Ell's are serviced via a push in model and fall between the beginner and intermediate range and will receive 360 minutes of services weekly. Two of these seven students also have an IEP and will be receiving additional educational support as mandated. Third/ eighth grade ELL's students fall between the proficiency levels of beginners to advance. These students will be serviced either by a push in/ and or a pull out model. The beginner students will be pulled and grouped according to their proficiency level. The ESL classroom is a print rich environment and provided students with centers to develop different skills of all ELL's. Our ESL classroom uses Uptown Education which will help in developing writing, listening, speaking skills and readings strategies. For Kindergarten ELL's, the ESL teacher collaboratively plans with the Kindergarten teachers regarding what the specific needs are for those ELL's. The materials inclusive of leveled libraries include a web-based program called Uptown Education, English with a smile workbook, and NYSELAT test prep workbook which follows the balanced literacy approach and are appropriate for all levels of our ELL's. Students use Imagine Learning program and have access to their individualized program from any classroom.

ESL strategies have been infused into content instruction in all of our classrooms. Since PS/MS 96 has a wide variety of levels, teachers have been made aware of the different characteristics of each language proficiency level. During the beginner level, teachers: provide opportunities for ELL's to listen and demonstrate responses physically; encouraging verbal responses; provide an abundance of comprehensible input; develop listening and speaking skills; and use activities to help provide prewriting skills such as matching words with pictures. At the intermediate level teachers: provide more opportunities for students to respond verbally; continue to support reading comprehension with visual/concrete objects; activate background knowledge; and writing tasks ranging from labeling items to writing sentences. At the advanced level teachers: scaffold lessons; focus on vocabulary building; and encourage more complex sentence structure. All the above strategies can be used across the board for all content areas and are age and grade level appropriate.

Newcomers attending our school and not speaking the language are embraced and place in a positive learning environment to help with the adjustment. The newcomers are assessed by the LAB-R or by past test results from the NYSESLAT if applicable and placed in level appropriate program. Beginners also are provided with access to Imagine Learning and are automatically immersed in the English Language. Teachers also, at times assign a "buddy" in class that speaks the same language as our ELL and they are in charge of helping them become acclimated with classroom and school routines.

Our instructional plan for SIFE students will follow the free standing ESL model. We will determine the allotted time for ESL services based on the last NYSESLAT scores. We will also provide addition support before and after school which provides assistance through small group instruction and/or web based programs geared towards mastery of the English language. We will also provide Academic intervention services via our extended day program where data is periodically reviewed and revised, through informal and formal assessments, to provide them with individualized instruction.

Our ELL students in the U.S. less than three years will receive, in addition to the allotted mandated time for services, extra instruction via an afterschool program which provides for small group instruction. Our web based program will be used to provides these students with a variety of English content materials. Students work on their independent level first to minimize frustration and move to the next level when content is mastered. Another added advantage is that students are given multiple opportunities to be exposed to a variety of genres to explore via listening, speaking and writing. These students will also be included in our Saturday program which will focus on both ELA and

math. These these students will be provided with small group instruction using their latest assessment data as a tool for individualizing their instruction.

In addition long term ELL students with 4-6 years of service will be part of our inquiry group. They will have extra time allotted during the week to work in small group instruction. The data from the latest NYSESLAT has been reviewed and individualized instruction is provided four times a week. This is in addition to their mandated services. These students will also be given extra time in our computer lab to work with the ESL teacher, at their speed and level to improve the areas they seem to be deficient in. Their program is also tailored to mimic the NYSESAT exam. The instruction is focused but not limited to oral language comprehension. We also review and revise their focus during ESL services based on data acquired from assessments such as running records, acuity, and teacher made assessment and observations.

Students with disabilities receive additional services which address their individual annual goals. These goals are derived from their deficiencies, which include their inability to become proficient in the English language. Every teacher that works with this student works on the same goals. At times the SETTS teacher provides at risk services using a variety of strategies and techniques to address there individualized learning styles.

Students in need of transitional support (two years) will continue to receive academic intervention services as needed both in and outside the classroom via small group instruction, extended day instruction, afterschool remediation services, and the Saturday Academy. The ELLs are part of our student population therefore they are included in all program within the school, whether it be academic or non academic.

The content area materials are chosen based on several criteria's, Standards, content and student's independent level. The material will vary based on the type of instruction. We use a variety of materials to address the student's different learning styles and academic levels.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

Professional development is provided throughout the year for all of our teachers in the different ESL methodologies our ESL teachers uses as well as the ones they can use in their classrooms. Topics to be covered per discussions with teachers should include: Balanced Literacy for ELL students; Core Curriculum Mathematics for ELL students; ESL in Content Areas; How to plan lessons which include ELL's; Reader's Workshop for ELL's; Writer's Workshop for ELL's. Professional Development activities will ensure that all ESL standards are addressed and reinforced.

These meetings will include teachers and specialists from CFN #408. Curriculum planning will take place to develop and align the program with the mandated curriculum and assessment standards for ESL as described in the NYCDOE Language Allocation Policy. Administrators and staff members will attend City-wide Q-tel conferences in order to become familiar with the various strategies and successful programs that are being implemented for the development of Second language acquisition by ELL's and the staff attending these conferences will turn key to other staff members at the school and in guide in the planning and development of a curriculum that addresses the challenges of teaching linguistically diverse students.

### E. Parental Involvement

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

Paste response to questions 1-4 here

In regards to parental involvement, our ESL teacher coordinator facilitates workshops throughout the year that deal with topics relating to their child and school and our ELL parents are encouraged to participate. Our parent coordinator also evaluates the needs of parents by sending a survey to all parents. These surveys ask parents to make suggestions on workshop topics that they would be interested in participating in. The workshops are tailored to the needs and wants of our parents. Parents of ELL's are always encouraged to attend the workshop. We are also hosting our first Family Literacy Night that will be held three nights during the school year. Parents participating will receive home libraries in both English and Spanish. On that night a workshop will be held teaching parents how to read to their children and help them, through different activities gain better comprehension and fluency skills. We will also hold a workshop in January so that we can teach parents to use our web based program at home.

During the past few years our parents have consistently chosen the freestanding ESL program. Also, many of our ELL student families prefer to have younger siblings attend the same school program with older siblings. They have received support from the school community and want to continue at PS/MS 96. During the school year, PS/MS 96 provides meetings for parents focused on instructional issues, such as ACUITY and ARIS, promotional policies, and strategies for them to support children's academic

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	6	6	1	2		1	1							17
Intermediate(I)		1	5	9	4	2	5	2	1					29
Advanced (A)	7		1	1	4	5	6	2	1					27
Total	13	7	7	12	8	8	12	4	2	0	0	0	0	73

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	3	4	1	0	8
5	0	6	1	0	7

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
6	6	5	0	0	11
7	1	3	0	0	4
8	0	1	0	0	1
NYSAA Bilingual Spe Ed		1			1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	3		4		1		0		8
5	3		4		1		0		8
6	1		7		3		0		11
7	2		1		1		0		4
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?

and one student is level X (intermediate). NYSETLAT 2010 data shows that six students are currently on a beginner's level and one student is intermediate. The one student who scored intermediate scored on the advanced level on the LBR. Students are disbursed among the grade.  
Second Grade ELL LBR and NYSESLAT Data Total = 5

Four students have been considered an ELL since 2008 and one student since 2009. LBR data shows that three students are on an intermediate level and two students are on a beginner's level. NYSETLAT 2010 data shows that currently four students are on an intermediate level and only one student is advanced. The students who began ELL services in 2009 progressed from a beginning level to an intermediate level. One student stayed advanced for two consecutive years in a row and two students declined from advanced to an intermediate level. One student stayed on an intermediate level. All but one student is in class 201. We will revisiting this to allow for a more effective push in program.

#### Third Grade ELL LBR and NYSESLAT Data

Total - 10

6 students have been in the program since 2007. 1 student since 2009 and 2 students since 2006. 1 student is new to the program this year (2010). LBR data shows that 7 students are on a beginning level. Of those students, 5 have been in the program since 2007. 1 since 2010 and 1 since 2010. 3 students are on an intermediate level. NYSETLAT 2010 data shows that 2 students are on a beginning level, both of those students either entered the program in 2009 or 2010. 7 students are on an intermediate level and 1 student is advanced. All of the advanced or intermediate level students have been in the ELL program since 2006 or 2007. 2 students have stayed on intermediate levels (1 for two years, and 1 for three years). 1 student who began the program in 2007 went from a beginning to intermediate to advanced level. Remaining students did not make such consistent progress. All but 1 student is in the same class, 301.

#### Fourth Grade ELL LBR and NYSESLAT Data Total = 6

4 students have been in the program since 2006, 1 student since 2004 and 1 student since 2007. None of the students are new ELL students. LBR data shows that 3 students are on a beginning level. 1 of these students has been in the program since 2004. 3 students are on an intermediate level. NYSETLAT 2010 data shows: 4 students are on an advanced level and 2 students are on an intermediate level. 2 students have been on an advanced level for three consecutive years. All students are in the same class.

#### Fifth Grade ELL LBR and NYSESLAT Data

Total = 7

3 students have been in the program since 2004, 2 students since 2005, 1 student since 2008 and 1 student since 2009. LBR data shows that 4 students are on a beginning level. 3 students are on an intermediate level. NYSETLAT 2010 data shows 4 students are on an advanced level, 2 students on an intermediate level and the student who entered the program in 2009 is on a beginning level. 1 student has stayed on an advanced level for 3 years, 2 students have stayed on an intermediate level, and 6 students were either intermediate or advanced in 2008. All but two students are in the same class.

#### Sixth Grade ELL LBR and NYSESLAT Data

Total = 9

1 student began the program in 2009. The remaining students have been in the program at least 2 years. LBR data shows that 2 students are missing LBR data. 6 students are on beginning level and 1 student is on a level A (what is this?). The NYSETLAT 2010 data shows that 6 students are on an advanced level and 3 students are on an intermediate level. 1 student has stayed advanced for 3 consecutive years and 2 students have stayed intermediate. Students are disbursed among grade.

#### Grade 7 ELL LBR and NYSESLAT Data

Total = 3

All 3 students have been in the program since 2003. LBR data shows that 2 students are on an intermediate level and 1 student is on a beginning level. NYSETLAT 2010 data shows: 2 students are advanced and 1 student is intermediate. All three students have been on the same level since 2008. Students are disbursed among grade.

#### Grade 8 ELL LBR and NYSESLAT Data

Total = 2

1 student has been in the program since 2002 and 1 student is new to the ELL program this year (2010). LBR data shows that 1 student is level A (what is this?) and 1 student is on a beginning level. NYSETLAT 2010 data shows that the student who is new to ELL program is on an intermediate level and the other student went from advanced in 2008 to intermediate and back to advance. Both students are in the same class.

#### Special Education ELL LBR and NYSESLAT Data

Second Grade Total: 2

Both students have been in the program since 2008. 1 is on an intermediate level and 1 on a beginning level according to LBR data. 1 has made progress and went from beginning level on NYSESLAT 2009 to an intermediate level. 2nd student has stayed on a beginning level.

**Third Grade Total: 3**

1 student has been in the program since 2006 and 1 since 2007. 1 student is on an intermediate level and the other on a beginning level according to LBR data. Both students are on intermediate level but began as beginning levels according to NYSESLAT data.

**Fourth Grade Total: 2**

1 student has been in the program since 2006 and 1 since 2004. Both students are on a beginning level according to LBR data. According to NYSESLAT data both students are on an intermediate level and were beginning levels in 2008.

**Fifth Grade Total: 1**

This student has been in the program since 2005 and according to LBR data is on a beginning level. According to NYSESLAT data, the student was on a beginning level in 2008 and has stayed on an advanced level for two consecutive years.

Intermediate: According to NYSESLAT data 1 student has been on a beginning level for three consecutive years and the other 2 students have been intermediate for 2 consecutive years.

**Seventh Grade Total: 1**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		2/4/11
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 096 Joseph Lanzetta							
<b>District:</b>	4	<b>DBN:</b>	04M09	<b>School</b>		310400010096		
<b>DEMOGRAPHICS</b>								
Grades Served:	Pre-K	v	3	v	7	v	11	
	K	v	4	v	8	v	12	
	1	v	5	v	9	Ungrade	v	
	2	v	6	v	10			
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>				
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-	
Pre-K	29	28	32		90.0	90.9	91.0	
Kindergarten	62	49	55	<b>Student Stability - % of Enrollment:</b>				
Grade 1	72	69	57	<i>(As of June 30)</i>	2007-	2008-	2009-	
Grade 2	54	59	64		95.7	96.3	89.2	
Grade 3	68	55	61	<b>Poverty Rate - % of Enrollment:</b>				
Grade 4	73	63	42	<i>(As of October 31)</i>	2008-	2009-	2010-	
Grade 5	74	62	63		97.4	91.3	91.3	
Grade 6	60	62	69	<b>Students in Temporary Housing - Total Number:</b>				
Grade 7	73	57	51	<i>(As of June 30)</i>	2007-	2008-	2009-	
Grade 8	59	68	58		25	31	39	
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>				
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-	
Grade 11	0	0	0		2	3	1	
Grade 12	0	0	0	<b>Special Education</b>				
Ungraded	0	2	2	<i>(As of October 31)</i>	2007-	2008-	2009-	
Total	624	574	554		2	3	1	
<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>				
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-	
# in Self-Contained Classes	37	65	66	Principal Suspensions	6	13	66	
# in Collaborative Team Teaching (CTT)	10	9	12	Superintendent Suspensions	5	17	6	
Number all others	47	37	46	<b>Special High School Programs - Total Number:</b>				
<i>These students are included in the enrollment information above.</i>	<i>(As of October 31)</i>				2007-	2008-	2009-	
				CTE Program Participants	0	0	0	
				Early College HS Program Participants	0	0	0	
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>				
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of October 31)</i>	2007-	2008-	2009-	
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	49	46	47	
# in Dual Lang.	0	0	TBD	Number of Administrators and Other Professionals	12	10	9	
# receiving ESL services only	54	62	TBD	Number of Educational Paraprofessionals	3	3	6	
# ELLs with IEPs	0	14	TBD	<i>These students are included in the General and Special Education enrollment information above.</i>				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-	2008-	2009-	(As of October 31)	2007-	2008-	2009-
	0	0	9	% fully licensed & permanently assigned to this	98.0	100.0	100.0
				% more than 2 years teaching in this school	77.6	76.1	76.6
				% more than 5 years teaching anywhere	63.3	60.9	72.3
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	90.0	89.0	87.2
(As of October 31)	2008-	2009-	2010-	% core classes taught by "highly qualified" teachers	98.2	88.9	88.2
American Indian or Alaska Native	0.5	0.3	0.5				
Black or African American	25.6	24.6	22.6				
Hispanic or Latino	71.6	72.3	73.1				
Asian or Native Hawaiian/Other Pacific	0.2	0.3	0.9				
White	1.6	2.1	2.5				
<b>Male</b>	49.2	51.0	50.0				
<b>Female</b>	50.8	49.0	50.0				

**2009-10 TITLE I STATUS**

v	Title I						
	Title I						
	Non-						
Years the School				2007-	2008-09	2009-	2010-
				v	v	v	v

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

SURR School	If yes,						
-------------	---------	--	--	--	--	--	--

**Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	Phase			Category		
	In		v	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) –						
Corrective Action (CA) –						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						

**Individual Subject/Area AYP Outcomes:**

Elementary/Middle Level		Secondary Level	
ELA:	v	ELA:	
Math:	v	Math:	
Science:	v	Graduation Rate:	

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-						
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific	-	-					
White	-	-					
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups</b>	5	5	1				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					P
<b>Overall Score:</b>	26.4	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					UPF
School Environment:	3.2	Quality Statement 2: Plan and Set Goals					P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					P
School Performance:	3.8	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	18.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.5						

<b>KEY: AYP STATUS</b>		<b>KEY: QUALITY REVIEW SCORE</b>					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 408</b>	District <b>04</b>	School Number <b>096</b>	School Name <b>PS/MS/096</b>
Principal <b>Noel Rios</b>		Assistant Principal <b>Helene Otero - LLull</b>	
Coach <b>type here</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Natalie Camen/ ESL</b>		Guidance Counselor <b>Lourdes Rodriguez</b>	
Teacher/Subject Area <b>Christine Kekscemeti</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>Karen Jacoby/Rdg/ Specialist</b>		Parent Coordinator <b>Sonia Kemp</b>	
Related Service Provider <b>Andrea Kelson</b>		Other <b>Tara Lozada/ Data Specialist</b>	
Network Leader <b>Lucius Young</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>4</b>	Number of Certified Bilingual Teachers	<b>1</b>	Number of Certified NLA/Foreign Language Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>8</b>

### C. School Demographics

Total Number of Students in School	<b>556</b>	Total Number of ELLs	<b>73</b>	ELLs as Share of Total Student Population (%)	<b>13.13%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

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

Paste response to questions 1-6 here Introduction/ Identification Process

PS/MS 96 is a PK- 8 school located in District 4 in East Harlem. There are 556 students enrolled in the school. 71.6% of these students are Hispanic, and approximately 13% of our students are ELL's with the majority from the Caribbean (Puerto Rico, Dominican Republic), and Central America (Mexico, Ecuador, and El Salvador. We have a total of 73 ELL students currently in our K-8 program. They are being serviced in a push in and /or push out model. Of the 73 ELL students one is a SIFE student, and 19 IEP students who are in a Self containing setting, CTT and/or SETSS program. The Lap team is comprised of Noel Rios, Principal, Helene Otero, Assistant Principal, Natalie Camen, ESL teacher, Christine Kekscemeti, 4th grade teacher, (ESL license) Karen Jacoby, Reading Specialist, Andrea Kelson, SETSS teacher, Lourdes Rodriguez, guidance Counselor and Sonia Kemp, parent Coordinator. Our team carefully reviewed data to plan and create the Language Allocation Policy to use as a tool to drive individualized instruction for our English Language Learners (ELL's). Our drafted plan was created so that every student is provided with a strong foundation which will assist them in achieving academic achievement. We presently have three teachers who are permanently state certified in ESL and one classroom teacher who is pursuing her extension in ESL. One teacher is assigned to service the ELL's population using either the push in or pull out model during the school day.

Parents and/or guardians of newly admitted students are required to complete the department of education Home Language survey form (HLIS). The survey is given to them in their preferred language to help us to determine how well their child understands, speaks, reads and writes in English. The survey also asks parents to indicate the language in which they wish to receive important information from the school. If needed, we provide assistance in completing this survey via the Family assistant and licensed pedagogues who have been trained in explaining the HLIS to the parent. Our trained staff then reviews the HLIS to determine student's eligibility for Lab R testing. If the student is determined eligible, he/she is tested within ten days after their first day of attendance in our school. The Lab R is administered in both English and Spanish. If after the testing is complete the student is entitled for services, they are placed in an ESL program. When entitlement is verified parent/guardians of newly enrolled ELL's are given an entitlement form and invited to attend our ELL parent orientation which will be conducted by the ESL teacher. They are notified by letters in their preferred language. In this meeting parents will have the opportunity to meet with the ESL teacher and discuss the programs offered by the Department of Education. These meeting will take place in a timely manner and be repeated throughout the school year depending on newly enrolled students who are entitled, according to the LAB R, for ESL services. During this orientation the parents will be given a Parent survey Selection form to complete to determine the best choice for their child. If any parent cannot attend, parents will then be contacted to discuss the choices, and given the opportunity to express what type of services they want for their child. These services will be provided for one year. During the following spring the student will be given the NYSESLAT exam to see if the student needs to remain in the ESL program for future support in our school.

During the past few years our parents have chosen the free standing ESL program for several reasons. Our ELL's population varies from grade to grade. Parents prefer their child to be mainstreamed into a monolingual class. Another thing parents have stated is that many of our ELL's students have siblings that attend our school and prefer that they stay in close proximity of one another. Parents have received ongoing support from this learning community and want their child to continue to attend P.S/ MS 96.

The primary goal of our freestanding ESL program is to assist students in becoming proficient in the English Language within three years. Our main objective is to provide daily instruction in listening, reading, writing and speaking. Using these strategies and techniques will help increase their proficiency of the English language.

## Part III: ELL Demographics

### A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>						8		4	2					14
<b>Push-In</b>	13	7	7	12	8		12							59
<b>Total</b>	13	7	7	12	8	8	12	4	2	0	0	0	0	73

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	73	Newcomers (ELLs receiving service 0-3 years)	44	Special Education	19
SIFE	1	ELLs receiving service 4-6 years	21	Long-Term (completed 6 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 special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	44		4	21	1	5	8		4	73
<b>Total</b>	<b>44</b>	<b>0</b>	<b>4</b>	<b>21</b>	<b>1</b>	<b>5</b>	<b>8</b>	<b>0</b>	<b>4</b>	<b>73</b>

Number of ELLs in a TBE program who are in alternate placement:

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0

**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
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														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																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			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

**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
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	13	7	7	10	8	7	11	3	1					67
Chinese														0
Russian														0
Bengali						1		1						2
Urdu				1										1
Arabic							1							1
Haitian														0
French				1					1					2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>13</b>	<b>7</b>	<b>7</b>	<b>12</b>	<b>8</b>	<b>8</b>	<b>12</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>73</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

**Programming and Scheduling Information**  
 PS 96 delivers instruction to our ELL's through a free standing ESL Push in Pull out Program. The ESL teacher services grades K-8. She pushes in for kindergarten, 4th, 5th, and 6th grade students. Our Classes are homogeneously grouped in those grades making the push in program an effective technique to follow. The ESL teacher can provide more English language support to these students in their classroom, while assisting the ESL students in meeting the content standards. In grades 3, 7 and 8 the students are spread among both General and Special Education making it difficult to follow this model. For these grades the ESL teacher pulls these students out to give them more individualized instruction to meet their needs. Next year we will work on aligning those students' schedules so that they are not so spread out. We have nine groups of ELL's students which are mandated for either 360 minutes for the beginner/intermediate or 180 minutes for the advanced students. The Kindergartens (13) proficiency levels are either a beginner or advanced level as per their Lab R score. In this grade we have adapted the push in model. The Beginners will be serviced for 360 minutes a week and the advanced students will participate 180 minutes of the 360 minutes. In first grade (7) Most of these students scored at the beginners level. They will be given 360 minutes a week of service. Our second grade ELL's (7) scored between the ranges of beginner to advance. These ELL's are serviced via a push in model and fall

between the beginner and intermediate range and will receive 360 minutes of services weekly. Two of these seven students also have an IEP and will be receiving additional educational support as mandated. Third/ eighth grade ELL's students fall between the proficiency levels of beginners to advance. These students will be serviced either by a push in/ and or a pull out model. The beginner students will be pulled and grouped according to their proficiency level.

Our school wide goals for our Ell's population is to become proficient in all areas of the English language, increase their academic achievement levels and meet the state standards in all content areas. Differentiated instruction is provided. Our school planned a program that meets all state mandates we are in compliance with the CR part 154, servicing the ELL's for 180 or 360 minutes. ELL's are provided with bilingual books and glossaries to assist them in their academic instruction. Several web based programs are also used to differentiate instruction for all students.

The content areas are solely taught in a monolingual class by our ESL teacher. Even though our ESL teacher is not bilingual she has a multitude of resources at hand.

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

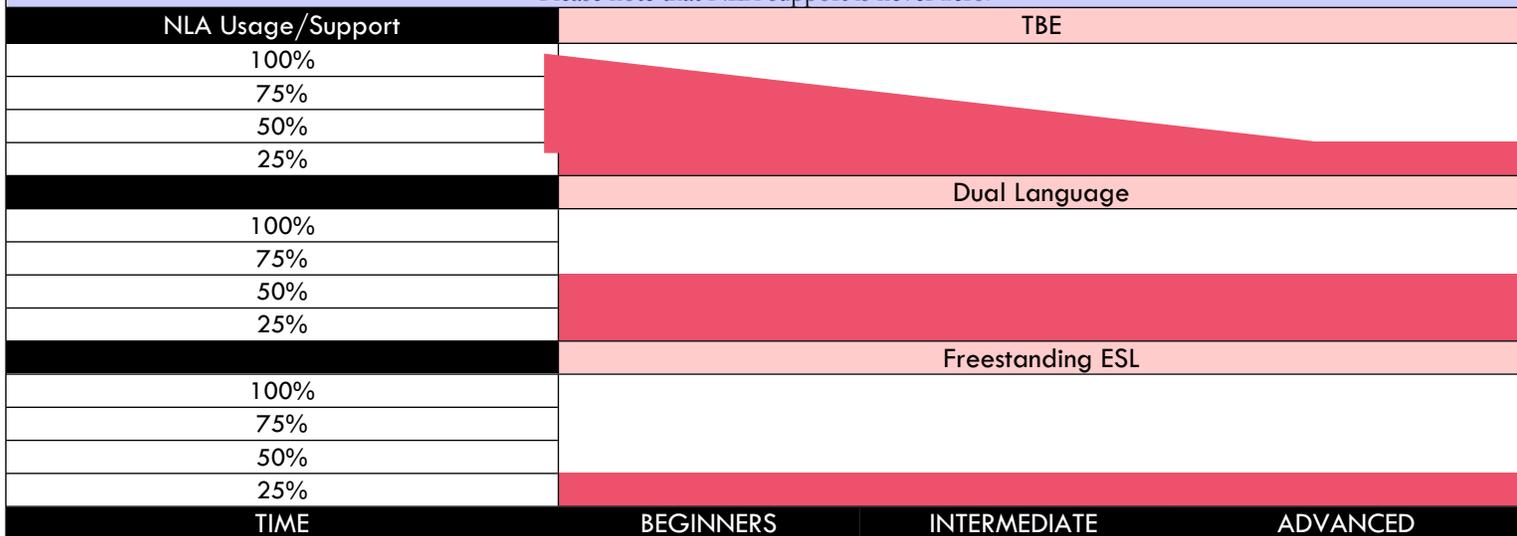
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

**Native Language Arts and Native Language Support**

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



## B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here Page 6 Programming and scheduling info continued

In the ESL program at PS/MS 96 there are a wide variety of materials used throughout the year. All classrooms are provided with leveled libraries. Along with the leveled library, the ESL classroom also has a bilingual library. Students are categorized as beginners, intermediate and advance as per their Lab R results. The Beginners will be serviced for 360 minutes a week and the advanced students will participate 180 minutes of the 360 minutes. In first grade (7) Most of these students scored at the beginners level. They will be given 360 minutes a week of service. Our second grade Ell's (7) scored between the ranges of beginner to advance. These Ell's are serviced via a push in model and fall between the beginner and intermediate range and will receive 360 minutes of services weekly. Two of these seven students also have an IEP and will be receiving additional educational support as mandated. Third/ eighth grade ELL's students fall between the proficiency levels of beginners to advance. These students will be serviced either by a push in/ and or a pull out model. The beginner students will be pulled and grouped according to their proficiency level. The ESL classroom is a print rich environment and provided students with centers to develop different skills of all ELL's. Our ESL classroom uses Uptown Education which will help in developing writing, listening, speaking skills and readings strategies. For Kindergarten ELL's, the ESL teacher collaboratively plans with the Kindergarten teachers regarding what the specific needs are for those ELL's. The materials inclusive of leveled libraries include a web-based program called Uptown Education, English with a smile workbook, and NYSELAT test prep workbook which follows the balanced literacy approach and are appropriate for all levels of our ELL's. Students use Imagine Learning program and have access to their individualized program from any classroom.

ESL strategies have been infused into content instruction in all of our classrooms. Since PS/MS 96 has a wide variety of levels, teachers have been made aware of the different characteristics of each language proficiency level. During the beginner level, teachers: provide opportunities for ELL's to listen and demonstrate responses physically; encouraging verbal responses; provide an abundance of comprehensible input; develop listening and speaking skills; and use activities to help provide prewriting skills such as matching words with pictures. At the intermediate level teachers: provide more opportunities for students to respond verbally; continue to support reading comprehension with visual/concrete objects; activate background knowledge; and writing tasks ranging from labeling items to writing sentences. At the advanced level teachers: scaffold lessons; focus on vocabulary building; and encourage more complex sentence structure. All the above strategies can be used across the board for all content areas and are age and grade level appropriate.

Newcomers attending our school and not speaking the language are embraced and place in a positive learning environment to help with the

adjustment. The newcomers are assessed by the LAB-R or by past test results from the NYSESLAT if applicable and placed in level appropriate program. Beginners also are provided with access to Imagine Learning and are automatically immersed in the English Language. Teachers also, at times assign a “buddy” in class that speaks the same language as our ELL and they are in charge of helping them become acclimated with classroom and school routines.

Our instructional plan for SIFE students will follow the free standing ESL model. We will determine the allotted time for ESL services based on the last NYSESLAT scores. We will also provide addition support before and after school which provides assistance through small group instruction and/or web based programs geared towards mastery of the English language. We will also provide Academic intervention services via our extended day program where data is periodically reviewed and revised, through informal and formal assessments, to provide them with individualized instruction.

Our ELL students in the U.S. less than three years will receive, in addition to the allotted mandated time for services, extra instruction via an afterschool program which provides for small group instruction. Our web based program will be used to provides these students with a variety of English content materials. Students work on their independent level first to minimize frustration and move to the next level when content is mastered. Another added advantage is that students are given multiple opportunities to be exposed to a variety of genres to explore via listening, speaking and writing. These students will also be included in our Saturday program which will focus on both ELA and math. There these students will be provided with small group instruction using their latest assessment data as a tool for individualizing their instruction. In addition long term ELL students with 4-6 years of service will be part of our inquiry group. They will have extra time allotted during the week to work in small group instruction. The data from the latest NYSESLAT has been reviewed and individualized instruction is provided four times a week. This is in addition to their mandated services. These students will also be given extra time in our computer lab to work with the ESL teacher, at their speed and level to improve the areas they seem to be deficient in. Their program is also tailored to mimic the NYSESAT exam. The instruction is focused but not limited to oral language comprehension. We also review and revise their focus during ESL services based on data acquired from assessments such as running records, acuity, and teacher made assessment and observations.

Students with disabilities receive additional services which address their individual annual goals. These goals are derived from their deficiencies, which include their inability to become proficient in the English language. Every teacher that works with this student works on the same goals. At times the SETTS teacher provides at risk services using a variety of strategies and techniques to address there individualized learning styles.

Students in need of transitional support (two years) will continue to receive academic intervention services as needed both in and outside the classroom via small group instruction, extended day instruction, afterschool remediation services, and the Saturday Academy. The ELLs are part of our student population therefore they are included in all program within the school, whether it be academic or non academic.

The content area materials are chosen based on several criteria’s, Standards, content and student’s independent level. The material will vary based on the type of instruction. We use a variety of materials to address the student’s different learning styles and academic levels.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

Professional development is provided throughout the year for all of our teachers in the different ESL methodologies our ESL teachers uses as well as the ones they can use in their classrooms. Topics to be covered per discussions with teachers should include: Balanced Literacy for ELL students; Core Curriculum Mathematics for ELL students; ESL in Content Areas; How to plan lessons which include ELL’s; Reader’s Workshop for

ELL's; Writer's Workshop for ELL's. Professional Development activities will ensure that all ESL standards are addressed and reinforced. These meetings will include teachers and specialists from CFN #408. Curriculum planning will take place to develop and align the program with the mandated curriculum and assessment standards for ESL as described in the NYCDOE Language Allocation Policy. Administrators and staff members will attend City-wide Q-tel conferences in order to become familiar with the various strategies and successful programs that are being implemented for the development of Second language acquisition by ELL's and the staff attending these conferences will turn key to other staff members at the school and in guide in the planning and development of a curriculum that addresses the challenges of teaching linguistically diverse students.

### E. Parental Involvement

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

Paste response to questions 1-4 here

In regards to parental involvement, our ESL teacher coordinator facilitates workshops throughout the year that deal with topics relating to their child and school and our ELL parents are encouraged to participate. Our parent coordinator also evaluates the needs of parents by sending a survey to all parents. These surveys ask parents to make suggestions on workshop topics that they would be interested in participating in. The workshops are tailored to the needs and wants of our parents. Parents of ELL's are always encouraged to attend the workshop. We are also hosting our first Family Literacy Night that will be held three nights during the school year. Parents participating will receive home libraries in both English and Spanish. On that night a workshop will be held teaching parents how to read to their children and help them, through different activities gain better comprehension and fluency skills. We will also hold a workshop in January so that we can teach parents to use our web based program at home.

During the past few years our parents have consistently chosen the freestanding ESL program. Also, many of our ELL student families prefer to have younger siblings attend the same school program with older siblings. They have received support from the school community and want to continue at PS/MS 96. During the school year, PS/MS 96 provides meetings for parents focused on instructional issues, such as ACUITY and ARIS, promotional policies, and strategies for them to support children's academic

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	6	6	1	2		1	1							17
Intermediate(I)		1	5	9	4	2	5	2	1					29
Advanced (A)	7		1	1	4	5	6	2	1					27
Total	13	7	7	12	8	8	12	4	2	0	0	0	0	73

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

	P													
READING/WRI TING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	3	4	1	0	8
5	0	6	1	0	7
6	6	5	0	0	11
7	1	3	0	0	4
8	0	1	0	0	1
NYSAA Bilingual Spe Ed		1			1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	3		4		1		0		8
5	3		4		1		0		8
6	1		7		3		0		11
7	2		1		1		0		4
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

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

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

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

#### Kindergarten ELL LBR and NYSESLAT Data Total = 13

All students are newly acquired ELL's. LBR data shows that seven students scored at the advanced level and six students are beginner's eight students are female and five students male. The students are disbursed among the grade.

#### First Grade ELL LBR and NYSESLAT Data Total = 7

All students were considered an ELL in 2009. LBR data shows that four students are level A (Advanced) two students are level Y (beginning) and one student is level X (intermediate). NYSETLAT 2010 data shows that six students are currently on a beginner's level and one student is intermediate. The one student who scored intermediate scored on the advanced level on the LBR. Students are disbursed among the grade.

#### Second Grade ELL LBR and NYSESLAT Data Total = 5

Four students have been considered an ELL since 2008 and one student since 2009. LBR data shows that three students are on an intermediate level and two students are on a beginner's level. NYSETLAT 2010 data shows that currently four students are on an intermediate level and only one student is advanced. The students who began ELL services in 2009 progressed from a beginning level to an intermediate level. One student stayed advanced for two consecutive years in a row and two students declined from advanced to an intermediate level. One student stayed on an intermediate level. All but one student is in class 201. We will revisiting this to allow for a more effective push in program.

#### Third Grade ELL LBR and NYSESLAT Data

Total - 10

6 students have been in the program since 2007. 1 student since 2009 and 2 students since 2006. 1 student is new to the program this year (2010). LBR data shows that 7 students are on a beginning level. Of those students, 5 have been in the program since 2007. 1 since 2010 and 1 since 2010. 3 students are on an intermediate level. NYSETLAT 2010 data shows that 2 students are on a beginning level, both of those students either entered the program in 2009 or 2010. 7 students are on an intermediate level and 1 student is advanced. All of the advanced or intermediate level students have been in the ELL program since 2006 or 2007. 2 students have stayed on intermediate levels (1 for two years, and 1 for three years). 1 student who began the program in 2007 went from a beginning to intermediate to advanced level. Remaining students did not make such consistent progress. All but 1 student is in the same class, 301.

#### Fourth Grade ELL LBR and NYSESLAT Data Total = 6

4 students have been in the program since 2006, 1 student since 2004 and 1 student since 2007. None of the students are new ELL students. LBR data shows that 3 students are on a beginning level. 1 of these students has been in the program since 2004. 3 students are on an intermediate level. NYSETLAT 2010 data shows: 4 students are on an advanced level and 2 students are on an intermediate level. 2 students have been on an advanced level for three consecutive years. All students are in the same class.

#### Fifth Grade ELL LBR and NYSESLAT Data

Total = 7

3 students have been in the program since 2004, 2 students since 2005, 1 student since 2008 and 1 student since 2009. LBR data shows that 4 students are on a beginning level. 3 students are on an intermediate level. NYSETLAT 2010 data shows 4 students are on an advanced level, 2 students on an intermediate level and the student who entered the program in 2009 is on a beginning level. 1 student has stayed on an advanced level for 3 years, 2 students have stayed on an intermediate level, and 6 students were either intermediate or advanced in 2008. All but two students are in the same class.

#### Sixth Grade ELL LBR and NYSESLAT Data

Total = 9

1 student began the program in 2009. The remaining students have been in the program at least 2 years. LBR data shows that 2 students are missing LBR data. 6 students are on beginning level and 1 student is on a level A (what is this?). The NYSETLAT 2010 data shows that 6 students are on an advanced level and 3 students are on an intermediate level. 1 student has stayed advanced for 3 consecutive years and 2 students have stayed intermediate. Students are disbursed among grade.

Grade 7 ELL LBR and NYSESLAT Data

Total = 3

All 3 students have been in the program since 2003. LBR data shows that 2 students are on an intermediate level and 1 student is on a beginning level. NYSETLAT 2010 data shows: 2 students are advanced and 1 student is intermediate. All three students have been on the same level since 2008. Students are disbursed among grade.

Grade 8 ELL LBR and NYSESLAT Data

Total = 2

1 student has been in the program since 2002 and 1 student is new to the ELL program this year (2010). LBR data shows that 1 student is level A (what is this?) and 1 student is on a beginning level. NYSETLAT 2010 data shows that the student who is new to ELL program is on an intermediate level and the other student went from advanced in 2008 to intermediate and back to advance. Both students are in the same class.

Special Education ELL LBR and NYSESLAT Data

Second Grade Total: 2

Both students have been in the program since 2008. 1 is on an intermediate level and 1 on a beginning level according to LBR data. 1 has made progress and went from beginning level on NYSESLAT 2009 to an intermediate level. 2nd student has stayed on a beginning level.

Third Grade Total: 3

1 student has been in the program since 2006 and 1 since 2007. 1 student is on an intermediate level and the other on a beginning level according to LBR data. Both students are on intermediate level but began as beginning levels according to NYSESLAT data.

Fourth Grade Total: 2

1 student has been in the program since 2006 and 1 since 2004. Both students are on a beginning level according to LBR data. According to NYSESLAT data both students are on an intermediate level and were beginning levels in 2008.

Fifth Grade Total: 1

This student has been in the program since 2005 and according to LBR data is on a beginning level. According to NYSESLAT data, the student was on a beginning level in 2008 and has stayed on an advanced level for two consecutive years.

Sixth Grade Total: 3

All 3 students have been in the program since 2003. According to LBR data 1 student is on a beginning level and 2 students are intermediate. According to NYSESLAT data 1 student has been on a beginning level for three consecutive years and the other 2 students have been intermediate for 2 consecutive years.

Seventh Grade Total: 1

This student has been in the program since 2003. They are on a beginning level according to LBR data. This student was on intermediate level in 2008, then was on a beginning level in 2009 and is now on an intermediate level.

Total ELL Students = 73

### Additional Information

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

## Additional Information

Large empty rectangular area for providing additional information.

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		2/4/11
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		