



**27Q096**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 27Q096**

**ADDRESS: 130-01 ROCKAWAY BOULEVARD  
SOUTH OZONE PARK, NY 11420**

**TELEPHONE: 718-529-2547**

**FAX: 718-659-0113**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 27q096      **SCHOOL NAME:** PS96

**SCHOOL ADDRESS:** 130-01 Rockaway Boulevard, South Ozone Park, New York 11420

**SCHOOL TELEPHONE:** 718-529-2547      **FAX:** 718-659-0113

**SCHOOL CONTACT PERSON:** Joyce Barrett-Walker      **EMAIL ADDRESS:** JWalker2

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Michelle Costanzo

**PRINCIPAL:** Joyce Barrett-Walker

**UFT CHAPTER LEADER:** Catherine Stern

**PARENTS' ASSOCIATION PRESIDENT:** Christine McClain

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 27      **CHILDREN FIRST NETWORK (CFN):** \_\_\_\_\_

**NETWORK LEADER:** Dr. Kathleen Lavin

**SUPERINTENDENT:** Michelle Lloyd-Bey

## 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/rdonlyres/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
Joyce Barrett-Walker	*Principal or Designee	
Maureen McGuire	*UFT Chapter Chairperson or Designee	
Christine McClain	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Michelle Costanzo	Member/Leadership Chairperson	
Patricia Meehan	Member/Teacher	
Marjorie Jackson	Member/Teacher	
Dhanwantie Purnochandur	Member/Parent Representative	
Erika Joseph	Member/Parent Representative	
Jennifer Sinaswee	Member/Parent Representative	
Idalia Aviles	Member/Parent Representative	

(Add rows, as needed, to ensure all SLT members are listed.)

\* 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 sect

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Public School 96Q is located in the southeastern section of the borough of Queens and is comprised of a diverse population of 331 students. The school educates students in Pre K through Grade 6 and is a School-Wide Program Title 1 school. The composition of our student population consists of 4.5% American Indian/Alaskan Native, 32% Asian/Pacific Islander, 21.1% Hispanic, 36.9% Black and 2.7% White. Over the past seven years, our ESL population has increased. This diverse population allows students and staff to further understand the global community and has allowed us the opportunity to embrace multiculturalism.

Our teachers are dedicated and highly qualified, 100% of our faculty is state certified and licensed. 95.7% have more than five years teaching experience and 100% have Masters Degrees or higher.

The Public School 96 staff provides a positive learning environment that is a safe haven and resource for all students and families. Our students, who come from varied ethnic backgrounds, work harmoniously in an atmosphere of tolerance and respect. Our improved attendance and increased parent involvement is reflective in our students' achievement. Furthermore, our community supports the school in many academic and social endeavors. The school collaborates with political and community leaders such as Assemblywoman Michele R. Titus. Councilman White was an advocate for P.S. 96Q. We are looking forward to a continued relationship with his predecessor.

Public School 96Q continues to make significant accomplishments. The standardized test scores have demonstrated consistent growth in mathematics and our attendance rate has continuously increased since the 2006-2007 school year. P.S. 96Q is an official Core Knowledge school and visitation site. We are also the recipients of the Core Knowledge Reading Pilot in Kindergarten through Grade 2.

The school successfully analyzes data to drive instruction. Assessments such as DIBELS, RAI, and Online Acuity testing are administered and the results are analyzed, monitored and revised to drive instruction.

Public School 96 has worked to develop the whole child and has incorporated opportunities for the students to demonstrate core virtues. Many community service initiatives have been implemented at P.S. 96. The students in our school have taken part in Future Corp., the Penny Harvest Round Table, Toys for Tots, the City Harvest Food Drive and have a continued relationship with the Senior Citizens of JSBOA. The school is participating in the Schoolyard to Playground Initiative which will benefit the South Ozone Park community. Traditionally the P.S. 96Q Garden of Hope enhances the visual esthetics of our community.

Scientific theory and practice are perpetuated through various scientific initiatives. The Museum of Natural History Moveable Museum, the Weather Station, the Globe Program and the partnership with Eastern Queens Alliance has enriched the science curriculum. The Readers are Leaders program continues to inspire the love of reading for our students. Career Day, Literacy Day and "Respect for All Week" are school wide projects that enrich the curriculum. The school continues to support our diversified population by hosting ESL programs for parents in our community.

The vision of P.S.96 is to prepare our students to meet the challenges of the 21<sup>st</sup> century and be college bound and career ready. It is vital to provide them with the tools needed to confront our constantly changing world. It

is crucial to create a partnership between the school and the community to support education. All students will have the opportunities to grow in a safe, nurturing environment, where quality academics, positive role models and enriching learning experience are provided. Students must be encouraged to meet high expectations academically and socially in order to be successful, contributing members of society.

Public School 96Q's mission is to create a community of life long learners where students, staff and parents work collaboratively to support each other academically, socially and ethically in a nurturing, safe and educational environment of academic excellence.

## SECTION III – Cont’d

### Part B. School Demographics and Accountability Snapshot (SDAS)

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 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					
<b>School Name:</b>	P.S.96				
<b>District:</b>	27	<b>DBN #:</b>	27Q096	<b>School BEDS Code:</b>	342700010096

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<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 type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	30	36	36		92.6	93.9	93.9		
Kindergarten	30	49	49						
Grade 1	63	41	57	<b>Student Stability: % of Enrollment</b>					
Grade 2	35	65	37	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	37	36	57		90.4	88.1	TBD		
Grade 4	27	34	35						
Grade 5	28	29	31	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	19	19	28	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					73.9	73.9	91.6		
Grade 8									
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					1	1	0		
Grade 12									
Ungraded	2	1	1	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	271	310	331		0	5	2		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	19	24	24	Principal Suspensions	0	16	12		
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	1	5	6		
Number all others	12	12	9						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10
(As of October 31)				CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	20	33	28	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	0	3	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	23	22	23
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	7	6	6
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	2	5
	0	0	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100
American Indian or Alaska Native	3.0	4.2	4.5	Percent more than two years teaching in this school	73.9	81.8	70
Black or African American	44.6	41.0	36.9	Percent more than five years teaching anywhere	60.9	63.6	95.7
Hispanic or Latino	18.1	21.0	21.1				
Asian or Native Hawaiian/Other Pacific Isl.	32.1	31.0	32.0	Percent Masters Degree or higher	87.0	91.0	100
White	2.2	2.3	2.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	77.1	100.0	100
Multi-racial							
<b>Male</b>	53.5	51.0	51.4				
<b>Female</b>	46.5	49.0	48.6				

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	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	✓		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

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

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<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			-				
<b>Other Groups</b>							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	✓	✓					
<b>Student groups making AYP in each subject</b>	3	4	1				

**Key: AYP Status**

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	NR
<b>Overall Score</b>	83.9	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	22.7	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	51.3	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	NR	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## **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 school's 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?

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After conducting a comprehensive review of students' performance, various trends were indentified. According to the data on the Progress Report, it was clear that the level of proficiency in reading is greater than the level of proficiency in mathematics. On the ELA 2010 exam, 53% of our students were level 3's and 4's. However, 55% of students scored a level 3 and 4 in mathematics. These scores show a decrease of 35.6% in reading and 36.7% in mathematics. Furthermore, the Progress Report indicated a decline in Grades 3 through 6 English Language Arts and Mathematics state exam scores. The data from the administration of the ELA Predictive Assessment predicted that 40% of students in grades 3-6 would score a level 3 or level 4 in mathematics and 28% in reading.

According to the data, many accomplishments were noted. It was shown that our median growth percentile for the school's lowest third was 74 in ELA and 71 in Mathematics. This indicates that our school's growth in reading was 5% greater than schools in our Peer Horizon and 7% greater than schools in the City Horizon. In Mathematics, the progress report showed that our school was 14.5% greater than schools in our Peer Horizons and 12.2% in our City Horizon.

Upon reviewing the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) scores (K-2), Fountas & Pinnell Levels (K-6), and formal and informal teacher evaluations, it was noted that the reading levels of the general education as well as the special education students have increased significantly during the 2009-2010 school year. However, 60% of the students had not met the end of year grade appropriate level according to Fountas and Pinnell's reading criteria.

### **Significant Aids for Improvement**

The findings above had various implications. Information relating to the number of students receiving 3's and 4's in ELA/Math made it apparent that tutorial as well as enrichment was necessary in our school. In response to these findings, tutorial and enrichment programs during extended day and after-school were implemented. AIS providers also began servicing 1's and 2's in addition to those students receiving enrichment. Information relating to one year progress was the catalyst toward analyzing the growth of the K-2 students in terms of reading level. Therefore, certain criteria were specified and a goal was set. Our success in improving the lowest 1/3 of our school population has also led us to thrive in mainstreaming and improving this statistic. Therefore, our focus relating to Special Education students was reevaluated and a goal was set to increase the number of children meeting their IEP goals.

Aids to our continuous improvement have been the implementation of Core Knowledge and staff development that has been provided. Our school has employed the Core Knowledge Reading Pilot in grades K- 2 and the

Treasures Reading Program in Grade 3. To close the gap in Mathematics, the Envision Math program was instituted throughout the grades. This program utilizes technology to aide in differentiating instruction and provides an on-line parent linkage. The Engrade program has also been implemented in order to keep parents informed of their child's progress.

In addition, the availability of technology has been an asset to the school improvement. Many classrooms are equipped with SMARTBOARDS. Computers are accessible to all students. Furthermore, the school has a highly qualified staff that has years of experience and expertise. Staff development is continuously provided and evaluated. Differentiated instruction and Common Core Standards workshops and class inter-visitations are the focus for the school year. The school has also required that every member of the staff be part of the Inquiry Team. Each member focuses on five students and analyzes data collected for those students. Our school is able to provide AIS services to every grade despite our decreasing budget. This includes students ranging from level 1-4.

### **Significant Barriers to increasing student achievement**

The barriers to increased student performance include the physical limitation of our school building as outlined below. Additionally parental support is needed in academic matters at home, especially in the upper grades. Lack of funding contributes to a lack of materials. Students are unable to utilize all reading strategies while working with consumables as these materials need to be reused. The school building is currently being used beyond its capacity. AIS services are housed in one room and therefore multiple student groups are being conducted simultaneously which create distractions. This setting is located in the school library and consequently the school lacks a functioning library. This room, as well as the teacher's room is utilized for testing accommodations and as a science room. Our school lacks a gymnasium; therefore, the physical education program is limited especially during inclement weather.

Large class size negatively impacts on instruction as materials and space is limited. It is a challenge for teachers to implement differentiated instruction that addresses the multiple intelligences of our students. The needs of our ELL students within these large classes are limited during whole group instruction.



## 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.

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**SMART Goal 1:** Upon reviewing the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) scores (K-2), Fountas & Pinnell Levels (K-6), and formal and informal teacher evaluations, it was noted that the reading levels of the general education as well as the special education students have increased significantly during the 2009-2010 school year. However, 40% of the students had not met the end of year grade appropriate level according to Fountas and Pinnell's reading criteria. Our goal for the 2010-2011 school year is for 70% of the general education students' (K-6) reading level to indicate at least one year's gain. Twenty percent of the special education students will increase at least two Fountas and Pinnell reading levels.

**SMART Goal 2:** Based on the 2010 end of the year Envision Math Cumulative Assessment (K-6) it was determined that 60% of the students in grades K-6 had not met the grade level standards for their grade. Our goal is for 75% of our general education students to score at least a level 3 on the ITA Math exams (3-6), on-line Acuity indicators (3-6) as well as on the 2011 Envision Math Cumulative Assessments (grades K-6). Our special education population will demonstrate an increase of 10% in level three and a reciprocal 10% decrease in level one as measured by the aforementioned assessment tools.

**SMART Goal 3:** Due to an increase in our English Language Learner (ELL) population and the increased number of students scoring at the beginning level on the Language Assessment Battery-Revised (LAB-R), our goal for the ELL population is set at each student increasing at least one proficiency level on the 2011 New York English as a Second Language Achievement Test (NYSESLAT).

**SMART Goal 4:** In an effort to assist teachers in meeting their own professional goals, it was determined that 85% of monthly faculty conferences and grade level meetings will be set aside to provide professional development opportunities strategically targeted and differentiated to teachers' needs. Professional Development will also be provided to support teachers in analyzing and using student data to drive instruction. Scientific research based theories and practices will be examined to support the current paradigm in all areas of our field.

**SMART Goal 5:** Using the Blueprint for Teachers and Learning in the Arts curriculum, we will enhance and augment our Core Knowledge Art curriculum to meet 85% implementation for grades Pre-K-6.

**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):** Fountas and Pinnell Reading Levels

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>SMART Goal 1:</b> Upon reviewing the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) scores (K-2), Fountas &amp; Pinnell Levels (K-6), and formal and informal teacher evaluations, it was noted that the reading levels of the general education as well as the special education students have increased significantly in the 2009-2010 school year. However, <u>40</u>% of the students has not met the end of year grade appropriate level according to Fountas and Pinnell’s reading criteria. Our goal for the 2010-2011 school year is for 70% of the general education students’ (K-6) reading level to indicate at least one year’s gain. Twenty percent of the special education students will increase at least two Fountas and Pinnell reading levels.</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>	<ul style="list-style-type: none"> <li>• Differentiated instruction will be provided by highly qualified teachers using the workshop model. However, the emphasis will be placed on individual needs during the daily guided reading period.</li> <li>• Academic Intervention Services will also be provided by highly qualified teachers, including the SETTS teacher using research-based programs. Implementation will occur 2-3 times weekly using the push-in and/or pull-out models.</li> <li>• Extended-Day Tutorial programs will be provided for students who are below or approaching standards three times a week for 50 minutes. Enrichment programs will also be provided for those students who have met or exceeded grade level standards.</li> <li>• After-school programs will be offered to students in grades 3-6 using research-based programs addressing individual needs.</li> <li>• The targeted goals of students with an IEP will be achieved through differentiated instruction.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with 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>	<ul style="list-style-type: none"> <li>• Tax Levy Fair Student Funding</li> <li>• EGCSR Federal Program</li> <li>• EGCSR State Program</li> <li>• Tax Levy DRA Stabilization Funding</li> <li>• Contract for Excellence Funding</li> <li>• Tax Levy IEP Teacher Funding</li> <li>• Tax Levy Parent Coordinator Funding</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• Running Record will be conducted quarterly (September, November, March, and May) in order to assess students' reading comprehension level.</li> <li>• Fountas and Pinnell reading criteria checklists will be completed along with quarterly running records.</li> <li>• The DIBELS assessments will be performed bi-yearly to assess the reading level of children in Grades K-2.</li> </ul>

**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):** Improvement in Mathematics in Grades K-6

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>SMART Goal 2:</b> Based on the 2010 end of the year Envision Math Cumulative Assessment (K-6) it was determined that <u>60</u>% of the students in grades K-6 had not met the grade level standards for their grade. Our goal is for 75% of our general education students to score at least a level 3 on the ITA Math exams (3-6), on-line Acuity indicators (3-6) as well as on the 2011 Envision Math Cumulative Assessments (grades K-6). Our special education population will demonstrate an increase of 10% in level three and a reciprocal 10% decrease in level one as measured by the aforementioned assessment tools.</p>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Differentiated instruction will be provided daily using flexible grouping and manipulatives in the workshop model.</li> <li>• Technology will be incorporated into various components of the workshop model. Online Home-School connections will be provided to families through the EnVision Math program.</li> <li>• Academic Intervention Services will also be provided by highly qualified teachers, including the SETTS teacher using research-based programs. Implementation will occur 2-3 times weekly using the push-in and/or pull-out models.</li> <li>• Extended-Day Tutorial programs will be provided for students who are below or approaching standards three times a week for 50 minutes. Enrichment programs will also be provided for those students who have met or exceeded grade level standards.</li> <li>• After-school programs will be offered to students in grades 3-6 using research-based programs addressing individual needs.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with 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>	<ul style="list-style-type: none"> <li>• Tax Levy Fair Student Funding</li> <li>• EGCSR Federal Program</li> <li>• EGCSR State Program</li> <li>• Tax Levy DRA Stabilization Funding</li> <li>• Contract for Excellence Funding</li> <li>• Tax Levy IEP Teacher Funding</li> <li>• Tax Levy Parent Coordinator Funding</li> <li>• Tax Levy General Hold Harmless Funding</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• Beginning of the Year Envision Assessment/Checklist</li> <li>• EnVision Unit Tests</li> <li>• Benchmark Assessments-upon completion of four Envision Units</li> <li>• End of the Year Envision Cumulative assessments</li> <li>• On-line testing through Envision and Acuity</li> <li>• Instructional Targeted Assessment (ITA) and Predictive Math exams.</li> <li>• NYS Practice Math exams</li> </ul>

**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):** English Language Learners

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>SMART Goal 3: Due to an increase in our English Language Learner (ELL) population and the increased number of students scoring at the beginning level on the Language Assessment Battery-Revised (LAB-R), our goal for the ELL population is set at each student increasing at least one proficiency level on the 2011 New York English as a Second Language Achievement Test (NYSESLAT).</b></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>	<ul style="list-style-type: none"> <li>• Technology including computers, listening centers, SMART Boards, and Leap Pads are available to all classroom teachers who have ELL students.</li> <li>• Leveled books are available also available to all teachers and ELL students.</li> <li>• Academic Intervention services will also be provided by the ESL/ECA teacher based on proficiency levels.</li> <li>• Academic vocabulary will be developed utilizing a variety of instructional skills and strategies using ESL methodologies.</li> <li>• Extended-day and after-school programs for targeted ELL students are provided by the ESL/ECA teacher based on the needs of the largest ELL population in specific grades.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Title III Funding</li> <li>• Tax Levy Fair Student Funding</li> <li>• Contract for Excellence Funding</li> <li>• Tax Levy DRA Stabilization Funding</li> <li>• Tax Levy General Hold Harmless Funding</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- **LAB-R upon entry into NYC Public School System**
- **Pearson Interim Assessments (Fall and Spring)**
- **NYSESLAT exam**
- **All General Education Standardized Exams**

**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):** Professional Development

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>SMART Goal 4:</b> In an effort to assist teachers in meeting their own professional goals, it was determined that 85% of monthly faculty conferences and grade level meetings will be set aside to provide professional development opportunities strategically targeted and differentiated to teachers’ needs. Professional Development will also be provided to support teachers in analyzing and using student data to drive instruction. Scientific research based theories and practices will be examined to support the current paradigm in all areas of our field.</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>	<ul style="list-style-type: none"> <li>• Identify the professional development needs of faculty through interest checklists, informal and formal observations, teacher feedback, and the analysis of student data. ELL/ESL components, writing and grammar, data analysis, the Arts, and differentiated instruction are topics that will be focused upon.</li> <li>• Needs will be prioritized and a professional development schedule has been created for professional development activities and topics based on the general and differentiated needs of the staff.</li> <li>• Teachers will work in collaborative groups to evaluate professional literature.</li> <li>• Core teachers and administrators will attend conferences and seminars and turn-key information to faculty during monthly conferences and grade-level meetings.</li> <li>• Intervisitations and opportunities to observed modeled lessons will be scheduled.</li> <li>• Teachers will participate in Common Core Standards workshops.</li> <li>• Faculty will be members of the Inquiry Team and will analyze data in order to differentiate instruction and institute best teaching practices.</li> <li>• A year-long schedule of differentiated instruction workshops have been planned for the 2010-2011 school year.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with 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>	<ul style="list-style-type: none"> <li>• <b>Tax Levy General Hold Harmless Funding</b> <ul style="list-style-type: none"> <li>• Tax Levy Fair Student Funding</li> <li>• EGCSR Federal Program</li> <li>• EGCSR State Program</li> <li>• Tax Levy DRA Stabilization Funding</li> <li>• Contract for Excellence Funding</li> <li>• Tax Levy IEP Teacher Funding</li> <li>• Tax Levy Parent Coordinator Funding</li> <li>• Tax Levy School-wide Programs Funding</li> </ul> </li> </ul>
<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>	<ul style="list-style-type: none"> <li>• <b>Monthly faculty meeting and weekly grade level meeting will be held to satisfy professional development goal.</b></li> <li>• <b>Teacher reflection sheets will be evaluated.</b></li> <li>• <b>Informal/formal observations will assess the application of staff development.</b></li> </ul>

**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):** Implementation of the Arts

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>SMART Goal 5: Using the Blueprint for Teachers and Learning in the Arts curriculum, we will enhance and augment our Core Knowledge Art curriculum to meet 85% implementation for grades Pre-K-6.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• In alignment with the Core Knowledge curriculum and the Blueprint for Teachers and Learning in the Arts, a monthly scope and sequence will be created incorporating elements of the arts that will be covered school wide.</li> <li>• Classroom teachers will foster music appreciation and the identification of the elements of music through listening and discussing various selections of musical genres.</li> <li>• Students will read, interpret, and dramatize works of literature through Readers Theatre, teacher-created and classical plays included in the Core Knowledge curriculum.</li> <li>• A highly qualified visual arts teacher and the classroom teacher will implement a visual arts program that various modes and mediums of art.</li> <li>• Clubs that support the arts will be formed to incorporate the components listed in the Blueprint for Teachers and Learning in the Arts.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with 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>	<ul style="list-style-type: none"> <li>• Tax Levy Fair Student Funding</li> <li>• EGCSR Federal Program</li> <li>• EGCSR State Program</li> <li>• Tax Levy DRA Stabilization Funding</li> <li>• Contract for Excellence</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- **A curriculum checklist for the arts will be completed three times a year determining the percentage of the curriculum being implemented at that interval of time.**

## **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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

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

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**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	8	0	N/A	N/A	3	0	0	0
1	8	8	N/A	N/A	2	0	0	0
2	9	10	N/A	N/A	2	0	0	1
3	5	5	N/A	N/A	4	0	0	2
4	10	10	12	12	6	0	0	5
5	5	5	8	9	0	0	0	1
6	5	5	6	12	11	0	0	0
7								
8								
9								
10								
11								
12								

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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. 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>	<p>During the school day, pullout/push-in AIS teachers in K-2 reduce student teacher ratio providing small group and individualized instruction. Programs utilized are Soar to Success, Early Success and materials from the Core Knowledge Reading Pilot. Guided reading groups are also conducted using Fountas and Pinnell leveled texts.</p> <p>During the school day, pullout/push-in AIS teachers in Grades 3-6 reduce student teacher ratio providing small group and individualized instruction. Programs utilized are Achieve It, Wilson Reading Program, Open Court Phonics Program, and Soar to Success. Guided reading groups are also conducted using Fountas and Pinnell leveled texts.</p> <p>In addition, ELL teacher provides service to K-6 mandated and non-mandated students forty minutes a day in a small group setting.</p> <p>An extended day tutorial/enrichment program has been implemented providing additional services for Grades 1-6 for 50 minutes for three days a week. Programs utilized are Words Your Way, G.L.O.B.E., Reader’s Theater, Sidewalks Program, and SPRINT reading program.</p> <p>An after-school tutorial/enrichment program has been implemented for Grades 3-6 for 1 hour and a half hours for two days a week. Programs G.L.O.B.E., Achieve-it, and Ladders for Success</p>
<b>Mathematics:</b>	<p>During the school day, pullout/push-in AIS teachers in K-2 reduce student teacher ratio providing small group and individualized instruction. Programs utilized include Measuring Up and Achieve-it Math. Small group instruction is conducted using interactive Math games and differentiated materials from Envision Math Program.</p> <p>During the school day, pullout/push-in AIS teachers in Grades 3-6 reduce student teacher ratio providing small group and individualized instruction.</p> <p>In addition, ELL teacher provides service to K-6 mandated and non-mandated students forty minutes a day emphasizing on analysis of word problems.</p> <p>An extended day tutorial/enrichment program has been implemented providing additional services for Grades 1-6 for 37 ½ minutes for four days a week. The program utilized is Measuring Up Mathematics.</p> <p>An after-school tutorial/enrichment program has been implemented for Grades 3-6 for 1 hour and a half hours, two days a week. In addition, the Coach Program is utilized.</p>

<p><b>Science:</b></p>	<p>During the school day, pullout/push-in AIS teachers in Grade 4 reduce student teacher ratio providing small group and individualized instruction emphasizing hands-on inquiry based instruction.</p> <p>During the months of March and April, an extended day tutorial/enrichment program has been implemented providing additional services for Grades 4 for 37 ½ minutes four days a week The COACH program is utilized.</p> <p>During the months of March and April, an after-school tutorial/enrichment science club emphasizing on hands-on inquiry is implemented for Grades 3 and 4 for 1½ hours two days a week. The Ready Set Go and Buckle Down programs are utilized.</p>
<p><b>Social Studies:</b></p>	<p>In Grades K-6 during the Literacy Block and AIS periods, students are provided with non-fiction material that relates to Social Studies curriculum. In addition, Document Based Questions are reviewed in Grades 3-6</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>The Guidance Counselor acts as an advocate who works collaboratively with the teacher, parents and organizations to address the student’s academic, behavioral and psychological needs. The guidance counselor will develop behavior intervention plans and provide academic strategies to assist the students in class. Groups are conducted for conflict resolution, interpersonal skills, and building self esteem. There is a sixth grade girls group to discuss their concerns and anticipations for the future. In addition, it is the responsibility of the guidance counselor to push in lessons and staff development on identifying and responding to bullying and conflict resolution, there is a home-school connection about daily concerns among the students, attendance, articulation and the middle school process.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	
<p><b>At-risk Services Provided by the Social Worker:</b></p>	
<p><b>At-risk Health-related Services:</b></p>	<p>Occupational Therapy services are provided during the school day by a licensed occupational therapist to maintain and improve the function of all students. The functions that are worked upon include neuro-musculoskeletal function, motor function, sensory and perceptual function, and cognitive and psychosocial function. The activities to meet these needs emphasize independence in daily living skills. These activities encourage school participation in various settings including the classroom, lunchroom, bathroom and playground.</p> <p>During the school day students are provided with adaptive physical education. After administering the Test of</p>

	<p>Gross Motor Development II, an assessment of growth motor development, the child's strengths and weaknesses in gross motor development are identified and a plan of action is determined. Physical games are played that zero in on the student's needs. Individualized instruction and corrections are made throughout the thirty minute period. Students are assessed through teacher observation monthly and the Test of Gross Motor Development II is re-administered.</p> <p>School based physical therapy helps students access their academic environment and participate in all their related activities. The physical therapist provides evaluation and treatment to students with disabilities and attends IEP meetings. Through the use of play, the physical therapist can improve the students' balance, coordination and strength. Recommendation of adaptive equipment and/or environmental accommodations assists students in achieving academic excellence.</p>
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**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below 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.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- 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.

**Section I. Student and School Information**

Grade Level(s) Kindergarten - 6 Number of Students to be Served: 34 LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_

Number of Teachers 1 Other Staff (Specify) 4 Teachers who service ELL students for AIS

School Building Instructional Program/Professional Development Overview

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – 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. They may use both English and the student’s native language and 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 CR Part 154. In the space 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); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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The Limited English Proficient Program (LEP) at Public School 96Q provides services for 33 students in grades Kindergarten through 6, whose Home Language Surveys documented English is not their first language. The LEP population consists of 5 different languages at the school. There are 7 students whose home language is Spanish, 17 students who speak Arabic, 4 students who speak Punjabi, 2 students who speaks French/Creole and 3 students who speak Urdu.

Students in grades Kindergarten through Grade 6 receive services in our English as a Second Language Program (ESL). The Pull-Out program format provides students with instruction in English in the content areas of literacy, mathematics, science and social studies. The objective of the program is to assist students to become proficient in English language utilizing a variety of instructional skills and strategies. The students are provided with intense instruction in word knowledge, fluency, comprehension, writing and literacy using ESL methodologies. These practices are implemented and scaffolded in order to foster English Language acquisition.

Students are also provided supplemental instruction in ESL on Tuesday, Wednesday and Thursday during the 50 minute Extended Day Program, which is implemented from September to June each school year. The ESL Provider reinforces effective practices introduced during the day. Classroom teachers and Reading Specialist also provide additional instruction in literacy and mathematics. These programs will support and assist the LEP students to meet the Performance Standards in the content areas. Additionally English language learners in grades 3-6 will participate in an Early Bird program three times per week from 7:30 a.m. to 8:15 a.m.

The instruction for the LEP students is provided by the ESL teacher who focuses on developing social and academic language skills in the areas of speaking, listening, reading and writing. Students receive additional support by attending the Extended Day and Afterschool Programs where they receive instruction in balanced literacy, writer's workshop and phonics. Math instruction engages the ESL students in using manipulatives, tools and technologies in problem solving activities. The teacher is trained in working with LEP students using ESL methodologies like scaffolding and the Language Experience Approach (LEA). In addition, data analysis from (LAB-R, NYSESLAT, ELA, and Math Assessments), running records, observations and teacher generated assessment tools will be used to drive instruction. Teachers make use of visuals using Smart Boards. Students work in whole class and small group projects while teacher demonstrates and models activities. The teacher receives monthly Professional Development from the District Office. In addition the teacher is presently participating in classes on a weekly basis which focus on skills and strategies that will enhance teaching and learning for English language learners.

The **Title III Early Bird/ After-School Program** focuses on improving the academic achievement of English language learners in literacy. This program provides instruction in English. Participants will be students in grades 3 through 6. There will be one ESL teacher. There will be one group that meets from 7:30 to 8:15 a.m. during the fall and winter months. An additional group will meet after school in the spring. Students meet two days per week from 2:35pm to 4:35pm. These sessions will last for thirty weeks. The teacher will focus on differentiated instruction to suit the needs of students. Our focus will be on phonemic awareness, comprehension and reading fluency. From our formal and informal assessments, NYSESLAT exam and running records (Fountas & Pinnell), the results revealed that the students need to focus on the areas identified. The teacher will focus on developing students' academic language in order for them to communicate effectively in English.

In order to make instruction more comprehensible for our English language learners, the teacher will demonstrate, model, use a variety of graphic organizers, simplify and paraphrase instructional language and focus on direct teaching of key vocabulary. Since most classrooms are composed of students with varying levels of English proficiency and subject expertise, the teacher will focus on differentiating instruction based on the needs of the students. The reading program "Treasure Chest" from McGraw Hill was purchased. In addition, Leap Pads, audio books and computers will be used to augment and enrich this program.

## Parental Involvement Program

Parents at P.S.96Q are involved in many school activities. They assist at morning line up, taking students to classes when they are late and collecting attendance scan sheets. In addition, they assist teachers in all grades with the correction of homework, organizing folders, leveling books and other classroom materials. Parents have had training professional Learning Leaders. A program for teachers and the staff responsible for the delivery of instruction and services to limited English proficient students.

Regional monthly meetings are held by the ELL Supervisor. Professional development focuses on the preparation of lesson plans that support academic rigor and high expectations for ELL students. ESL teachers and teachers of ESL students have been trained to use Smart Board technology and the internet to enhance instruction and expose students to 21st Century learning. Teachers also have common planning periods (Circular 6) where they collaborate and discuss teachers' and students' needs. They identify areas to be addressed and refocused so that instruction in ELL is enhanced and appropriate interventions implemented. All ESL students have access to laptops as this enhances instruction as they use programs connected to the internet. In addition, other Professional Development Workshops are posted on the internet by the Department of Education. Teachers are exposed to regular professional development on a monthly basis by school administration which enable them to acquire additional expertise so that they can implement instruction that would enhance learning. The ESL teacher turns new information to the rest of the staff. The parent coordinator will conduct workshops and training for the ARIS link to show parents how they can obtain their child's grade and other pertinent information.

One on one conferences are conducted with the secretaries to apprise them of the current mandates and requirements for students and parents of English Language Learners. Para professionals, special education teachers, guidance counselor, parent coordinator, and the assistant principal participate in our faculty conferences with parents on a daily basis identifying their specific needs and addressing their concerns. In addition, parents complete surveys, questionnaires and submit inquiries and concerns in a suggestion box which is placed in a strategic location in the building. The Parent Coordinator assists parents with their concerns about their children and other family members. She is the liaison between staff administration and parents. During Circular 6 sessions and preparation periods, ELL workshops are also conducted. The guidance counselor focuses on articulation procedures for students transitioning from elementary to middle schools. Workshops will be conducted for parents focusing on middle school application processes for various schools.

The parent coordinator helps to coordinate an ESL program for parents (21 and over). Last year this program took place once per week from 4:00pm-7:00pm. However, this year renovations are being done for the entire school year. A portion of all the professional development includes ELL training for staff in using ESL methodologies and strategies to use with English Language Learners. On Election Day a great portion of training is devoted to staff (two hours). During Circular 6 (45 minutes) which is held once per week, teachers are also exposed to ESL methodologies to be used with the English Learners in their classrooms. Some of the topics for ESL professional development include:

1. Successful Strategies for English Language Learners

- a. Using the Workshop Model
  - b. Scaffolding Instruction
  - c. Questioning techniques for English Language Learners
  - d. Developing Academic Language Vocabulary
2. Differentiated Instruction Modules 1 through 5
- a. Introduction to DI
  - b. Assessment
  - c. Strategies/Materials/Activities
  - d. Tiering and Curriculum Compacting
  - e. Managing DI classroom
3. Stages of Second Language Development
4. Using Technology with English Language Learners
5. Common Core State Standards- Reading/Mathematics

**Section III. Title III Budget**

School: 27Q096 BEDS Code: 342700010096

<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> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	\$9,603.82	<b>After School ELL Program</b> 2 teachers x 2 hours x 35 sessions x \$49.89 = \$6,984.60  <b>Professional Development</b> 2 teachers x 1 hour a wk. x 15 wks. x \$49.89 = \$1,496.70  <b>Parent-Involvement</b> 1 teacher x 1.5 hours x 15 weeks x \$49.89 = \$1,122.52
<b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum</li> </ul>		

development contracts.		
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$3,500	<b>After School ELL Program \$3,000</b> Treasure Chest by McGraw Hill – Program supports Phonemic Awareness, Comprehension and Reading Fluency, Foundations/Wilson Program. <b>Parent Program \$500</b> Informational Materials Supplies
<b>Educational Software (Object Code 199)</b>	\$1,700	<b>Imagine Learning Software Materials</b>
<b>Travel</b>		
<b>Other – Parent Involvement</b>	\$196.18	Refreshments and Snacks
<b>TOTAL</b>	\$15,000	

### **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**

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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 data and methodologies used to ensure all written correspondence and oral interpretations are addressed in a timely manner. Home Language Surveys are reviewed and languages are assessed by ESL provider. The ESL teacher provides a list of the various languages to administration and pupil accounting secretary. Written notices, progress reports, discipline policy, report cards and parent services are translated by the Translation and Interpretation Unit of the DOE in the various languages. Written translations services are provided to parents. The school pupil accounting secretary downloads information from the internet in various languages. The translation and interpretation unit provides DOE schools with an internal resource for requesting translation and oral interpretation services. This is available so that non-English speaking parents can participate more fully in their children's education. Home languages are obtained from the ATS System (RLER/HLIS). When notices need to be translated in different languages the ESL teacher gives them to the pupil accounting secretary who in turn uses the DOE personnel to get them translated. The ESL teacher also uses the internet (DOE) to send letters to parents on a regular basis. Oral interpretation is provided by staff member and in house volunteers. When language interpreters are not accessible to parents within the school, parents are directed to contact 718-752-7373, Ext. 4

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

The feedback from our community of English Language Learners has been positive. There have been requests from Non-English speaking parents that they would like to have correspondence in both English and their native language. Many of our Non-English speaking parents attend Parent Association meetings. They usually are accompanied by a person who speaks English. Parents also provide feedback to the Parent Coordinator.

Using the Adult Preferred Language Report (RAPL) and/or the NYSESLAT Eligibility Roster (RLER) and the (RHLA), the ESL teacher identifies the parents who require written translation and/or oral interpretation. Seventeen parents that speak Arabic, seven parents that speak Spanish/English, two parents that speak Haitian Creole, four parents that speak Punjabi and two parents that speak Urdu receive correspondence in their home language as well as English. The principal is aware of letters that are sent to parents since all correspondence must be given prior approval by the principal.

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

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

The procedures currently in place ensure that Non-English speaking parents are apprised of pertinent information that is distributed in a timely manner. The School secretary is provided notices that are to be sent home. Each correspondence is sent via e-mail to the DOE Translation and Interpretation Unit @ [translations@school.nyc.gov](mailto:translations@school.nyc.gov). Within 2-3 days the secretary receives the translated notices, letter, reports, etc via e-mail. The school secretary downloads the information. A list of students and their home languages are available in the office. The information is sorted and placed into teachers' mailboxes with students' names noted. Additional copies are given to Parent Coordinator to disseminate. The Bill of Parents Rights and Responsibilities is posted in the hallway next to the office as parents enter the building in their home languages. In addition, at Parent-Teacher Conferences and parent meetings they have access to this document.

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.

The school will provide oral interpretation services in the school utilizing the Translation and Interpretation Unit at (718) 752-7373 Ext. 4. These are the procedures in place. Parent Coordinator/and school's secretary will have a list of all students noting their current grade, class and teacher. The school currently has oral translation services in Spanish, Punjabi, and Urdu. Languages where there are no oral interpretation services available will be directed to the Parent Coordinator who will call the Translation and Interpretation Unit. The Parent Coordinator will support parent with conversations via telephone. At group and one-on-one meetings, the school makes use of teachers and school aides who speak Spanish, support staff who speak Haitian Creole and volunteer parents and students who speak Arabic and other languages.

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

The school will fulfill Section VII of Chancellor's Regulation A-663 by displaying in the office and the Parent area, the Department of Education's A-663 Important Notice for Parents Regarding Language Assistance Services. These documents will be situated in a prominent location in each area and will be given to parents upon request.

**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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$203,651	\$10,706	\$214,357
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,037	\$504	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$10,190	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$20,380	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%

6. If the percentage of high quality teachers during 2008-2009 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.

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

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **P.S. 96 Parent Involvement Policy**

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| <ul style="list-style-type: none"><li>▪ <b>Goal:</b> P.S. 96Q will foster parental involvement towards ensuring students' academic, social and emotional success.</li></ul>  |
| <ul style="list-style-type: none"><li>▪ <b>Objectives:</b> By October 2010, the Parents' Association of P.S. 96Q will have been established.</li><li>▪ By April 2011, P. S. 96Q will have been provided training/development for parent leaders in creating the school's CEP.</li><li>▪ By June 2011, P. S. 96Q will demonstrate a substantial increase in parental involvement ex. Fashion shows, workshops.</li><li>▪ By June 2011, P.S. 96Q will evaluate the parent involvement policy to ensure that it defines parent involvement and outlines strategies to increase parental involvement at the local school level. Strategies to provide specific outreach to parents of ELL and special education students will be examined. In addition, the outreach provided to foster, adoptive and male caretaking parents will also be considered.</li><li>▪ By June 2011, the academic, social and emotional experience of students will be evaluated to determine how increased parent participation enhanced this experience.</li></ul> |

**Description of Proposed Parent Involvement Program:** (*Note: Title I Schools must attach a copy of the Title I School Parent Involvement Policy and a sample of the School-Parent Compact.*)

The school will continue to implement the position of a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns. The Parent Coordinator will also assist administration and attend meetings.

Training for parents and community members will include:

- Support for parents' understanding of, and participation in instructional initiatives
- *Learning Leaders* Parent Volunteer Program
- Support for increased parent participation on the School Leadership Team and subcommittees
- Family support resources in the community in the areas of career development, health, social services, etc.
- Encourages and assists parents with the Parent Link Connection.

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

Our trained parent coordinator will continue to provide parents with an on-site ombudsman who was selected because of demonstrated skills in meeting school specific needs (i.e. second language fluency, knowledge of constituency concerns, etc.) The parent coordinator provides workshops and parental outreach on a consistent, ongoing basis as well as supporting the needs of the school's parents at district-wide parent forums and training sessions.

Ongoing workshops will be provided to enhance parent leaders ability to develop socialization and operational skills necessary to effectively run a parent organization

Create and stock a lending library with parenting and intervention materials, learning aids and other resources of interest to parents.

Conduct workshops to increase parents understanding of standards, assessments, and the new reading and math curriculums.

Outreach and recruit programs/services for children and youth (tutorial, self-esteem, health, emotional

support, mentoring, athletic skills, fine and performing arts, academic performance.

Provide group or individual sessions for parents as an opportunity to share common experiences, gain emotional support, learn practical parenting and problem solving skills from other members.

Provide bereavement sessions for parents and family members.

***District 27 Parent Involvement Policy  
2010 – 2011***

***Overview***

*District 27 receives funds under Title I to implement supplemental instructional programs for its students. Outlined in this document are the policies and procedures for parental involvement which include four (4) components: consultation, annual meetings, parental involvement activities and visitations. At the regional level, the Office of Parent Support monitors all parental involvement activities. At the district level, parent coordinators facilitate parental involvement activities in collaboration with the parents' association. Throughout this document, the term "parent" is defined as any and all primary caregivers (and is intended to have the broadest possible meaning), including parents, guardians and other persons having "parental responsibilities" to a child currently attending a school within this district.*

***Consultation***

*Consultation is defined in the District 27 program to include providing a comprehensive range of opportunities for parents to become informed, in a timely way, about how the program will be designed, operated and evaluated; and allowing opportunities for parental participation so parents and educators can work together to realize the program's objectives. After consultation with and review by parents, the district developed this written policy to insure parents are involved in the planning, design and implementation of programs, and shall provide such reasonable support for parental involvement activities as parents may request.*

*The following procedures have been implemented to insure ongoing opportunities for consultation:*

- *Each Title I/PCEN school has established a PA in Title I schools, at least 51% of the*

*membership is composed of parents of Title I students.*

- *The Community District & Education Council of Presidents (PA) where the membership includes a minimum of two (2) representatives from each school's PA.*
- *PA meetings are held monthly to:*
  - *inform parents of their rights and responsibilities pursuant to Title I guidelines and regulations;*
  - *provide parents with written descriptions of program activities for their review, discussion and recommendations;*
  - *disseminate information, and obtain parental input, regarding program goals, objectives, procedures for selecting and assessing the participating schools and students, and the development, implementation and evaluation of educational strategies;*
  - *provide monthly progress reports on program activities;*
  - *discuss recommendations for programmatic change.*

*Monthly school PA meetings are to be coordinated and scheduled by the parent coordinator and the PA chairperson. PA meetings are to be lead by the PA chair with program information provided by the District Superintendent or his/her designee; the latter also will attend each meeting.*

*The Regional District Comprehensive Educational Plan (RDCEP) is to be made available for review by parents. The RDCEP also will be distributed to all district schools in September.*

### **Annual Meetings**

*Each school year, an annual "open house" must be held in all schools by October 31. Each school's parent coordinator will assist the PAC chair in scheduling this event. Parents will be provided with information regarding opportunities for involvement in the development of policies, programs, activities and procedures for ongoing parental involvement. Funded program personnel, which include Reading, Math, Early Childhood and/or Bilingual teachers, will provide parents with information about program goals, objectives, activities, mid-year assessments and procedures for individual parent conferences throughout the school year. Each funded teacher will conduct two (2) workshops during the school year on topics specifically requested by parents.*

### **Parental Involvement Activities**

*In consultation with parents, the following activities will be supported during the school year:*

- *monthly PA meetings, each of which will include discussions of programs to apprise*

parents of the activities that will be conducted and to solicit recommendations for change. Light refreshments will be provided;

- a minimum of six (6) district-wide parental workshops will be conducted to assist parents in becoming active partners in the education of their children. Workshops will be conducted by program coordinators, funded teachers and/or consultants. Light refreshments will be provided at workshops. Program funds will support the provision of relevant written and instructional materials for participating parents;
- participation in school activities and school-based announcements to keep parents informed of school events; these include PA meetings, science fairs, multicultural fairs, school assemblies, trips and other special events. Funds also may be provided for parent trips related to school and parental involvement activities;
- school visits by parents to view school-based programs and activities. A workshop will be conducted for interested parents and a schedule developed for parent visits.
- mid-year and final evaluation reports will be presented to the District Advisory Council and the Regional Superintendent for their review.
- ESL and GED Programs.
- EPIC Series.

In addition, parental involvement is an integral component of the following programs:

*Universal Pre-Kindergarten (located in public schools and community-based organizations.*

*The Pre-kindergarten social worker shall coordinate and conduct workshops in their assigned schools at least once a month. These workshops allow the staff an opportunity to meet the specific needs of their school community. Moreover, all pre-kindergarten parents in the district may participate in district-based pre-kindergarten Parent Advisory Committee meetings run by the pre-kindergarten social workers. These PAC meetings may be held either in a public school or in one of the CBOs. Additionally, two (2) representatives of each district's PAC attend the Citywide PAC meetings throughout the year.*

### **Visitations**

*It is district policy that all parents are strongly encouraged to attend parent-teacher conferences and to participate in parent workshops scheduled at their child's schools.*

### **Shared Responsibility for High Student Achievement**

*As a component of school-level policy regarding parental involvement, each Title I/PCEN school will*

*develop, with parents, a Home-School Compact that outlines the manner in which school staff, parents and students will jointly share responsibility for improved student performance. The compact will:*

- *describe the school's responsibility for providing high quality curriculum and instruction and the ways in which parents will be responsible for supporting the learning of their children;*
- *address the importance of communication between parents and teachers through, at a minimum, regularly scheduled parent-teacher conferences, frequent school reports on the progress being made by children, and reasonable access of parents to school staff;*
- *provide opportunities for parents to assist in school activities as volunteers, and observe and participate in their children's activities.*

#### **District and School Building Capacity for Parental Involvement**

*The district will provide assistance to parents in understanding national educational goals, New York State's and New York City's content and student performance standards, as reflected in evolving curriculum frameworks, New York State and New York City assessment tools and instruments, and how parents can participate in decision-making related to the education of their children;*

- *educate school administrators, teachers, student placement personnel and other staff to work with and maximize the use of technology;*
- *involve parents and community members in the educational process via the School Leadership Team.*

#### **Title I LEA Parent Involvement Policy**

*The Regional Office of Parent Support, comprised of a team leader and parent support officers, will:*

- *involve parents in the joint development of each district's Title I plan and the process of school review and improvement;*
- *provide technical assistance and other support necessary to assist participating schools in the planning and implementation of effective parental involvement activities that will lead to improved student academic achievement and school performance;*
- *build the school's and parent's capacity for strong parental involvement through a collaboration between the parent coordinator and the parents' association;*
- *coordinate and integrate parental involvement strategies with early childhood programs such as Head Start, Reading First, Early Reading First, Parents as Teachers, Home*

*Instruction Program for Preschool Youngsters and State-run preschool programs;*

- *conduct, in collaboration with parents, an annual City and State evaluation of*
  - *the content and effectiveness of the parental involvement policy*
  - *improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background) and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, these parental involvement policies.*

15. Provide a description of how the LEA will provide additional educational assistance to individual students assessed as needing help in meeting the State's student academic achievement standards.

District 27 has developed a detailed Academic Intervention Services (AIS) Plan which specifies the criteria for AIS. Additionally educational assistance to individual students assessed in needing help in meeting the State's student academic achievement standards will be data driven and needs specific to each individual's child's educational/academic profile. In order to make the program most effective and eliminate fragmentation and duplication of student services students in these categories will receive instruction that aligns with the core instruction program being delivered on the child's specific grade. Enhancement will be provided by specific high impact services including High Intensity learning academies, peer tutoring, 50 minute tutorial block, zero period tutoring, Saturday Academy, family support team mentoring, push-in delivery model, CBO tutorial intervention, co-teacher model, and intervention classes. All additional educational intervention will be grade and academic cohort specific.

**Explanation – School-Parent Compact:** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## School-Parent Compact

### The School Agrees

To convene an annual meeting for Title One parents to inform them of the Title 1 program and their right to be involved

To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.

To actively involve parents in planning, reviewing and improving the Title 1 programs and the parental involvement policy

To provide parents with timely information about all programs

To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information

To provide high quality curriculum and instruction

To deal with communication issues between teachers and parents through:

- parent-teacher conferences at least annually
- frequent reports to parents on their children's progress reasonable access to staff
- opportunities to volunteer and participate in their child's class
- observation of classroom activities

To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies.

### The Parent Agrees

To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide 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. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

During Leadership, Inquiry Team, Circular 6 periods and Staff Conference Meetings, data from academic assessments were reviewed and a plan was created to improve the achievement of individual students and classes as a whole. Differentiated center activities and lessons are discussed and implemented to meet the needs of each student. Furthermore, cabinet meetings were held to further discuss findings and ways in which our faculty could move the students forward.

2. Schoolwide reform strategies that:

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

\*\*Refer to Appendix 1 – Academic Interventions Services.

3. Instruction by highly qualified staff.

Teachers that instruct specialized classes, such as science, music, art and physical education are licensed in that specific field.

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.

Weekly Circular 6 meetings and monthly Staff Conferences provide the staff with professional development relating to relevant techniques and strategies that should be applied while imparting knowledge. Principal Conferences and Literacy Coach meetings also generate information that is turn keyed. Our ESL provider and testing coordinator also share information that is obtained through monthly meetings.

Refer to Professional Development Action Plan for further explanation.

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

P.S.96 is an official Core Knowledge visitation site for teachers and administrators. This gives teaching professionals the opportunity to observe the school environment and teaching practices of our highly qualified staff.

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

Parent Workshops that are conducted by outside sources are funded by the school and supported by the Parent Coordinator. These workshops will be relating to breast cancer awareness, bullying prevention, CPR, positive discipline, and stress management. P.S.96 also hosts the ESL Adult Education Classes and encourages parents to become Learning Leaders. Furthermore, parents and people in the community are welcomed to special events in the school, such as Literacy Day and Career Day

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.

In order to assist Pre-School children in transitioning to Kindergarten, an open house for parents is conducted. This meeting informs parents of what is expected in Kindergarten and ways in which they can assist their child.

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.

During Leadership, Inquiry Team, Circular 6 and Staff Conference Meetings, data from academic assessments are assessed and a plan created to improve the achievement of individual students and the class as a whole. Differentiated center activities and lessons are discussed and implemented to meet the needs of each student.

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.

Students' progress and achievement is analyzed during weekly Inquiry Team and weekly Cabinet Meetings. In response to the findings, children are identified for additional AIS services and additional instruction is provided. Furthermore these findings are discussed and examined with the classroom teachers at Circular 6 meetings

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.

P.S.96 encourages adult education by hosting the ESL Programs. In addition nutrition workshops and informational sessions relating to violence prevention are provided for parents of the community.

## **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 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.

**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.

N/A

**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	Check (✓) 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 page number references where a related program activity has been described in this plan.
<p><b>Reminder:</b> To consolidate funding in a Schoolwide Program, the school must use the funds (reflecting Galaxy for FFD1 with the exception of the function codes) for the entire Schoolwide Program. 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.</p> <p><b>Note:</b> The intent and purposes of the Federal programs indicated on the above chart are as follows:</p>				
		Yes	No	N/A
Title I, Part B: Schoolwide Programs To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly in grades K-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.	Federal	✓		\$200,650.00
Title II, Part A: To help ensure that children with limited English proficiency become proficient 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 II, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.	Federal	✓		\$10,706.00
IDEA Part A: To support programs that prevent violence in and around schools; prevent the illegal use of alcohol and drugs; and involve parents and communities efforts to foster a safe and drug-free learning environment that supports student achievement.	Federal	✓		\$248,935.00
Tax Levy: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.	Local	✓		\$15,000.00
				N/A
				\$26,483.00
				\$2,008,328.00
				15-23, 26-28, 46, 47

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:**  N/A  **SURR<sup>3</sup> Phase/Group (If applicable):**  N/A

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school years, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:**  N/A

**SURR Group/Phase:**  N/A      **Year of Identification:**  N/A      **Deadline Year:**  N/A

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **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: 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.)

\*\*Public School 96 currently does not have students in temporary housing

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

### **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).
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.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 096					
<b>District:</b>	27	<b>DBN:</b>	27Q096	<b>School</b>		342700010096

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6	v	10		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	36	35		92.6	93.9	93.9
Kindergarten	49	49	48				
Grade 1	41	57	54	<b>Student Stability - % of Enrollment:</b>			
Grade 2	65	37	53	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	36	57	35		90.4	88.0	92.8
Grade 4	34	35	56	<b>Poverty Rate - % of Enrollment:</b>			
Grade 5	29	31	27	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	19	28	31		73.9	91.6	91.6
Grade 7	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		1	1	1
Grade 10	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		0	5	2
Ungraded	1	1	1				
<b>Total</b>	<b>310</b>	<b>331</b>	<b>340</b>				

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	24	24	22	Principal Suspensions	0	16	12
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	1	5	6
Number all others	12	9	9				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
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>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	23	22	26
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	7	6	3
# receiving ESL services only	33	28	TBD				
# ELLs with IEPs	0	3	TBD	Number of Educational Paraprofessionals	2	2	5

*These students are included in the General and Special Education enrollment information above.*

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	2	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	73.9	81.8	80.8
				% more than 5 years teaching anywhere	60.9	63.6	73.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	87.0	91.0	84.6
American Indian or Alaska Native	4.2	4.5	5.6	% core classes taught by "highly qualified" teachers	77.1	100.0	79.4
Black or African American	41.0	36.9	33.2				
Hispanic or Latino	21.0	21.1	20.6				
Asian or Native Hawaiian/Other Pacific	31.0	32.0	37.1				
White	2.3	2.7	3.5				
<b>Male</b>	51.0	51.4	49.4				
<b>Female</b>	49.0	48.6	50.6				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

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

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

#### Individual Subject/Area AYP Outcomes:

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

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v	-				
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	v	-				
White	-	-	-				
Multiracial			-				
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>3</b>	<b>4</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	54.8	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	6.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	40.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

<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>Children First Network</b> <b>303</b>	District <b>27</b>	School Number <b>096</b>	School Name <b>PS96Q</b>
Principal <b>Joyce Barrett-Walker</b>		Assistant Principal <b>Brenda Clyburn</b>	
Coach <b>n/a</b>		Coach <b>n/a</b>	
Teacher/Subject Area <b>Brenda Duncan/ESL</b>		Guidance Counselor <b>Suzanne Koniak</b>	
Teacher/Subject Area <b>Maureen McGuire/Teacher</b>		Parent <b>Christine McClain</b>	
Teacher/Subject Area <b>Marjorie Jackson/Teacher</b>		Parent Coordinator <b>Huda Knott</b>	
Related Service Provider <b>Michelle Costanzo/AIS</b>		Other <b>Sushmita Sarkar/Teacher</b>	
Network Leader <b>Donald Conyers</b>		Other	

### 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	0	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	1

### C. School Demographics

Total Number of Students in School	<b>341</b>	Total Number of ELLs	<b>33</b>	ELLs as Share of Total Student Population (%)	<b>9.68%</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

1. Students are initially identified to determine whether they are limited English proficient at the time of enrollment in the NYC public school system. As per CR Part 154, parents complete the Home Language Identification Survey (HLIS). If their home language is other than English, or the student's native language is other than English, the designated pedagogue will conduct the interview. The ESL teacher is the pedagogue who will administer the informal oral interview in English and the formal initial assessment. Translation services will be made available during the ELL identification process. Translators from the Department of Education will be called upon to assist with translation services should the need arise. There are also staff members available who can be used as translators.

On completion of the informal and formal initial assessment, if the student is identified as an English Language Learner, he/she will be administered the Language Assessment Battery – Revised (LAB-R) within ten days of enrollment in school. If the pupil scores below the state designated level of proficiency, he or she is admitted into the ESL program. Students who score at the beginner or intermediate level get 360 minutes of instruction per week. Students who score at the advanced level get 180 minutes of instruction per week. Students will then take the New York State English as a Second Language Achievement Test (NYSESLAT) at the end of the school year. If students score below the state designated proficiency on this test they are required to remain in the program during the next school year. Students exit the program when they score at the proficient level on the NYSESLAT.

2. Parents of newly enrolled ESL students attend a Parent Orientation session which is mandated by the NYC Department of Education. This session is conducted by the school's ESL teacher in collaboration with the Parent Coordinator and administration during the final week in September. Parents view a video in which all three programs (Transitional Bilingual Education (TBE), Dual Language (DL), and Free Standing English as a Second Language (ESL)) are presented and fully explained to them in their native language. In addition, the session focuses on the state standards, assessments, school expectations and general program requirements. Support staff will be present to assist parents who may still be having difficulty understanding the programs. Parents are also provided with materials about the three programs in their home languages. At the end of the orientation session, parents complete the Parent Survey and selection forms. Parents who do not attend the initial orientation session will be called to make appointments for a one on one conference with the ESL teacher to complete the forms. In addition, the teacher corresponds with parents via the telephone and at Parent-Teacher Conferences. The ESL teacher creates a program that ensures English Language Learners receive the mandated number of instructional minutes as per CR Part 154.

3. The ESL teacher is responsible for distributing entitlement letters and Parent Survey and program selection forms. These letters are sent out at the beginning of the school year to inform parents about the results of the test. Parents receive these forms in their native language and in English. At parent orientation sessions, and during one on one conferences parents complete forms and return them to the teacher. The ESL teacher stores the forms in a locked cabinet. Parents also are sent letters when the results of the NYSESLAT are released. Continued entitlement, non-entitlement letters are also sent to inform parents of the results.

4. When parents participate in the Parent Orientation and in one-on-one conferences, they receive information in their native language about the programs offered. Due to the number of English Language Learners registered at PS96 this school does not offer a Bilingual program. Parents are informed that they have the option of transferring their child to another school within the district provided such a program is available at the other schools.

5. The ESL program continues to be the program requested by the parents based on their responses. Parents want their children to be taught in English. Parents are also aware that due to our small numbers and diverse languages that hinder our formation of Bilingual and Dual Language programs, we only offer the ESL program at P.S.96. Most parents identify the ESL program as their first choice since they want their children to be taught in English only.

6. Yes, the program we offer is aligned with parents' requests. At least 95% of parents have indicated that they prefer their children to be in an ESL program. They are also aware that PS96 only offers an ESL program and the reasons for that decision.

# 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	0	0	0	0	0	0							0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	0							0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0	0							0
<b>Push-In</b>	0	0	0	0	0	0	0							0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	33	<b>Newcomers (ELLs receiving service 0-3 years)</b>	32	<b>Special Education</b>	2
<b>SIFE</b>	0	<b>ELLs receiving service 4-6 years</b>	1	<b>Long-Term (completed 6 years)</b>	0

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	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0
<b>ESL</b>	32	0	2	1	0	0	0	0	0	33
<b>Total</b>	32	0	2	1	0	0	0	0	0	33

Number of ELLs in a TBE program who are in alternate placement: 0

## 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	0	0	0	0	0	0							0
Chinese	0	0	0	0	0	0	0							0
Russian	0	0	0	0	0	0	0							0
Bengali	0	0	0	0	0	0	0							0
Urdu	0	0	0	0	0	0	0							0
Arabic	0	0	0	0	0	0	0							0
Haitian	0	0	0	0	0	0	0							0
French	0	0	0	0	0	0	0							0
Korean	0	0	0	0	0	0	0							0
Punjabi	0	0	0	0	0	0	0							0
Polish	0	0	0	0	0	0	0							0
Albanian	0	0	0	0	0	0	0							0
Yiddish	0	0	0	0	0	0	0							0
Other	0	0	0	0	0	0	0							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	0	0	0	0	0	0	0	0	0	0	0	0					0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0					0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0					0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0					0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0					0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0					0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0					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								
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>									

**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	0	4	2	0	1	0	0							7
Chinese	0	0	0	0	0	0	0							0
Russian	0	0	0	0	0	0	0							0
Bengali	0	0	0	0	0	0	0							0
Urdu	0	1	0	1	1	0	0							3
Arabic	5	0	6	4	1	0	1							17
Haitian	0	0	0	0	2	0	0							2
French	0	0	0	0	0	0	0							0
Korean	0	0	0	0	0	0	0							0
Punjabi	1	1	2	0	0	0	0							4
Polish	0	0	0	0	0	0	0							0
Albanian	0	0	0	0	0	0	0							0
Other	0	0	0	0	0	0	0							0
<b>TOTAL</b>	<b>6</b>	<b>6</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>33</b>

## Part IV: ELL Programming

A. Programming and Scheduling Information
<ol style="list-style-type: none"> <li>1. How is instruction delivered?               <ol style="list-style-type: none"> <li>a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?</li> <li>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])?</li> </ol> </li> <li>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)?               <ol style="list-style-type: none"> <li>a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?</li> </ol> </li> <li>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.</li> <li>4. How do you differentiate instruction for ELL subgroups?               <ol style="list-style-type: none"> <li>a. Describe your instructional plan for SIFE.</li> <li>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.</li> <li>c. Describe your plan for ELLs receiving service 4 to 6 years.</li> <li>d. Describe your plan for Long-Term ELLs (completed 6 years).</li> <li>e. Describe your plan for ELLs identified as having special needs.</li> </ol> </li> </ol>

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

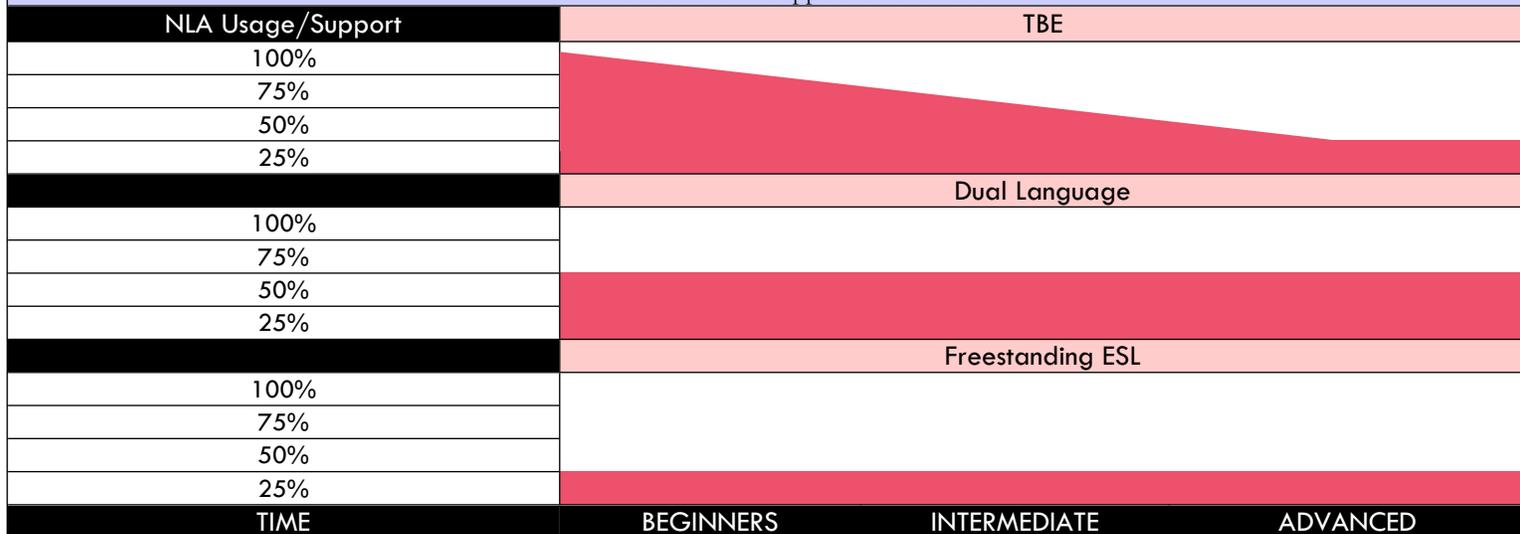
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

5. English Learners participate fully in all intervention programs. They receive the required hours of instruction based on their proficiency level as per CR Part 154. In addition, students with IEPs receive instruction from the SETTS teacher and other students receive instruction in Math and ELA from the AIS teachers. They also participate in After school/Before school programs. Using the assessments available the teacher focuses on the students academic differences and plans lessons to improve those areas. All instruction is given in English. Some English Language Learners receive speech and language services a minimum of twice per week, of thirty minutes duration in a small group setting. Students who score at a proficient level on the NYSESLAT continue to receive accommodations when testing for up to two years. Students also receive AIS services using the pull in or pull out models where appropriate based on their grade and age. The guidance counselor is in charge of the articulation process as students transition from school level to another and this is inclusive of all English Language Learners.

6. Students who have reached proficiency on the NYSESLAT continue to receive accommodations when testing for up to two years. They also receive AIS services using the pushin/pullout models where appropriate based on their grade, age, interests and identified weaknesses.

7. PS96 is now under construction and all staff must leave the buiding by 4:00pm. This means that our After school program has been suspended until further notice. Administration has decided to start a Before school program and a Saturday program for the school year. When construction is completed, After school programs will resume.

8. As mentioned above, the After school program will be discontinued until the completion of renovations to the building.

9. English Language Learners are afforded equal access to all school programs. They participate in the After School Arts program and Extended Day. All notices for programs are sent home in the student's native language and in English. Our ELLs participate in assembly programs where they act and narrate based on the class' performance. They participate in AIS groups, are given speech services when identified and participate in an Early Bird program implemented for English Language Learners. Students in grades 3 through 6 will participate in an Early Bird program which will begin at 7:30am and end at 8:15am three days per week. This will extend from November 20 through May 2011. This chosen group was based on the results of the NYSELAT and LAB-R assessments. It was noted that the students need to focus on the reading and writing components of the language. Our Early Bird program will focus on reading fluency and comprehension. Our goal is to improve the language acquisition and academic language of our ELLs.

10. P.S.96 uses a variety of instructional materials to enhance students' academic language development and acquisition.

- Treasure Chest – Macmillian/McGraw Hill
- Handprints – An Early Reading Program which focuses on phonics and phonemic awareness.
- Phonics and Phonemic Awareness – by McGraw Hill
- Month by Month Phonics
- Leveled books on tapes – New Heights – Building Fluency and Comprehension audio books. This fosters reading fluency, comprehension and vocabulary development. Students read independently using books matched to their instructional level.

- Lending Libraries – students read fiction and nonfiction books which are leveled and grade appropriate (Fountas and Pinnell)
- Content area books – P.S.96 uses the Core Knowledge Curriculum which facilitates differentiated instruction and small group instruction. It exposes ELL students to a wide range of visual and text features that support their acquisition of language and is knowledge based.
- Getting Ready for the NYSESLAT and Beyond – Attanansio & Associates. This book prepares students for the NYSESLAT focusing on the four modalities of listening, speaking, reading and writing.  
Empire State NYSESLAT - Continental Press - Preparation for NYSESLAT
- English Language Arts Advantage – Kaplan
- A variety of test preparation books used to prepare students for ELA and Math State tests.
- Audio books – Leap Pad Library – Leap Frog School House
- Picture Dictionaries - Spanish
- Books and CD Sets
- Games and Puzzles
- Dictionaries – Arabic, Punjabi, Haitian Creole and Spanish

11. PS96 only offers an ESL program based on the population.

12. All of the resources used correspond to our English Language Learners ages and grade levels. Leveled libraries are utilized, and audio books are used related to grade and proficiency levels. Relevant services are provided to support our students.

13. Currently PS96 does not provide services or activities to assist newly enrolled English Language Learners before the beginning of the school year.

14. Instruction is given wholly in English, however the students first language is respected and valued during instruction.

### 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 NOT APPLICABLE

### 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

1. Regional monthly meetings are held by the ELL Supervisor. Professional development focuses on the preparation of lesson plans that support academic rigor and high expectations for ELL students. ESL teachers and teachers of ESL students have been trained to use Smart Board technology and the internet to enhance instruction and expose students to 21st Century learning. Teachers also have common planning periods (Circular 6) where they collaborate and discuss teachers' and students' needs. They identify areas to be addressed and refocused so that instruction to ELLs is enhanced and appropriate interventions implemented. All ESL students have access to laptops as this enhances instruction as they use programs connected to the internet. In addition, other Professional Development Workshops are posted on the internet by the Department of Education. Teachers are exposed to regular professional development on a monthly basis by school administration which enable them to acquire additional expertise so that they can implement instruction that would enhance learning. The ESL teacher turnkeys new information to the rest of the staff.

2. One on one conferences are conducted with the secretaries to apprise them of the current mandates and requirements for students and parents of English Language Learners. Para professionals, special education teachers, guidance counselor, parent coordinator and the assistant principal participate in our faculty conferences when professional development is conducted. The psychologist works at P.S.96 one day a week and the speech therapists, occupational therapist and physical therapist work two days a week. If present, they also participate in our professional development activities. During Circular 6 sessions and preparation periods, ELL workshops are also conducted. The guidance counselor focuses on articulation procedures for students transitioning from elementary to middle schools. Workshops will be conducted for parents focusing on middle school application processes for various schools.

3. Professional Development is scheduled by administration for the entire school year. A portion of all the professional development includes ELL training for staff in using ESL methodologies and strategies to use with English Language Learners. On Election Day a great portion of training is devoted to staff (two hours). During Circular 6 (45 minutes) which is held once per week, teachers are also exposed to ESL methodologies to be used with the English Learners in their classrooms. Some of the topics for ESL professional development include:

1. Successful Strategies for English Language Learners

- a. Using the Workshop Model
- b. Scaffolding Instruction
- c. Questioning techniques for English Language Learners
- d. Developing Academic Language Vocabulary

2. Differentiated Instruction Modules 1 through 5

- a. Introduction to DI
- b. Assessment
- c. Strategies/Materials/Activities
- d. Tiering and Curriculum Compacting
- e. Managing DI classroom

3. Stages of Second Language Development

4. Using Technology with English Language Learners

5. Common Core State Standards - ELL/Math

## 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?

1. Parents at P.S.96Q are involved in many school activities. They assist at morning line up, taking students to classes when they are late and collecting attendance scan sheets. In addition, they assist teachers in all grades with the correction of homework, organizing folders, leveling books and other classroom activities. These parents have had training with Learning Leaders. All activities include parents of ELLs.

The Parent Association coordinates taking of school pictures, other fund raising activities and plan future events with the parent coordinator. Four parents are members of the school leadership team and the Language Allocation Team. Parents participate in monthly workshops which focus on different topics that are relevant to their needs.

2. Parents collaborate with the group "Chrysallis Empowerment and Transformation Group" focusing on parent development, stress management, yoga and conflict resolution. Parents have met with personnel in the councilman's office in the community to discuss community concerns. Cornell University also offers nutrition workshops and parenting skills seminars. "Neighborhood Health Providers" also assist in conducting workshops for parents at P.S.96Q. Parents of English Language Learners participate in all of these seminars, workshops and school activities. Sylvan Learning Center will conduct workshops for parents on several topics. The parent coordinator will conduct workshops and training for the ARIS link to show parents how they can obtain their child's grade and other pertinent information.

3. The Parent Coordinator conferences with parents on a daily basis identifying their specific needs and addressing their concerns. In addition, parents complete surveys, questionnaires and submit inquiries and concerns in a suggestion box which is placed in a strategic

location in the building. The Parent Coordinator assists parents with their concerns about their children and other family members. She is the liaison between staff administration and parents. She coordinates parent workshops, school events and assists the Parent Association with training, meetings, information and materials. She assists the ESL teacher with Parent Orientation sessions mandated by the Department of Education.

4. The parent coordinator helps to coordinate an ESL program for parents (21 and over). Last year this program took place once per week from 4:00pm-6:00pm. However, this year renovations are being done to the school and they should be completed by December. A tentative date for the beginning of these classes would be the first week of December. In order to recruit parents for these programs, letters were sent out to parents and notices were posted in business places in the community. Parents responded favorably and were given the opportunity to attend these classes.

## 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)	2	2	0	1	1	0	0							6
Intermediate(I)	2	1	1	1	3	0	0							8
Advanced (A)	2	4	8	3	1	0	1							19
Total	6	7	9	5	5	0	1	0	0	0	0	0	0	33

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	0	0	0	1	0	0						
	I	0	1	0	0	2	0	0						
	A	0	2	8	0	1	0	1						
	P	0	1	1	4	1	0	0						
READING/ WRITING	B	0	1	0	0	1	0	0						
	I	0	1	2	1	3	0	0						
	A	0	1	1	3	1	0	1						
	P	0	1	6	0	0	0	0						

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

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
8									0
NYSAA Bilingual Spe Ed									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4	0	1	0	1	0	0	0	6
4	0	0	2	0	0	0	0	0	2
5	0	0	0	0	1	0	0	0	1
6	0	0	1	0	0	0	0	0	1
7									0
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	0	1	0	1	0	0	0	2
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	0	0	0	0	0	1	0	1
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				
Math				
Biology				
Chemistry				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

2. Data patterns across proficiency levels revealed that on the LAB-R there were 2 kindergarten students at the Beginner level and 2 at the Intermediate level and 2 at the Advanced level. On the NYSESLAT, the kindergarten students scored at the Intermediate and Advanced levels in listening and speaking and at the Beginning and Intermediate levels in Reading and Writing. Many students in grade 2 scored at the advanced level in listening and speaking and the proficient level in Reading and Writing. The newly arrived students across all grades scored at the beginning and intermediate levels in all the modalities.

3. Our scores indicated that approximately 47% of the students who took the NYSESLAT scored at the advanced level. The advanced students who missed the cut scores did so because of their performance on the listening and speaking components of the test. For instructional purposes, teachers must plan to support progress in these areas and use the Reading and Writing components to improve listening and speaking. Beginner students must be given opportunities to use their prior experiences and build on their background knowledge in order to develop their listening and speaking skills thereby gaining more experiences in reading and writing English. Students will be placed in flexible groups based on their proficiencies, interests, intelligences and identified needs. Teachers will differentiate instruction to meet the needs of students and use ongoing assessments to guide instruction. Only five (5) English Language Learners took the ELA examination during the 2009-2010 school year. Three (3) students scored at level 2, one (1) student scored at level 3 and one (1) student scored at level 1. Ten (10) students took the State Math examination during the 2009-2010 school year. Two (2) students scored at level 3, four (4) students scored at level 2, and four (4) students scored at level 1.

4a. The ESL program is the only program offered at PS96. Most of the students in the 4<sup>th</sup> grade are at the beginning or intermediate level of proficiency since they are newly arrived students. They will continue to receive 360 minutes of instruction as per CR Part 154. Students who continue to be enrolled during the school year are usually at the beginning level of proficiency and have very limited English skills. The goal at PS96 is to have students attain English proficiency and achieve the state's standards. The NYSESLAT results showed that 15 out of 32 (46.8%) scored at the advanced level, 7 out of 32 (21.8%) scored at the proficient level, 8 out of 32 (25%) scored at the intermediate level and 2 out of 32 (6.25%) at the beginning level. Students who are currently in grade 2 showed great improvement. Most of the students in grade 4 are newly arrived students. Teachers will incorporate scaffolding techniques that would promote improvement in all the four modalities. Even though PS96 does not offer native language, teachers take into account the students' first language. Students are given opportunities to use bilingual dictionaries and other reference materials and speak to each other in their first language in order to clarify instruction when necessary.

4b. In order to improve English proficiency, teachers are using the data from the Periodic Assessments to differentiate instruction based upon individual needs and performance. Reading and writing instruction is focused on the areas identified as needing improvement using the Terra Nova and DIBELS for the younger students, and the Periodic Assessments for the older students. The school leadership team has implemented an instructional program that ensures continuity of instruction and language development. Based on areas of deficiency identified, teachers will focus more on the four modalities of reading, writing, listening and speaking. In addition, other school wide assessments inclusive of RAI's, Scantron and Predictive Assessments are used. Teachers identify the skills and strategies that need to be taught in order to promote language acquisition of ELLs. Test results are analyzed from the data obtained from the different assessments to determine where improvements can be made in order to drive instruction, create flexible groups and offer additional intervention services. Teachers establish measurable student performance goals and modify teaching and learning to support the needs of the students. The Inquiry Team monitors the data and uses the results to improve and guide instruction. Common assessments are created and scaffolding strategies are used with ELLs.

4c. The results of periodic assessments show that ELLs are improving. Each year many English Learners move up from proficiency level to the next. The periodic assessments reveal that students must focus on reading and the writing components in order for them to acquire English Language proficiency and score at the proficient level on the NYSESLAT.

5. N/A

6. PS96 evaluates the success of our ESL Program by collecting, analyzing and using the data obtained from LAB-R, NYSESLAT, ELL Periodic Assessments, State ELA and Math tests and other informal assessments given to English Language Learners throughout the school year. Teachers use the data to measure the effectiveness of the program. This feedback helps to guide the instruction of the ESL program and assesses the needs of students in the four modalities. Based on our evaluation, different teaching methodologies would be used to create effective teaching and learning. Students who took the NYSESLAT during the 2009-2010 school year showed overall improvement from the previous year. Approximately 47% of students scored at the Advanced level, 22% at the Proficient level, 25% at the Intermediate level and 6% at the Beginner level. PS96 adheres to the units of instruction as per CR Part 154 for its English Language Learners. This target population is receiving the intended services by the ESL teacher. Evaluation is an ongoing process as we try to ensure that the program is being implemented effectively. It helps us to focus on our efforts and guide us through the areas of instruction where we need to pay closer

attention. PS96 only offers an ESL program since we do not have the numbers to support the other two programs in our school.

## Additional Information

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

Paste additional information here

There is one ESL teacher who has Early Childhood, Common Branch and Reading Licenses. She possesses a Master of Science degree in Reading. She is currently enrolled in courses leading to obtaining a TESOL degree. All instruction is standards based using ESL methodologies and strategies. Pull-out instruction focuses heavily on reading and writing. Varied strategies are used to build vocabulary concepts with the use of visual aids to build bridges from the spoken word to the written word. Instruction across all content areas incorporates scaffolding techniques that build on student's strengths both in language acquisition and conceptual development. Teachers will also focus on developing students' independence and confidence as second language learners in order for them to meet national and state standards. They will be exposed to challenging, content based language development and learning strategies that would help them achieve their goals.

ELL instructional planning is based on the results of the LAB-R, NYSESLAT, ELA and Math State examinations. Systematic phonics instruction and a Balanced Literacy program will be used in acquiring more academic language, comprehension and reading fluency. Students will be immersed in reading using daily read alouds and shared reading experiences. Students participate in discussions as they practice their oral language skills. They use audio books, listening to coaches modeling good reading practices thereby developing their listening and speaking skills. They also read along aiding their individual reading fluency skills. Students make use of Leap pads and computers to develop their listening, speaking and reading skills. These programs also help them with phonics and phonemic awareness. Students participate in accountable talk with peers and conference with teachers on a regular basis. They work with classmates to complete tasks and projects, give and receive feedback and develop their social skills.

ELLs must also focus on instruction that develops their reading fluency and comprehension skills. Based on various assessment tools given throughout the year, teachers will use the data to identify skills and strategies in which students are deficient. Flexible groups and small groups will be formed throughout the year so that teachers can spiral and scaffold instruction to meet the needs of students with identified deficiencies.

Running records are done regularly to identify the reading levels of students (Fountas & Pinnell Leveling System). Classroom libraries are available where students can choose "just right" books in keeping with their levels and interests. Students can read independently and write short and extended responses to the literature.

Students participate in guided reading and writing groups. They are encouraged to read at least 50 books per year through our "Readers Are Leaders" school wide reading incentive program. Students are taken on trips which focus on the Core Knowledge curriculum adapted by P.S.96. Students make connections to their world and this fosters their listening, speaking and reading and writing skills.

Teachers continue to work collaboratively to assist students in their language acquisition. Assessment is ongoing, the results of which are used to guide instruction. Teachers use running records, teacher summary sheets, students' conference notes and observations as students do their daily reading and writing. In addition, teachers use ACUITY, RAIs, Predictive Assessments, and Interim Assessments among others as assessment tools that would provide the data to develop academic rigor and promote language acquisition among our English Language learners.

Instruction is differentiated based on student performance needs with emphasis on academic rigor. It matches the needs of ESL students at all levels of their language acquisition; from preproduction through speech emergence. Students will participate in systematic phonics instruction which would create a strong foundation for building fluency. Use is made of games, audio books, and other visual aids which make language practice fun. Extensive use of manipulatives during math activities would facilitate student's concept building, moving from the concrete to the abstract. Students are exposed to the broad, balanced inter disciplinary Core Knowledge program and the teaching of core virtues which enhance their character development. Data are effectively used from ongoing assignments to drive instruction and plan next learning steps. The use of collaborative groups develop positive socialization skills for new students. Students are involved in setting personal

## Additional Information

and educational goals. Teachers make extensive use of the students' background knowledge and past experiences to create valuable lessons.

Students take the NYSESLAT examination at the end of the school year. During the school year, ESL students are given interim assessments the results of which will be used to guide and modify further instruction. Students also are given periodic assessments in reading and math throughout the school year. This would include Predictive Assessments, RAI's, Scranton and teacher made tests taken from Acuity. Students in grade 3-6 are assessed in the area of mathematics. Results from these assessments are used to guide further differentiated instruction based on individual student needs. Some ESL students are part of the Inquiry Team of students. They are given ED Performance assessments on a monthly basis. The team uses the results of these assessments to identify specific skills and strategies that need to be taught to effectively move students to the next level.

Students not meeting the proficiency level will continue to get services at the level determined by the most recent NYSESLAT examination. Students who become proficient will continue to get additional support when testing. They will have instruction differentiated to suit their academic needs and participate in after school and enrichment activities.

## 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		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		

	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		