



PS/MS 95 – THE SHEILA MENCHER VAN CORTLANDT

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 10X095

ADDRESS: 3961 HILLMAN AVENUE ~ BRONX, NY 10463

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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)...26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 10X095 **SCHOOL NAME:** PS/MS 95 SHEILA MENCHER VAN CORTLANDT SCHOOL

SCHOOL ADDRESS: 3961 HILLMAN AVENUE * BRONX, NEW YORK 10463

SCHOOL TELEPHONE: (718) 796-9200 **FAX:** (718) 796-7330

SCHOOL CONTACT PERSON: SERGE M. DAVIS **EMAIL ADDRESS:** SDAVIS6@SCHOOLS.NYC.GOV

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: JOANNE CORCELLA

PRINCIPAL: SERGE MARSHALL DAVIS

UFT CHAPTER LEADER: JAMES REGAN

PARENTS' ASSOCIATION PRESIDENT: ANIYA SANCHEZ

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 10 **CHILDREN FIRST NETWORK (CFN):** H.O.T. 104

NETWORK LEADER: ROBERT COHEN

SUPERINTENDENT: SONIA MENENDEZ

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
SERGE MARSHALL DAVIS	*Principal or Designee	
JAMES REGAN	*UFT Chapter Chairperson or Designee	
ANIYA SANCHEZ	*PA/PTA President or Designated Co-President	
YASMINE SILVA	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	
BONNIE MCARDLE	Member/	
AMY GUFERT	Member/	
SHERRY CHAMPION	Member/	
FRANCES MONSERRAT	Member/	
MIREYA NUNEZ	Member/	
ARACELY FRANCO	Member/	
THERESA ORTIZ	Member/	
CAROLINE DUMONT	Member/	
JOANNE CORCELLA	Member/ SLT CHAIRPERSON	

(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 section.

PS/MS 95 is a Pre-kindergarten through grade eight school located in the northwest section of the Bronx. As of November 1, 2010 we are educating a student population of 1227 in our main school building plus an annex which housed three 2nd grade classes. The main school building is used far beyond capacity. Most of our classes are heterogeneously grouped; however, one of our 3rd grade classes is comprised with students who have demonstrated above average academic performances (i.e., Fountas & Pinnell, DIBELS, portfolio analysis, formative and summative assessments) and one class within grades 4 through 8 is comprised of students who scored at level 3 or above in NYS Reading and Mathematics respectively and who demonstrated high level of academic performances in all subjects as well as Interim Assessments – i.e., Acuity, Fountas & Pinnell, formative and summative assessments, and portfolio analysis. With the assistance of our vertical planning committee, the school has continued to refine its curriculum to ensure that rigorous instruction is being delivered at all times during our instructional periods; as a result, our students will learn at an optimal level.

At PS/MS 95 classroom teachers use formative and summative assessments to make well-informed decisions, which enable them to refine their teaching in order to improve student learning. In addition, the students' assessments results enable teachers to create flexible grouping within each class in order to differentiate and provide individualized, small group, and whole class instruction to students. We will continue to work diligently to foster a learning environment where every student needs is addressed. To achieve this feat, we strategically use our Early Grade Reduction funding, Contract for Excellence allocation, and Title I monies to reduce class size in most grades, to fund interventions and/ or extracurricular activities, and most importantly to invest in teacher development.

According to our school's demographic data, the ethnic breakdown is as follows:

68.18% Hispanic

20.17% African American

3.58 % Caucasian

7.81% Asian/Pacific Islander

0.0% American Indian/Alaskan

0.24% Multi-Racial

Our school student population is composed of 52% male students and 48% female. PS/MS 95 is eligible for universal free lunch.

We currently have fifty-one classes which consist of the following:

Grade	# of Classes	Classification
Pre-K	1	Gen. Ed.
K	5	Gen. Ed. (3); Bilingual (1); Integrated Co-Teaching(1)
1	5	Gen. Ed. (3); Integrated Co-Teaching (1); Bilingual (1)
2	4	Gen. Ed. (3); Bilingual Integrated Co-Teaching(1)
3	4	Gen. Ed. (2); Bilingual (1); Integrated Co-Teaching (1)
4	6	Gen. Ed. (3); Bilingual (1); Integrated Co-Teaching (1), Special Education (1 - 12:1:1)
5	5	Gen. Ed. (3); ESL (1); Integrated Co-Teaching (1)
6	7	Gen. Ed. (4); ESL (1); Integrated Co-Teaching (1); Special Ed. (1 – 12:1:1)
7	7	Gen. Ed. (4); ESL (1); Integrated Co-Teaching (1); Special Ed. (1 – 12:1:1)
8	7	Gen. Ed. (4); ESL (1); Special Ed. (2 – 12:1:1)

Vision Statement

PS/MS 95 will cultivate a professional learning community, where all adults are fully committed to developing student proficiency in all subject areas.

Mission Statement

We, the community of educators at PS/MS 95, will provide a risk-free learning environment so that students become life-long learners who take ownership of their learning. We will actively observe, engage, and assess our students by using formal and informal methods. By analyzing our data and by adapting our best teaching practices, we will differentiate instruction in order to meet the individual academic and social needs of our students. In taking such a holistic approach, every adult at P.S. /M.S. 95 will play an active role in fulfilling every student’s unique potential.

PS/MS 95 is proud of its affiliation with the following organizations/institutions:

Pace University – PS/MS 95 has worked in partnership with Pace University’s School of Education (Pleasantville Campus) where students studying to become educators spend their junior and senior years in the classrooms of PS/MS 95 where they observe, instruct students (one-to-one, small groups, and whole class), collaborate with their cooperating teachers, and consult with their clinical supervisor from the university. Their junior year features a once a week experience. The first semester of their senior year increases their time to twice a week. Their experience at PS/MS 95 culminates with a full semester of student teaching (5 days a week). The Pace University students are required to have lower and upper elementary experiences during their time at PS/MS 95.

Dream Yard is a partnership which integrates arts education across content. Its residencies compliment the work of PS/MS 95’s art teachers/specialists. This long standing partnership has enabled our classroom teachers to collaborate with DreamYard teaching artists to integrate the following art forms in their respective subject areas: Theater, Visual Arts, and Dance. Also, we have an After School Program where 5th and 8th graders have an opportunity to enroll in Theater and Visual Arts classes.

The Bronx Arts Learning Community “BALC” – PS/MS 95 is one of 15 Bronx public schools in the BALC, an organization that is dedicated to improving the access to and quality of arts education for their students. As a community, each school is working together to create pathways in which students can transition from elementary schools to middle school to high school and have continuous access to the arts as a part of their learning experience.

Empire State Partnership (ESP) Grant – DreamYard and PS/MS 95 are also partners in a five year ESP grant that helps fund some of the arts programs and experiences within our school community, including:

- Dream Yard classes
- Professional development
- Time to help build capacity of the arts throughout K-8th grade
- Documenting and sharing arts integrated units of study

As recommended by the BALC and the ESP grant, PS/MS 95 has created an Arts Leadership Team to help guide these processes.

MMCC- Wellness Program ~ empowers and provides the means for the members to explore health concerns that are affecting the community within the school and then directly apply ideas and/or policies that will address those concerns and hopefully implement the change desired.

American Ballroom Theater Dancing Classrooms Program ~ uses a curriculum-based approach to achieve social awareness and build self-esteem. Students are taught the vocabulary of various contemporary social dances in a classroom setting. Each class in the series introduces new steps, reinforcing what has been previously learned through practice and repetition. Dancing classrooms’ courses culminate in social activities geared toward including family members.

21st Century Program ~ provides a variety of before and after school activities for students: music, band, chorus, art programs, dance, cheerleading, basketball, tutoring, and test preparation. In addition, free Saturday GED classes for adults.

MMCC – After School Program ~ Mosholu Montefiore Community Center’s - O.S.T. After School Program @ PS/MS 95 After School is DYCD OST funded and free for participants. The program offers a safe and structured environment where participants can learn and grow. We provide extra curricular activities to enhance and support student academic performance. Students participate in Leadership, Dance, Drama, Arts & Crafts, Recreation, Sports, Chorus and Homework Help.

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					
School Name:	P.S. 095 – THE SHEILA MENCHER VAN CORTLANDT				
District:	10	DBN #:	10X095	School BEDS Code:	321000010095

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	17	18	18		91.6	92.2	TBD		
Kindergarten	98	115	130						
Grade 1	110	97	118	Student Stability: % of Enrollment					
Grade 2	109	100	102	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	121	122	127		93.7	91.6	TBD		
Grade 4	136	121	135						
Grade 5	137	133	129	Poverty Rate: % of Enrollment					
Grade 6	142	157	157	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	181	148	169		69.3	69.3	79.2		
Grade 8	180	187	145						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		16	63	TBD		
Grade 12	0	0	0						
Ungraded	4	3	2	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	1235	1200	1233		24	21	23		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(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	66	60	51						
No. in Collaborative Team Teaching (CTT) Classes	43	65	86	Principal Suspensions	108	123	TBD		
Number all others	80	89	70	Superintendent Suspensions	11	7	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	101	92	99	CTE Program Participants			
# in Dual Lang. Programs	0	0	0	Early College HS Participants			
# receiving ESL services only	179	147	143	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	15	54	(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	101	96	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	21	22	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	5	6	TBD
	4	2	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(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	96.0	100.0	TBD
American Indian or Alaska Native	0.3	0.5	0.2	Percent more than two years teaching in this school	72.3	78.1	TBD
Black or African American	24.7	22.5	22.0	Percent more than five years teaching anywhere	55.4	57.3	TBD
Hispanic or Latino	62.8	63.7	65.0				
Asian or Native Hawaiian/Other Pacific Isl.	6.4	7.3	7.1	Percent Masters Degree or higher	63.0	75.0	TBD
White	5.8	5.5	4.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.1	91.3	TBD
Multi-racial							
Male	54.5	55.0	51.7				
Female	45.5	45.0	48.3				

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"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

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)			

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

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	√	√					
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White							
Multiracial							
Other Groups							
Students with Disabilities	√ sh	√					
Limited English Proficient	√	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	8	8	1				

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	85.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	20.4	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	49.9	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	7.5	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?
-

To paraphrase our school's vision, we are committed to ensure that all students become proficient in all subject areas. Therefore, PS/MS 95 will remain proactive in its quest to establish a "risk-free" learning environment where teacher collaboration, professional development, informal, formal and summative assessments, student performance data collection and analysis, and shared/distributive leadership will enable us to develop a teaching and learning framework that meets the teaching styles and learning needs of teachers and students to ultimately promote teacher pedagogical growth and optimal student learning. To meet our long-term goals, we will continue to work diligently to make certain that the following items are well-entrenched in our daily practices:

Gather Data

What are the school's strengths in this area?

- ◆ We establish high expectations among staff members to analyze data in order to drive instruction.
- ◆ We develop a school-wide system to collect, analyze data, and develop action plans (i.e., data binder, ARIS, conferencing notes, portfolios, etc...). These systems/tools will be used to track on whether class goals and student individual goals are met.
- ◆ We create a structured environment to discuss and analyze data (i.e., grade meetings, weekly common planning, professional development)
- ◆ We make data transparent in our school's building.
- ◆ We provide data support to our teachers (i.e., one-on-one meeting with A.P., assistance from school's data specialist and an assigned grade liaison).
- ◆ We publish a monthly newsletter through our Inquiry Team to inform all stakeholders of data usage.
- ◆ We use data to celebrate accomplishments (i.e., student of month, educational trips, class with highest attendance rate, honor roll breakfast).
- ◆ We utilize data to develop intervention and enrichment programs for targeted students or subgroups.

What are the areas of improvement?

- To use student's performance data to provide consistent differentiated instruction.
- To continue to work on identifying the strengths and weaknesses of our subgroups (i.e., ELL, SE.) in all core subjects in particular reading, writing, and math in order to provide them with tailored made intervention/enrichment programs to address their specific needs.

Plan and Set Goals

What are the school's strengths in this area?

- Teachers meet regularly to discuss curriculum and student's work; as a result, they set interim individual and class goals.
- School faculty has demonstrated in depth understanding of data and has developed various data tool to track student's progress.
- Sharing of promising/ best practices among subject area teachers to plan topics within their content areas and across other disciplines.
- Use of informal, formal, and summative assessments to address needs of class and individual students as well as to refine teaching.
- Use of data to develop intervention plan to support their social and academic needs.
- Ongoing outreach to parents/guardians (i.e., school's monthly newsletter, monthly student's progress report, and Parent News Bulletin) to keep them abreast of school's and student's progress.
- One-on-one conferences between supervisor and teacher to discuss student assessment results to set interim goals for individual students and the whole class.
- Ongoing communication with students (i.e., class, special assemblies, advisory, student council meetings) to keep them informed of goals, expectations and school-wide events.
- Collaboration with all sub-groups: School Leadership Team, Parent Association, UFT Consultation Committee, Safety and Discipline, Instructional Support Team, Attendance team to assess school's goals in order to create a professional learning environment that will develop next steps to meet student's learning goals.

What are the areas for improvement?

- Improving teacher participation on the School Learning Environment Survey
- Additional training for staff on all DOE accountability tools and other data analysis tools to provide more effective and targeted interventions.

Align Instructional Strategies to Goals

What are the school's strengths in this area?

- Work with colleagues and coaches to develop standards-based lesson plans and deliver instruction within the workshop model framework.
- Set clear teaching and learning outcomes for each unit of study.

- Establishing formative and summative assessments at the end of each unit study to inform teaching and learning.
- Establishing grade level common assessment.
- Daily one-to-one or group conferencing with students to address specific needs.
- Develop curriculum pacing calendar
- Use of rubric to set clear learning expectations and as a grading tool.
- Use data to identify the needs of varied learners to provide differentiation of instruction/activity.
- Provide needs specific professional development to teachers.
- Establish vertical planning teams to refine core subjects curriculum

What are the areas for improvement?

- To make certain that our classroom teachers are consistent in using effective teaching strategies and techniques.

Align Capacity Building to Goals

What are the school's strengths in this area?

- Grade meetings provide a platform for professional development that addresses immediate needs of teachers in ways that will improve teaching and learning.
- Weekly common planning allows teachers to discuss pacing calendar and work collaboratively to develop next learning steps based on student performance data.
- Establish a peer coaching model which enable teachers to work collaboratively on improving teaching practices or content knowledge.
- Establish Lab Sites to provide teachers with an opportunity to view the planning/thinking process on a teaching strategy and also enables teachers to observe the strategy during classroom instruction which will help them to transcend the techniques acquired into their own teaching practices.
- PS/MS 95 offers tailored made professional development to meet specific needs of individual teachers(Source: Pedagogical Needs Assessment).
- Intra-visitations which afforded teachers an opportunity to observe each other's teaching with a focus or foci.
- New Teacher Mentoring program, which provides our new staff members with the support to ensure a smooth assimilation process into our professional learning community where everyone is held accountable for their actions.
- PS/MS 95 is very successful with working with outside organizations (i.e., DreamYard, Ballroom Dancing, Junior Achievement, Community Based Organization- Mosholu Montefiore) to integrate arts education within our curriculum and to provide our students with a well-rounded education experience.

What are the areas for improvement?

- To provide more opportunities for inter-visitations.

Monitor and Revise

What are the school's strengths in this area?

- Provide a highly structured platform (i.e., common planning, grade meetings, one-on-one) to communicate goals; discuss policies and most importantly to track student progress.
- Administrators provide on-going feedback to teachers and related staff via weekly written reports (i.e., snapshots), formal observations, one-to-one conference.

What are the areas for improvement?

- To continue to improve teacher collaboration
- To continue to nurture/build trust between administrators and teachers.

Greatest Accomplishment

What have been the greatest accomplishments over the last couple of years?

- ✓ Closing the Achievement Gap ~ The constant academic progress of our students in all sub-groups.
- ✓ Vertical Planning – The collaboration between teachers and administration to revamp our curriculum into a “thinking” curriculum with developmental characteristics that will deepen the learning of our students from grade to grade.
- ✓ Implementing a community service leader program for our 8th graders where they render services to the school community (i.e., assisting classroom teacher, tutoring, library helper, office clerk, etc...).
- ✓ Shared Leadership – Establishing a grade leader position for the primary purpose of bridging the communication gap between teacher and administration on important school issues.
- ✓ Maintaining “GOOD STANDING” status on all NYC DOE and NYS DOE accountability measures.
- ✓ Winning the 8th grade Rainbow Team Match City-Wide Championship for Ballroom Dancing.

What are the most significant aids and/or barriers to the school's continuous improvement?

- ◆ Budget cuts
- ◆ Aspects of DOE and UFT bargaining contract

This comparative analysis shows our students have performed in NYS Reading and Mathematics from academic years 2008-2010. It also shows the gains and losses of number of our students who attained at level 3 or above.

Our school goal for this academic year 2010-11 is to improve by 15% in grades 3 through 8 in NYS Reading Standardized exam respectively. Through our analysis, we also predict a growth of 10% in grades 3 through 8 in NYS Mathematics Standardized exam respectively. These goals will be accomplished by following the action plans set forth.

SCHOOL PERFORMANCE – NYS READING & MATH EXAMS

PS/MS 95 PERFORMANCE LEVEL

COMPARATIVE ANALYSIS OF 2008- 10 GRADES 3-8 NYS ELA TESTS (Level 3 and above)

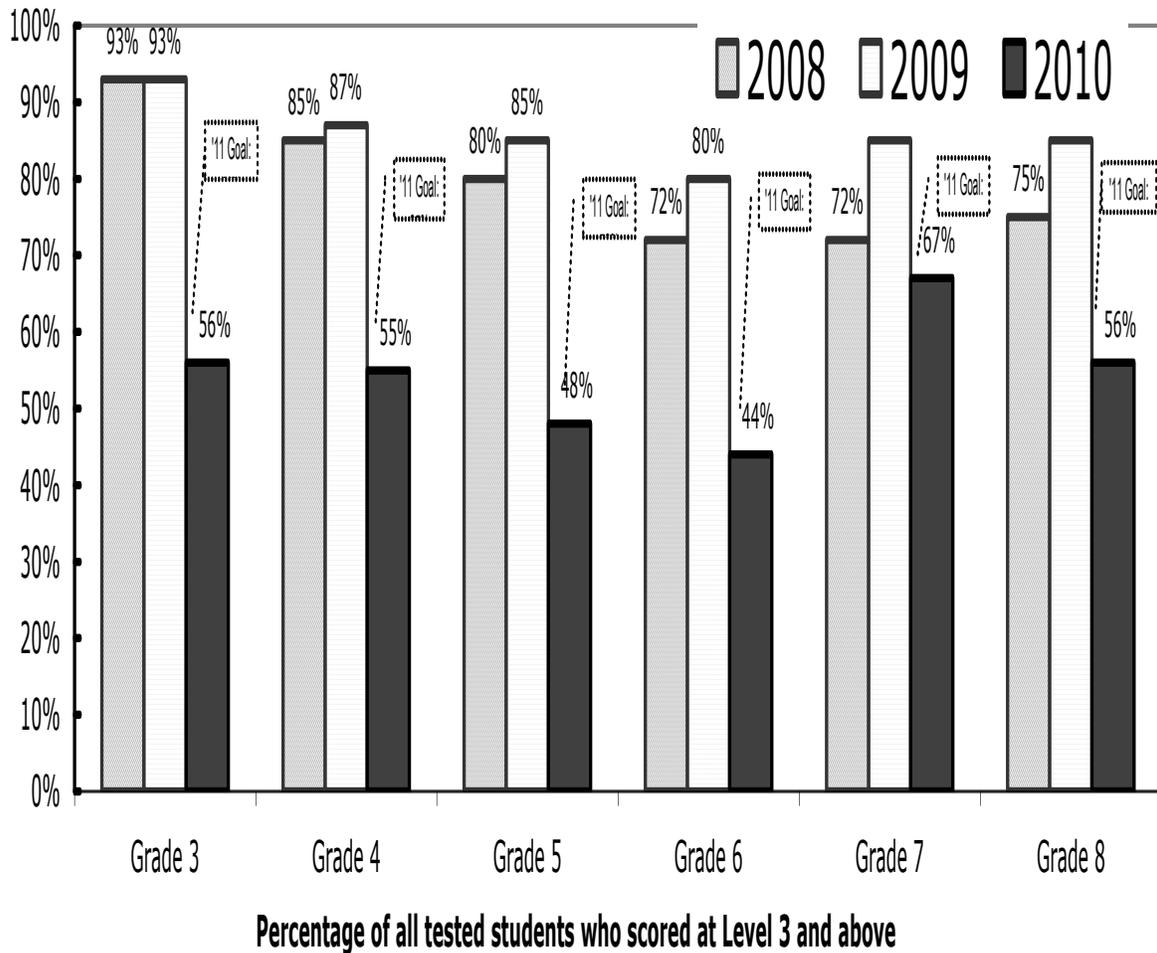
Grade	2008	2009	2010	Gain (+) / Loss (-) 2009 v. 2010	Goal 2011
3	59%	72%	54%	-18%	+15% = 69%
4	62%	72%	45%	-27%	+15% = 60%
5	64%	75%	36%	-39%	+15% = 51%
6	58%	81%	46%	-35%	+15% = 61%
7	58%	71%	35%	-36%	+15% = 50%
8	47%	57%	42%	-15%	+15% = 57%

PS/MS 95 PERFORMANCE LEVEL

COMPARATIVE ANALYSIS OF 2008- 10 GRADES 3-8 NYS MATH TESTS (Level 3 and above)

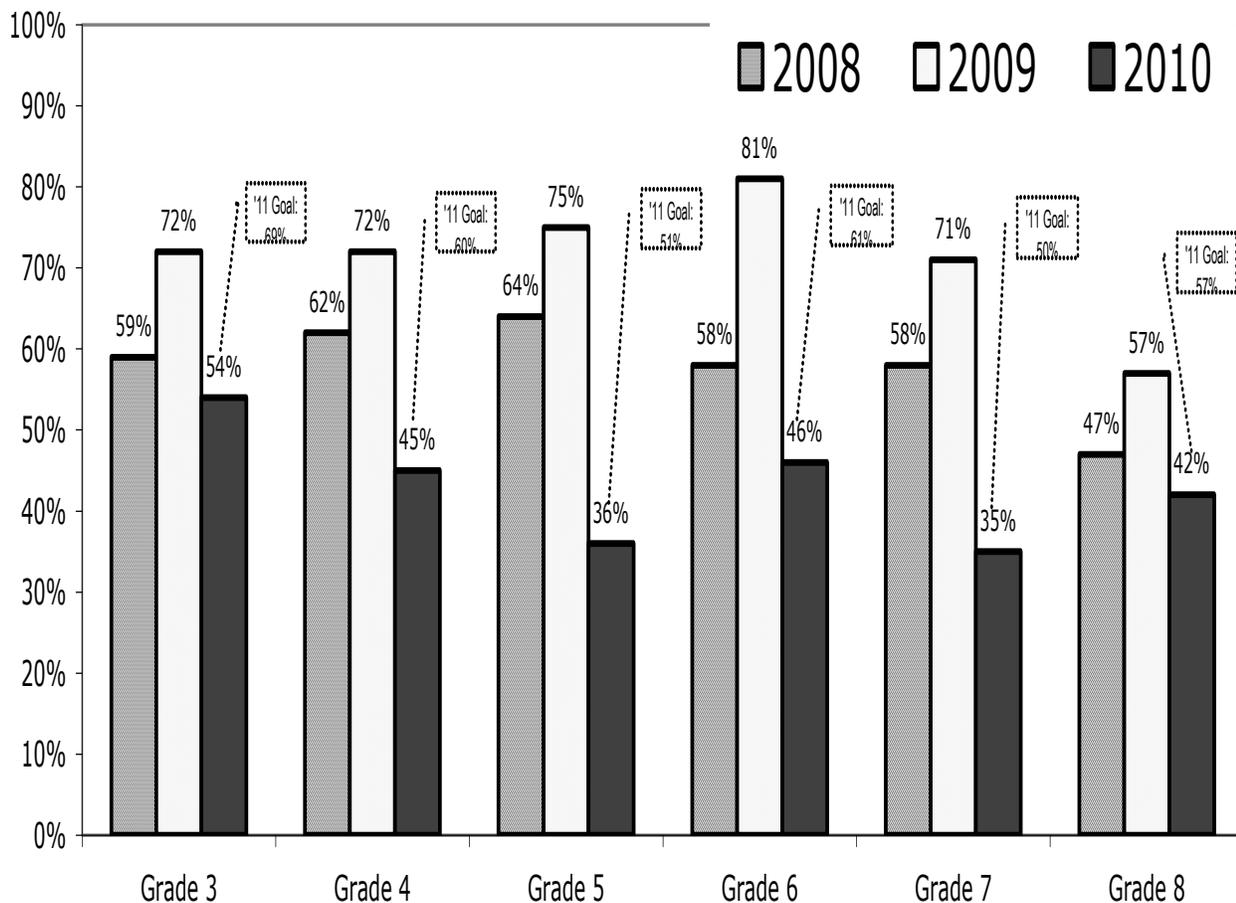
Grade	2008	2009	2010	Gain (+) / Loss (-) 2009 v. 2010	Goal 2010
3	93%	93%	56%	-37%	+10% = 66%
4	85%	87%	55%	-32%	+10% = 65%
5	80%	85%	48%	-37%	+10% = 58%
6	72%	80%	44%	-36%	+10% = 54%
7	72%	85%	67%	-18%	+10% = 77%
8	75%	85%	56%	-29%	+10% = 66%

NYS Math Exam Results 2008 - 2010



* Scale score ranges for each level were changed between 2009 and 2010. For example, for 6th grade in 2009 a Level 3 score was between 650-695 points. In 2010 a Level 3 score was changed to

NYS ELA Exam Results 2008 - 2010



Percentage of all tested students who scored at Level 3 and above

* Scale score ranges for each level were changed between 2009 and 2010. For example, for 6th grade in 2009 a Level 3 score was between 650-695 points. In 2010 a Level 3 score was changed to

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.

Goal Number 1	
Goal	Describe your goal.
Effective use/analysis of student performance data	To analyze formative and summative assessments to refine teaching and to provide students with individualized academic support.
Measurable Objective	Set the measurable target that will define whether you have met your goal.
To increase the # of classrooms teachers who will analyze and use student performance data and class performance data to make well-informed teaching and learning decisions.	By June 28, 2011, 90% of our Pre-K - 8 teachers will analyze and use class performance data and student performance data to re-teach, to differentiate lesson plans and to provide students with on-going individualized assistance.
Action Plan	Describe your plan for meeting your goal, including staffing, scheduling, and funding.
	<ol style="list-style-type: none"> 1. Differentiated professional development based on teacher’s needs to assist/support on how to analyze, interpret, and use data to drive instruction and meet individual student’s goals. 2. Teachers will collaborate to improve teaching practices through Peer Coaching, Lab Sites, and Intra-visitations. Also, teachers will share

	<p>promising/best practices on how to differentiate instruction/activities for students.</p> <ol style="list-style-type: none"> 3. Teachers will conference with students to ensure that their individual needs are being addressed. 4. Teachers will analyze formative and summative assessments to inform instruction, to identify common trends, and to measure student's academic progress. 5. Common planning time will be embedded in teacher's program to provide teachers with the opportunity to discuss student's work and to plan lesson plans using individual student and class data. 6. Teachers will meet with administrators to discuss results of predictive/diagnostic assessments (i.e., Acuity) and examine Item Skill Analysis in order to develop workstations to address student's deficiencies. 7. Teachers will log onto ARIS and NYSTART periodically to look at the item skill analysis as an additional source to enable them to create their flexible groupings. 8. Classroom teachers will assess for learning through interim assessments to determine who is making progress or needs academic interventions (i.e., after-school and Saturday programs).
<p style="text-align: center;">Evidence</p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ol style="list-style-type: none"> 1. Data will be displayed in classrooms 2. Teachers will display interim S.M.A.R.T goals in the classrooms. 3. Supervisors will inspect lesson plans to see evidence of differentiation. 4. Teachers will conduct daily conference with individual students to track their learning. 5. Use ARIS and other data sources to create sub-groups and monitor student learning. 6. Flexible groupings to address students' specific needs

Goal Number 2	
<p>Goal</p> <p>To improve student learning through teacher efficacy</p>	<p>Describe your goal.</p> <p>To raise the level of achievement for English Language Learners by providing quality professional development to ESL teachers, this will enable them to use ESL methodologies effectively and to consistently deliver rigorous instruction.</p>

<p>Measurable Objective</p> <p>To increase the # of eligible ELL students who will attain level 3 or level 4 in the NYS ELA exam.</p>	<p>Set the measurable target that will define whether you have met your goal.</p> <p>By June 28, 2011, 50% of our grades 3 – 8 ELL students who are eligible to take the 2011 NYS ELA exam will score at a level 3 or above which will demonstrate a 36% increase from 15% of grades 3 – 8 eligible ELL students who scored at level 3 or above in the 2010 NYS ELA exam.</p>
<p>Action Plan</p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ol style="list-style-type: none"> 1. ESL teachers will collaborate with other ESL teachers or other related-content teachers through an inquiry process to discuss and implement instructional strategies to meet student’s specific academic needs. 2. ESL teachers will demonstrate in depth understanding of second language acquisition and its relationship to effective ESL program. 3. ESL teachers will participate in on-going professional development (i.e., Rigby Training, and other internal/external PDs) to improve their teaching practices/ESL methodologies in order to deliver effective instruction. 4. ESL teachers will provide integrated guided and shared reading and writing activities for students to help formulate their thoughts and ideas into narratives. 5. ESL teachers will create lesson plans incorporating balanced literacy and bi-literacy instructions in order to meet the varied learning needs of their students. 6. ESL teachers will administer on-going formative and summative assessments to monitor English language development and literacy development. 7. ESL teachers will analyze student performance data to track student’s progress or lack thereof using NYSESLAT, Acuity and other assessments.
<p>Evidence</p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ol style="list-style-type: none"> 1. Formative and Summative assessments results 2. Baseline, Midline and Endline assessments results using Fountas & Pinnell 3. Periodic assessments using Acuity 4. ELA simulations 5. NYSELAT 6. Conference notes – tracking skill/strategy learned 7. Portfolios

Goal Number 3	
Goal To improve the school environment survey	Describe your goal. To increase the number of teachers and parents who participate in the School Learning Environment Survey.
Measurable Objective To increase teacher and parent participation	Set the measurable target that will define whether you have met your goal. By June 28, 2011, 50% of our teaching staff and 77% of parent population will respond to the Learning Environment Survey, which will demonstrate a 16% increase for teacher participation and 3% increase for parent participation from the previous academic year.
Action Plan	Describe your plan for meeting your goal, including staffing, scheduling, and funding. <ol style="list-style-type: none"> 1. Grade leaders will conduct on-going workshops with peers to discuss and analyze questions and answers from previous Learning Environment Survey. 2. School Inquiry Team will conduct a quarterly survey to assess the state of school environment vis-à-vis teacher collaboration, administration support and communication, safety and discipline, and curriculum and instruction. 3. Parent Coordinator will conduct on-going workshops for parents to educate them on the Learning Environment Survey, ARIS, and other related pertinent information on parenting and ways to stay involved. 4. Parents will be involved in the teaching and learning process through bi-monthly Parent Learning Walk, Curriculum workshops in order to be well-informed when completing the survey.
Evidence	Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal. <ol style="list-style-type: none"> 1. Workshops' agendas 2. Periodic school survey documentations 3. School Learning Environment results for academic year 2010-11

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 28, 2011, 90% of our Pre-K - 8 teachers will analyze and use class performance data and student performance data to re-teach, to differentiate lesson plans and to provide students with on-going individualized assistance.</p>
<p>Action Plan 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"> ◆ Differentiated professional development based on teacher’s needs to assist/support on how to analyze, interpret, and use data to drive instruction and meet individual student’s goals. ◆ Teachers will collaborate to improve teaching practices through Peer Coaching, Lab Sites, and Intra-visitations. Also, teachers will share promising/best practices on how to differentiate instruction/activities for students. ◆ Teachers will conference with students to ensure that their individual needs are being addressed. ◆ Teachers will analyze formative and summative assessments to inform instruction, to identify common trends, and to measure student’s academic progress. ◆ Common planning time will be embedded in teacher’s program to provide teachers with the opportunity to discuss student’s work and to plan lesson plans using individual student and class data. ◆ Teachers will meet with administrators to discuss results of predictive/diagnostic assessments (i.e., Acuity) and examine Item Skill Analysis in order to develop workstations to address student’s deficiencies. ◆ Teachers will log onto ARIS and NYSTART periodically to look at the item skill analysis as an additional source to enable them to create their flexible groupings. ◆ Classroom teachers will assess for learning through interim assessments to determine who is making progress or needs academic interventions (i.e., after-school and Saturday programs).

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>	<p>Human Resources: Teachers, Coaches, Staff Developer (F-Status) Mentor (F-Status), Administration Budget Source: TL Fair Student, Title I SWP, Title I ARRA</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ◆ Baseline, Midline, and Endline data will be analyzed and action plans will be developed based on trends analysis. ◆ Every 4 months teachers will display interim S.M.A.R.T goals in the classrooms using Fountas & Pinnell student assessment results. ◆ Supervisors will periodically inspect lesson plans to see evidence of differentiation. ◆ Supervisors will conduct weekly informal observations to see evidence of data-driven instruction. ◆ Teachers will conduct daily conference with individual students based on identified academic strengths or needs, which will enable them to track student overall learning. ◆ On-going use of ARIS and other data sources to create sub-groups and monitor student learning.
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 28, 2011, 50% of our grades 3 – 8 ELL students who are eligible to take the 2011 NYS ELA exam will score at a level 3 or above which will demonstrate a 36% increase from 15% of grades 3 – 8 eligible ELL students who scored at level 3 or above in the 2010 NYS ELA exam.</p>
<p>Action Plan <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"> ◆ ESL teachers will collaborate with other ESL teachers or other related-content teachers through an inquiry process to discuss and implement instructional strategies to meet student’s specific academic needs. ◆ ESL teachers will demonstrate in depth understanding of second language acquisition and its relationship to effective ESL program. ◆ ESL teachers will participate in on-going professional development (i.e., Rigby Training, and

	<p>other internal/external PDs) to improve their teaching practices/ESL methodologies in order to deliver effective instruction.</p> <ul style="list-style-type: none"> ◆ ESL teachers will provide integrated guided and shared reading and writing activities for students to help formulate their thoughts and ideas into narratives. ◆ ESL teachers will create lesson plans incorporating balanced literacy and bi-literacy instructions in order to meet the varied learning needs of their students. ◆ ESL teachers will administer on-going formative and summative assessments to monitor English language development and literacy development. ◆ ESL teachers will analyze student performance data to track student’s progress or lack thereof using NYSESLAT, Acuity and other assessments.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>	<p>Human Resources: Teachers, Administration, Parents(Home Support), Educational Consultants (Rigby Training) Budget: Title III, TL Fair Student , Title I SWP, Title I ARRA</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ◆ Formative and Summative assessments results ◆ Baseline, Midline and Endline assessments results using Fountas & Pinnell ◆ Periodic assessments using Acuity ◆ ELA simulations ◆ NYSELAT ◆ Conference notes – tracking skill/strategy learned ◆ Portfolios

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 28, 2011, 50% of our teaching staff and 77% of parent population will respond to the Learning Environment Survey, which will demonstrate a 16% increase for teacher participation and 3% increase for parent participation from the previous academic year.</p>
<p>Action Plan <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"> ◆ Grade leaders will conduct on-going workshops with peers to discuss and analyze questions and answers from previous Learning Environment Survey. ◆ School Inquiry Team will conduct a quarterly survey to assess the state of school environment vis-à-vis teacher collaboration, administration support and communication, safety and discipline, and curriculum and instruction.

	<ul style="list-style-type: none"> ◆ Parent Coordinator will conduct on-going workshops for parents to educate them on the Learning Environment Survey, ARIS, and other related pertinent information on parenting and ways to stay involved. ◆ Parents will be involved in the teaching and learning process through bi-monthly Parent Learning Walk, Curriculum workshops in order to be well-informed when completing the survey.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>	<p>Human Resources: SLT personnel, Parent Coordinator, Teachers, Administration, Parents Budget Source: Title I SWP, Title I ARRA</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ◆ Workshops' agendas ◆ Periodic school survey documentations ◆ School Learning Environment results for academic year 2010-11

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			N/A	N/A	7		5	
1			N/A	N/A	18		7	
2			N/A	N/A	14		6	
3			N/A	N/A	22		8	
4	55	54			16		6	
5	73	60			25		4	
6	80	67			43		7	
7	84	86			52		10	
8	108	55			40		15	
9	0	0						
10	0	0						
11	0	0						
12	0	0						

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)	Description: Provide a brief description of each 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.).
ELA:	<p>Based on the disaggregated data from formal and informal assessments including the 2010 ELA, the Acuity assessments, Fountas & Pinnell Benchmark assessments, summative unit assessments, portfolio work, conferencing notes, student reflection notebooks, teacher observations and articulation between classroom teachers and AIS teachers, students-at-Risk will receive AIS skills-based intervention during regular instructional day as well as after school and/or Saturday programs. Reduced class size across grade levels for self-contained classes, K-2 and 3-6, as well as departmentalized classes 7-8 will promote the effectiveness of small group and one-to-one work for Tier I differentiation and modification of instruction by the ELA teacher during the regular academic day. A Tier II push-in/pull-out program will provide students in K-8 with the academic assistance needed in an on-going basis during the academic year. Students-at-Risk in departmentalized class situations in grades 7 and 8 will receive intense push-in AIS intervention to build content knowledge, vocabulary, and reading skills/comprehension as well as test sophistication practice plus intervention toward proficiency to mastery on specific literacy skills based on their respective, specific formal and informal data. The SETSS push-in/pull/out program will also support students during class time in small-group and one-to-one interventions during independent practice time and in small groups outside regularly scheduled ELA class time to address those specific interventions indicated on their IEPs. Across grade levels, students' formal and informal assessments data will drive on-going ELA instruction via the ELA curriculum developed to address the New York State Standards(aligning with expectations outlined in the Common Core Standards) with modification for ELLs and students with IEPs. Weekly common planning meetings will facilitate rich discussion among teachers' vis-à-vis teaching and learning; meaningful differentiation and modification for students in all subgroups to include general education, Bilingual/ESL students and students with IEPs. Targeted Level I and Lower level 2 performing students, based on their performance on the 2010 NYS ELA, will be closely monitored and periodically reassessed according to intervention protocols and guidelines (i.e., PIPP). Periodic Progress Reports are sent home to keep parents informed of student progress. Tier II interventions will continue with in-house and community</p>

	<p>partnership after school and Saturday intervention programs from Mid-February 2011 through April 2011. A school-wide initiative is to continue to analyze our student performance data in order to make well-informed teaching and administrative decisions to maintain student academic progress and to help student on achieving proficiency status in all standardized exams. Every effort will be made to make data transparent to the teaching/learning community so that students will understand their assessment profile, set goals and become proactive in their respective skills-based programs.</p>
<p>Mathematics:</p>	<p>Reduced class size for students among the K-2; 3-6; and 7-8 class settings will accommodate small group instruction for Tier I differentiation and modification during independent practice in general education and special education classes from grades K-8. A Tier II push-in/pull-out program for level 1 and Lower Level 2, based on student performance on the 2010 NYS Mathematics Exam will be implemented to provide the identified sub-groups with intervention in specific skill areas indicated by formal and informal assessment data. A similar style program will provide SETSS intervention designed specifically to accommodate students' respective IEPs. The free standing ESL classes will receive modification within the mathematics program via articulation between and among the ESL and math teachers. The school and its Community Based Organization (MMCC) will establish after school and Saturday programs to provide the identified sub-groups with additional academic support that will address their deficiencies through small group, one-on-one instructional setting. Standards-based in-house curriculum developed for AIS programs will be driven by state, Acuity Predictive/ITA assessments, unit and daily class assessments, teacher observations during class time and articulation with the AIS teacher. Periodic Progress Reports are sent home to keep parents informed of student progress. Technology will support Tiers I and II classroom and lab setting intervention. Level I and Lower level 2 performing students, based on their performance on the 2010 NYS Mathematics assessment will be closely monitored and periodically reassessed according to intervention protocols and guidelines (i.e., PIPP). A school-wide initiative will be to collect, evaluate and disaggregate meaningful, on-going data to help our teachers to make decisions that will enable them to increase student learning (i.e., value-added), which will evident in student increased NYS Math scale score. Every effort will be made to make data transparent to the teaching/learning community so that students will understand their assessment profile, set goals and become proactive in their respective skills-based program.</p>

<p>Science:</p>	<p>The workshop model will provide a venue for Tier I intervention during small group and one-to-one sessions across grade levels with emphasis on the upper grade levels. The revised New York State Science Curriculum for grades 6-8 has necessitated steps via recruitment and hiring practices, training and professional development, and curriculum and lesson planning to increase the knowledge base of instructional staff in the physical, life and earth science areas. In-house curriculum to meet NYS Standards has been developed to build and develop science literacy among the middle school students in physical, life and earth sciences. On-going data from in-house grade-level unit tests, class quizzes, conference notes, daily academic performance, teacher observations and articulation between and among teachers and parents will help key players to see the respective student skills profile as he or she develops science literacy among the core areas between grades 6 and 8. Tier II level intervention will occur with science teacher articulation for purposes of instructional and testing differentiation and/or modifications specific for students in honors, free standing ESL or in general or special education settings that serve students with IEPs. The in-house science curriculum is open to free community programs such as the interactive programs at the New York City Botanical Gardens to include their three-month units of study in botany, environmental and earth science. Tier II small group and one-to-one intervention will be provided for students during the academic day in preparation for the Grade Eight Regents examination. Technology will further support students in the middle school with particular emphasis on hands-on laboratory settings.</p>
<p>Social Studies:</p>	<p>The 7th and 8th grade NYS 20-month U.S. history curriculum will be supported by the new student text, <i>American History</i>, and extensive support materials on flash drive from McDougal Littell as well as on site professional development from the company. The 2-year seamless program will be reinforced by the creation of the NYS standards-based in-house social studies curriculum aligned to the 7th and 8th grade ELA curriculum. This 20-month study, with emphasis on the human condition and social values, will support the social curriculum to bring depth and dimension to the study of social issues that span time and cultures. Students' standards-based reading, writing, listening and speaking skills mastered in the ELA/ESL classes will be transferred to meaningful practice in their developing social studies literacy skills. Co-planning among ELA/ESL and social studies teachers will occur on a weekly basis to ensure quality Tier I intervention. Social studies teachers' utilization of the workshop model in a reduced class size setting will accommodate differentiation of instruction and modification in general education and special education classes. The social studies curriculum will be aligned with the ELA units to build and support standards-based literacy skills necessary for daily reading comprehension</p>

	<p>and performance as well as preparedness for the rigor of the NYS Grade 8 Social Studies assessment at the culmination of the 20-month course. Months prior to the state assessment in grade eight, regularly scheduled push-in/pull-out intervention will facilitate eighth grade students' preparedness for the state examination. ESL teacher articulation and assistance with test preparation methodologies will ensure students' test readiness and a holistic understanding of the human condition as it is revealed in historical time periods and settings.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Our guidance department, which consists of three full-time guidance counselors and one full-time social workers, is available to service the emotional needs of our students and help alleviate any issues which interfere with their academic success. Their goal is early identification of at-risk students. These children are identified by classroom teachers, the attendance coordinator, school administration, the dean, the parent coordinator, and the parents. Intervention may include establishing contact and rapport with parents, students and their families. In addition, the counselors arrange AIS services within the school building that includes peer tutoring. Learning Leaders, academic coaches, consultant teacher services, at-risk resource room and at-risk counseling from members of the School IEP Team. The counselors work closely with the staff of the Montefiore School-Based Clinic, which provides medical and mental health services. Our guidance counselors also make referrals to community agencies when necessary.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>There are one full-time and part-time school psychologists on site to assess, diagnose and recommend interventions for students.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Our school social worker along with our guidance counselors provide "At-risk" services to our pre-k through grade eight students. Their efforts to establish home and school partnership to monitor the well being of our students is crucial to students' social and academic prowess.</p>
<p>At-risk Health-related Services:</p>	<p>The on-site Montefiore Hospital clinic gives families direct access to primary physical and mental health care, dental screening services and routine nutrition counseling.</p>

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.

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) K-8 Number of Students to be Served: 208 LEP Non-LEP

Number of Teachers 11 Other Staff (Specify) _____

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.

This academic year 2010-11 at PS/MS 95 the ESL/Bilingual classes are as follows: K General Ed. Bilingual, 1st Grade General Ed. Bilingual, 2nd Grade General Ed. Bilingual, 3rd Grade ICT Bilingual, 4th Grade Bilingual, 5th Grade ESL, 6th Grade ESL, 7th Grade ESL, 8th Grade ESL. These classes comprised of students with varied level of language acquisition. These classes are expected to implement content area curriculum using methodologies to address the needs of ESL/Bilingual students' needs.

For instance, ESL teachers are expected to differentiate the instruction during the daily workshop model framework in order to meet the students' language needs at all levels of English language acquisition. Rigby Publishers will help drive ESL instruction for ELLs among the transitional bilingual and ESL classes from grades K-8. ELL students will meet their academic goals through a standards-based curriculum that integrates a Cognitive Academic Language Learning Approach (CALLA) and Sheltered Instructional Language Observational Protocol (SIOP) approach. These approaches are being established to facilitate the appropriate intervention, differentiation and modification of language instruction within the ESL/ELA classrooms. All self-contained ESL/Bilingual on grade levels: K, 1, 2, 3, 4, 5, 6, 7, and 8 meet every instructional day and all ESL/Bilingual methodologies are used to support teaching and learning in all content areas. Our push-in/pull-out teachers' primary responsibility is to service K-8 ESL students who require additional academic (i.e., as per diagnostic assessments and/or IEPs). Additionally, PS/MS 95 will have transitional bilingual classes on the following grade levels: K – 4. These self-contained classes meet regularly and instruction is delivered in Spanish 75% of the time and 25% in English in grades K -2 during September through January. Then during February through June delivery of instruction is conducted in both English and Spanish equally/simultaneously. Grades 3 and 4 use both languages (English and Spanish) to deliver instruction. Push-in intervention is provided to all transitional bilingual students in particular those who are intensive academically. PS/MS 95 will have an After-School program every Mondays and Wednesdays for a total of 3 hours per week beginning in the month of November until the month of May to address specific academic needs of ELL students in grades 3 through 8. There will be one class in grades 3 through 6 and a bridge class to service ELL students of grades 7 and 8. All classes will be taught by teachers with ESL certification and the program will be supervised by an Assistant Principal, who supervises ESL/Bilingual department. Overall, all these teaching and learning approaches/strategies will provide the types of support that will ensure academic and social growth for all ELL students at PS/MS 95.

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

In the beginning of the year, all ESL/Bilingual teachers received a "Pedagogical Needs Assessment" form to inform the administration of their pedagogical strengths, needs, and areas that are work in progress based on the feedback provided by each teacher, the administration will develop an instructional support plan to address the pedagogical needs of each teacher. The school will continue its partnership with Rigby Training to provide its ESL/Bilingual with professional development that will continue to strengthen their teaching practices and their utilization/infusion of ESL/Bilingual methodologies to help students acquire content knowledge. Furthermore, the ESL/ELA teacher for Grades 6, 7 and 8 will cooperatively plan with the ELA department and articulate with teachers among the other core disciplines to recommend instructional/learning modifications to ensure that all ESL students meet and exceed standards in all respective areas of study.

Form TIII – A (1)(b)

School: 10X095 BEDS Code: 3210000100095

**Title III LEP Program
School Building Budget Summary**

Allocation Amount: \$36,140		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Teacher - Per session - Supervisor 	<u>Teacher</u> \$20,953.80 <u>Supervisor</u> \$4,176.80 <u>Grand Total</u> \$25,130.60	40 instructional sessions; 1.5 hours per 40 instructional sessions X 1.5 hours = 60 hours 60 hours X \$49.89 per session rate w/fringe = \$2,993.40 \$2,993.40 X 7 teachers = \$20,953.80 total teacher per session <hr/> 40 instructional sessions; 2.0 hours per 40 instructional sessions X 2.0 hours = 80 hours 80 hours X \$52.21 per session rate w/fringe = \$ total supervisory per session Note: To hire ESL Teachers plus supervisor to support ELL students in After-school Intervention program.
Purchased services <ul style="list-style-type: none"> - Rigby Training 	\$7,000	Series of Workshops from Rigby Training to assist teachers with curriculum mapping Curriculum training for ESL teachers on ESL methodologies.
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$1,000	Supplemental books and supplies for after-school program
Educational Software (Object Code 199)	\$509.40 <u>\$2,500</u>	Purchasing best practices DVDs from ASCD and/or Solution Tree to support teacher growth in order to use cutting edge information

	<u>\$ 3,009.40</u>	and practices to help our ELL students. Rosetta Stone: Level 1, 2, & 3 Includes Audio Companion Quantity: 5 @ \$500 per set = \$2,500
Travel		
Other		
TOTAL	\$36,140	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Our school's written and oral interpretation requirements are assessed during the registration process. We evaluate the languages of the parents and students to provide the necessary written and oral translation with the assistance of the parent coordinator, building translator for Spanish speaking parents and students, administration and other faculty members.

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

We have found through our assessment that our written and oral translation is provided to our major population of Spanish speaking families. In addition, we also provide these services to other families upon request. Translation is provided by a variety of staff members and administration.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers. PS/MS 95 will provide written translation for report cards, progress reports, Parent Association notifications, teacher to parent correspondence and monthly newsletters. Timely provision of translated documents is provided to parents on a monthly basis by school staff and administrators.

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. Oral interpretation services are provided in-house by the school staff and administrators. Oral interpreters are available at all parent meetings and are available during parent/teacher and vital student/teacher conferences.

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>.

PS/MS 95 – The Sheila Mencher Van Cortlandt School will 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 child's educational options and parents' capacity to improve their children's achievement. This will be monitored via careful screening at the time of student enrollment to access all available services to ensure that language is not a barrier to building and enfranchising the school community for the ultimate academic success and well being of the child.

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:	794,021	570,875	1,364,896
2. Enter the anticipated 1% set-aside for Parent Involvement:	7,940	5,709	13,649
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	39,701	*	
4. Enter the anticipated 10% set-aside for Professional Development:	79402.10	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 96%

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.

- ◆ Attend job fairs and use alternative methods to recruit certified teachers in shortage areas
- ◆ Assist uncertified teachers to gain certification
- ◆ Ensure that new teachers accumulate their professional development hours
- ◆ Teachers are assigned to the area of certification when scheduling, with some limited flexibility, consistent with NYS regulations

- 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.

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.

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.

◆ Please refer to pages 14 - 32

2. Schoolwide reform strategies that:

- ◆ **SET CLEAR LEARNING OUTCOMES** for each unit of study
- ◆ **FORMATIVE ASSESSMENT** – to inform teaching and learning
- ◆ **CONTENT & SKILL** based grade level common assessment (to assess unit of study)
- ◆ **CONFERENCING** – teacher-to-student & peer-to-peer
- ◆ **DIFFERENTIATED INSTRUCTION** – to meet individual students’ needs
- ◆ **USE OF RUBRIC** to establish clear expectations and as a grading tool
- ◆ **PROFESSIONAL DEVELOPMENT** – internal & external
- ◆ **School wide grading system**
- ◆ *Formative assessment will be administered during each unit of study:*
- ◆ *Major Subjects (i.e., Literacy, Mathematics, Social Studies, Science)*
- ◆ *3 quizzes and 1 content based uniform assessment by grade level*
- ◆ **Elementary** – minor subjects will administer 2 quizzes plus 1 teacher- made exam

- ◆ **Middle School** – minor subjects will administer 2 quizzes plus 1 teacher- made exam

- ◆ **Physical Ed.** – will administer 2 skill based performance exams
- ◆ **Weekly common planning in the middle school to**
- ◆ **Bi-weekly grade meetings and common planning in the elementary level**
- ◆ **F-status experienced teachers to support teaching and learning in the selected classrooms**
- ◆ **Academic Intervention programs (after-school & Saturdays) in literacy, mathematics, science, social studies and ESL to help students close their achievement gap**
- ◆ **Grade leader to provide collegial support to peers**
- ◆ **Weekly written feedback (i.e., snapshots) to teachers by their respective assistant principals**
- ◆ **Use data to display class goals and individual student goals in a prominent place in the classrooms**
- ◆ **Use of the workshop model to deliver instruction (Use Teacher’s College “Architecture of a mini-lesson” model)**
- ◆ **Celebrate students’ work in classrooms bulletin boards and hallways bulletin boards**
- ◆ **Extracurricular activities to meet the needs of the whole child**
- ◆ **Affiliation with colleges/universities, and Community Based-Organization**
- ◆ **Intra-visitations and Inter-visitations – To foster collaboration and improve pedagogy**

3. Instruction by highly qualified staff.
 - a. Ongoing meeting with teachers to share their planning process and support team building;
 - b. Common planning to plan and assess units of study;
 - c. Sharing best practices in order to attain the next level;
 - d. Demonstrating/Modeling effective mini-lessons and discuss literacy and mathematics portfolios;
 - e. Provide opportunities for inter-visitations;
 - f. Provide ongoing professional development and one-on-one mentoring on classroom management and systems structures
 - g. Ensuring that assessment data is being utilized by teachers to monitor individual student progress;
 - h. Conduct study groups/workshops
 - i. Ongoing curriculum mapping

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.
 - ◆ Ongoing professional development (internal & external) to build capacity among staff
 - ◆ Integration of technology to improve instruction
 - ◆ Ongoing study groups (i.e., article study, book study, video viewing)
 - ◆ Grade meetings primarily focused on curriculum and instruction
 - ◆ Classroom inter-visitations to observe best practices
 - ◆ Buddy teacher
 - ◆ Grade leader to assist colleagues within grade level

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - ◆ Job fairs
 - ◆ Public Relations ~ Use different "mediums" to promote the school
 - ◆ Review resume
 - ◆ Conduct interviews

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

PS/MS 95 has created a climate where parents feel welcome. The school has launched many programs to foster home and school partnership such as the following:

- a. Bi-monthly parent learning walk where parents have an opportunity to observe teaching and learning and give administrators and staff warm feedback on their observations. Also, a newsletter is published and disseminated to staff and parents based on the parents' feedback.
- b. First Friday Read Aloud is a program where parents come to read to our Pre-K -2
- c. Parent dinner club where parents along with our parent coordinator come together to discuss issues and concerns
- d. Ongoing parent workshops
- e. Invite parents to chaperone in all of our educational trips
- f. Offer educational courses to parents
- g. Publish a newsletter to inform parents of educational news
- h. Send a monthly calendar to parents to inform them of monthly events within school
- i. Monthly family fun night.

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.

PS/MS 95 conducts an orientation to inform students and parents of school's expectations. A student handbook is distributed outlining the daily operations of the school.

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.

- ◆ Curriculum mapping/pacing calendar
- ◆ Create unit of study assessments
- ◆ Common planning and Lunch & Learn – collective decision on teaching and learning
- ◆ Teachers as grade leaders
- ◆ Use student's data to provide Academic Intervention Services
- ◆ Use the SLT and Inquiry Team as liaison to staff and parents to provide pertinent information and to find ways to improve the achievement of individual students and the overall instructional program

- ◆ Grade meetings and Faculty conferences – Professional Development

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.

- ◆ Establish an Instructional Support Team to help identify at-risk students
- ◆ Partnership with other organizations to provide tutorial support and homework help to struggling students before and after-school
- ◆ Use formative and summative assessments to track student needs and devise a tailored made plan to ensure individual needs are met
- ◆ Provide additional services such as push-in/pull-out AIS, after-school and Saturday programs

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.

- ◆ Wellness program
- ◆ ESL/GED program
- ◆ S.A.V.E. program
- ◆ Community Service Leaders

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.

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s) 42,43,44
Title I, Part A (Basic)	Federal	✓			794,021	✓	Page #(s) 42,43,44
Title I, Part A (ARRA)	Federal	✓			570,875	✓	Page #(s) 42,43,44
Title II, Part A	Federal						
Title III, Part A	Federal	✓			\$36,140	✓	Page #(s) 42,43,44
Part D: TITLE I TARGETED ASSISTANCE SCHOOLS							
Title IV	Federal						
IDEA	Federal						
Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under Title I. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.							

1. Use program resources to help participating children meet the State standards.
 - ◆ See LAP, Appendix 2, and Title III form
2. Ensure that planning for students served under this program is incorporated into existing school planning.
 - ◆ See Appendix 2 and Section VI: Plan

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - ◆ See Appendices 1, 2, & 3
4. Coordinate with and support the regular educational program;
 - ◆ See Appendix 2
5. Provide instruction by highly qualified teachers;
 - ◆ See pages 42 items #3,4, 8
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
 - ◆ Weekly common planning, Lunch and Learn
 - ◆ Intra-visitations & Inter-visitations
 - ◆ On-going opportunities to attend internal or external professional development
 - ◆ Annual Cyclical Support Plan – To address specific pedagogical needs of teachers
7. Provide strategies to increase parental involvement; and
 - ◆ See pages 25-26
8. Coordinate and integrate Federal, State and local services and programs.
 - ◆ See page 44 items # 10

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: _____ **SURR³ Phase/Group (If applicable):** _____

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 year, 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.

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: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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.

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

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>

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.)
 - ◆ As of November 1, 2010 we have 21 STH students in our school building.
2. Please describe the services you are planning to provide to the STH population.
 - ◆ Support services: counseling, mentoring, academic programs before and after school, extra-curricular activities, and family programs (counseling, GED for parents; ESL classes for parents).

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

School Name:	P.S. 095 Sheila Mencher					
District:	10	DBN:	10X095	School		321000010095

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<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	18	18	17		91.6	92.2	91.4
Kindergarten	115	130	121				
Grade 1	97	118	130	Student Stability - % of Enrollment:			
Grade 2	100	102	117	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	122	127	96		93.7	91.6	93.0
Grade 4	121	135	126				
Grade 5	133	129	136	Poverty Rate - % of Enrollment:			
Grade 6	157	157	141	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	148	169	158		69.3	79.2	79.2
Grade 8	187	145	171				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		16	63	30
Grade 12	0	0	0				
Ungraded	2	3	4	Recent Immigrants - Total Number:			
Total	1200	1233	1217	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					24	21	23

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<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	60	51	40	Principal Suspensions	108	123	169
# in Collaborative Team Teaching (CTT) Classes	65	86	100	Superintendent Suspensions	11	7	13
Number all others	89	70	74				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<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	92	99	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	147	143	TBD
# ELLs with IEPs	15	54	TBD
Number of Teachers	101	96	89
Number of Administrators and Other Professionals	21	22	17
Number of Educational Paraprofessionals	5	6	12

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
	4	2	24	% fully licensed & permanently assigned to this school	96.0	100.0	98.8
				% more than 2 years teaching in this school	72.3	78.1	82.0
				% more than 5 years teaching anywhere	55.4	57.3	67.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	63.0	75.0	82.0
American Indian or Alaska Native	0.5	0.2	0.0	% core classes taught by "highly qualified" teachers	88.1	91.3	92.0
Black or African American	22.5	22.0	20.2				
Hispanic or Latino	63.7	65.0	68.1				
Asian or Native Hawaiian/Other Pacific	7.3	7.1	7.9				
White	5.5	4.7	3.6				
Male	55.0	51.7	51.0				
Female	45.0	48.3	49.0				

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

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	v	v	-				
Multiracial	-	-					
Students with Disabilities	vsh	v					
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups making	8	8	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	49.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	33.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	3.5						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
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

SCHOOL PARENTAL INVOLVEMENT POLICY

PART I GENERAL EXPECTATIONS

NOTE: Each school level Parental Involvement Policy must establish the school's expectation for parental involvement based upon the District Parental Involvement Policy. [Section 1118-Parental Involvement – (a) Local Education Policy- (2) Written Policy of ESEA]

PS/MS 95 agrees to fully implement the following statutory requirements:

- ❖ The school will put into operation programs, activities and procedures for the involvement of all parents of the Title I eligible students consistent with Section 1118 – Parent Involvement of the Elementary and Secondary Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- ❖ In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This include providing information and school reports required under Section 111-State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- ❖ The school will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.
- ❖ The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:
 1. Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's learning;
 2. that parents are encouraged to be actively involved in their child's education at school;
 3. that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
 4. the carrying out of other activities, such as those described in Section 118-Parent Involvement of the ESEA.

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

NOTE: The School Parental Involvement Policy must include a description of how the school will implement or accomplish each of the following components. [Section 1118-Parental Involvement – (a) Local Educational Agency Policy – (2) Written Policy of ESEA] This is a "sample template" as there is no required format for these descriptions. However, regardless of the school chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.

PS/MS 95 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112-Local Educational Agency Plans of the ESEA:

- Involve parents in discussions regarding the District Parental Involvement Plan at all PTA meetings
- PTA Executive Board members will be involved with District personnel through the Office of the District Family Advocate and the Office of the Superintendent

PS/MS 95 will take the following actions to involve parents in the process of school review and improvement under Section 1116-Academic Assessment and Local Educational Agency and School Improvement of the ESEA:

- Parent members of the school leadership team will participate in the annual PASS Review of the School
 - a. Parents will be interviewed as part of the School's Quality Review
 - b. Parent surveys will be a vital part of the School's Progress Report process

PS/MS 95 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement under the following other programs:

- Montefiore Mosholu Community Center – After-school program
- 21st Century program
- Out of School Time Program (OST)
- ESL/GED/Technology program

PS/MS 95 will take the following actions to conduct, with the involvement of parent, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- An evaluation will be conducted at two (2) spring term PTA meetings providing opportunity for parents to give feedback and suggestions on school improvement strategies. The survey will be the responsibility of the Parent Coordinator. The Parent Coordinator, along with members of the PTA Executive board will organize the parent feedback and present the findings to the principal for review and consideration. Parents will have the opportunity to provide feedback on topics such as: teaching and learning, school-to-home communication, guidance services, academic intervention services and safety.

PART III DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1118- Parent Involvement- (e) Building Capacity for Involvement of the ESEA:

Other activities may include:

- providing necessary curriculum professional development/literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times.
- The school is developing appropriate roles for community-based organizations through a number of involvement activities. These activities will bring together members of the local community in order to address the needs of individual students.
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

PART IV ADOPTION

New York City Department of Education
PS/MS 95 ~ The Sheila Mencher Van Cortlandt School

Serge Marshall Davis, Principal

This policy was adopted by PS/MS 95 on 10/4/10 and will be in effect for the academic year 2010-11. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 17, 2010.

(Signature of Principal)

(Date)

School-Parent Compact

PS/MS 95, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact will be in effect during school year 2010-11.

Required School-Parent Compact Provisions

School Responsibilities

PS/MS 95 will:

1. Provide high-quality curriculum and instruction in a supportive and risk-free effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Curriculum professional development
 - First Friday "Read Aloud."
 - Implementation of the Learning Leaders program, which trains parents to assist in the classrooms
 - Working with the core members of the School Leadership Team to schedule learning walks providing with opportunities to observe the teaching and learning process in the school.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - Parent teacher conferences: November 2010 and March 2011
 - Parent compact will also be shared at various school wide meeting (including the P.A.) as it relates to individual needs
 - By appointment through administration, teachers and parent coordinator
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Progress reports
 - Dissemination of report cards three times a year
 - Telephone calls
 - Notes to parents to celebrate the positive and inform on the areas that need improvement
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Parent teacher conferences: November 2010 and March 2011.
 - By appointment through administration, teachers and parent coordinator

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Unit of study celebrations
 - Educational trips
 - First Friday "Read Aloud"
 - Other various content area celebrations
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 - Collaboration during PTA meetings
 - SLT meetings
 - Once a month at executive board meetings
 - Implementation of a Parent Leadership Program that will be involved in planning and implementing the School Compact
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
 - Collaboration during PTA meetings
 - SLT meetings
 - Once a month at executive board meetings
 - Implementation of a Parent Leadership Program that will be involved in planning and implementing the School Compact
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
 - Conduct parent meetings in both the morning and afternoon, in order to be more accommodating to all parents, which will allow parents to collaborate on Title I spending
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
 - Use more effort to send notices home in multiple languages
 - Parent leadership team will be advocates for parents with disabilities and to provide needed materials upon request
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
 - Making assessment reports available to parents that show student progress
 - Collaborating on School Wide Programs that help students meet New York State standards
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, and reading.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom through leadership team.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Parent Leadership Team.

Optional Additional Provisions

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the New York State high standards. Specifically, we will:

- Come to school regularly and on time
- Complete all classwork, homework, and assessments
- Develop good study habits and earn good grades in all assessments
- Be respectful to all adults and peers at all times
- Read at least 30 minutes every day outside of school time (Elementary students) and 45 minutes (middle school students).
- Give to my parents or my legal guardians all notices and information given to me by my school.

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

(Please note that signatures are not required)

**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 CFN HOT 104	District 10	School Number 95	School Name Sheila Mencher School
Principal Serge Davis		Assistant Principal Omara Flores	
Coach type here		Coach type here	
Teacher/Subject Area James Regan		Guidance Counselor type here	
Teacher/Subject Area Helen Fichtelberg		Parent type here	
Teacher/Subject Area type here		Parent Coordinator type here	
Related Service Provider type here		Other type here	
Network Leader type here		Other type here	

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	4	Number of Certified Bilingual Teachers	6	Number of Certified NLA/Foreign Language Teachers	1
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	0

C. School Demographics

Total Number of Students in School	1227	Total Number of ELLs	208	ELLs as Share of Total Student Population (%)	16.95%
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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.

Part II. ELL Identification Process

1. When new students are registered at PS/MS 95, we look to see if they are new to the public school system. If the student is new, we have the parent/guardian complete a Home Language Identification Survey. After the survey is completed, we assess it to see if the student can possibly be identified as an ELL. Then the student and parent are interviewed by the Bilingual Coordinator/Assistant Principal, Ms. Flores. Once students are identified as ELL's, parents are briefed on the program choices available and are given a parental choice form for them to read and sign. Parents are also invited to a meeting with the Bilingual Coordinator/Assistant Principal and the Parent Coordinator to help them understand the programs available in and out of our school. The student is then placed in proper program after parent fills out the Program Selection Survey. The LAB-R is then sent out for formal results to be given. Students who are identified as ELL's by the LAB-R, then must take the NYSESLAT in the spring. Once the proficiency levels are identified by either the LAB-R or NYSESLAT, the parents are notified if they passed or not utilizing the Entitlement letters. A class list is kept and is checked off when forms are returned by parent. The ESL teachers are in charge of calling parents and reminding them of the importance of the forms. The ELL's are annually evaluated using the NYSESLAT data. We look at the levels in order to form groups. We utilize the combined modality report in order to plan instructions for ELL's and to see the needs of students to provide them with after school programs as well.
2. The structures we have recently put in place in order to make sure that parents are well informed is to allow parents to view the informational video in the parent coordinators office along with a pedagogue from the Intake team. This is after the Home language interview takes place. After this, parents are encouraged to ask questions. Information is explained again and parents then fill out the Parent Selection Survey. This is done when parent registers their child.
3. The Entitlement letters are distributed after we get information from the rough score of the LAB-R and when the NYSESLAT test scores are received. The Parent Survey and Program Selection forms are now done during registration which assures their return and phone calls do not have to be made home to remind parents to return these letters. We inform parents that if the survey is not returned, the default program for their child will be Bilingual Transitional Education program.
4. When a child is identified by a HLIS to be a possible ELL, the child and parent are interviewed and then child is administered the LAB-R. When parents have selected the program for their child after we have informed them of the possible choices and what may be best for their child through the interview in their language, we then assign a class for the child. When a language is other than English or Spanish, we look for an interpreter. Many times, parents bring one with them if not we reach out to staff members for translation. If we were to come to a language we do not have a translator for, we will call the translation unit that is available.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, the program choice trends have been that 90% of parents with children in grades 1-4 choose a Bilingual Program if Spanish is their first language. During our interviews, parents state that they prefer the TBE program instead of ESL because they feel that they can better help their children at home when it comes to their homework. Many parents have also stated that they prefer Bilingual programs because they do not want their child to forget their native language. Assistant Principal has informed parents that they themselves can also help maintain their Native language at home and has provided professional development along with Delis De Leon, parent coordinator showing them how to do this. From grade five through grade eight, very few parents choose TBE for their children but when they do, we offer to find them a program and they refuse this because they want to keep their child at our school and will go with their second choice which is ESL.
6. The program models offered at PS/MS 95 are aligned with the parental requests. Many of our new to public school registrants are elementary school age. Their parents if Spanish speaking prefer a bilingual program. Students in grades five through eight who need a bilingual class are offered a possible placement at another school. Parents usually prefer to have their children serviced by our ESL providers than to move them to another school. We will keep track of this through the Parent Selection surveys and if we come up with 15 students in two consecutive grades, a class will be opened.

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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1	1	1									5
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained						1	1	1	1					4
Push-In	1	1	1	1	1	1	1	1	1					9
Total	2	2	2	2	2	2	2	2	2	0	0	0	0	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	208	Newcomers (ELLs receiving service 0-3 years)	146	Special Education	26
SIFE	17	ELLs receiving service 4-6 years	53	Long-Term (completed 6 years)	9

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	89		6	9			0			98
Dual Language										0
ESL	60		5	42		12	8		3	110
Total	149	0	11	51	0	12	8	0	3	208

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	23	19	22	15	19									98
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	23	19	22	15	19	0	98							

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

**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
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	10	6	4	7	6	17	15	14	6					85
Chinese	0	0	0	0	0	0	0	0	0					0
Russian	0	0	0	0	0	0	0	0	0					0
Bengali	1	1	1	0	0	1	1	0	0					5
Urdu	2	4	1	0	1	1	0	0	1					10
Arabic	1	0	0	0	1	0	0	0	1					3
Haitian	0	0	0	0	0	0	0	0	0					0
French	0	1	0	1	0	0	0	0	0					2
Korean	0	0	0	0	0	0	0	0	0					0
Punjabi	0	0	0	0	0	0	0	0	0					0
Polish	0	0	0	0	0	0	0	0	0					0
Albanian	0	1	0	0	0	0	0	0	0					1
Other	0	2	0	1	1	0	0	0	0					4
TOTAL	14	15	6	9	9	19	16	14	8	0	0	0	0	110

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

1. Instruction at PS/MS 95 is delivered through the use of several models. We have five self-contained Transitional Bilingual classes in grades K-4. Our third grade bilingual class is an ICT model. We utilize a push-in, pull-out and self-contained model for our ESL classes. In grades K-8, we have a push-in and pull-out model. In grades five through eight, we have one self-contained ESL class on each grade. The students are heterogeneously grouped in each grade. The classes have mixed proficiency levels. During the push-in model, teachers push in to the Literacy Block. During the pull-out model, teachers try to pull out during content subject areas.
2. When our NYSESLAT scores are received along with rough scores from LAB-R, we carefully plan for the students' placement. Students in transitional bilingual classes receive Native Language Arts through the content of either science or social studies for 45-90 minutes per day depending upon the number of mandated units for the group of students. The students receiving ESL in the self-contained classes are grouped in their classes by their modality score report. The students in the push-in and pull-out classes are also grouped in this manner in order for them to get the amount of minutes mandated by Part 154. The Beginners and Intermediate groups receive 360 minutes of ESL, the Advanced groups receive 180 minutes of ESL Instruction all utilizing ESL Methodologies.
3. The content areas in TBE classes are delivered through student's native language which in our case is Spanish or in English utilizing ESL strategies. Teachers use ESL strategies such as scaffolding, TPR and differentiated instruction. Classrooms libraries include books in English as well as student's native language in order to make content more comprehensible.
4. Instruction is differentiated for our ELL subgroups by planning carefully with individual student data and our curriculum units in order to help students achieve English language proficiency. Students who are SIFE, newcomers, receiving service four to six years, Long term ELL's, or are identified as having special needs are all highly suggested to attend our after school programs. This will also aid our students in attaining on grade performance levels on the NYS reading exam. In the past, we had begun our ELA after school programs in October however because of lack of funds, we will begin in January. This program provides us with another opportunity to enforce reading and writing strategies that are also part of our regular day through smaller group instruction. We also provide ELL's with opportunities to attend an ESL after school program which focuses on enriching language development along with reading and writing strategies. This program will begin in November. Students with special needs who are ELL's are also invited to the same program we offer the rest of our ELL population. This is a total of four after school days per week for our ELL population. Students are given the permission slips as they are identified by the Bilingual Coordinator and classroom teacher after they have conferred. Once our students become proficient on the NYSESLAT, we offer them transitional support if needed provided by the ESL teachers.

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

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

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

Native Language 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.			
NLA Usage/Support	TBE		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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?

B. Programming and Scheduling Information --Continued

5. Our targeted intervention programs for our ELL's who are SIFE, newcomers, receiving service four to six years, Long term ELL's, or are identified as having special needs are offered after school through utilizing Title III funds. The programs are two days per week for ELA and two days per week for ESL. The language utilized is English since the program is an ESL program however, in most cases our Bilingual or

ESL teachers who provide this service after school do speak Spanish. This allows for additional support for the newcomer students.

6. ELL's reaching proficiency on the NYSESLAT receive additional transitional support by providing them with ESL instruction either by the ESL pull-out or push-in teacher or by providing placement in a self-contained ESL classroom. They are also provided with their appropriate testing accommodations.
7. No new programs.
8. None will be discontinued.
9. All ELL students are provided with equal access to our school programs. ELL's are provided with being offered ELA after school twice per week and ESL twice per week. At PS/MS 95, we are fortunate to have a Century 21 program from Montefiore Mosholu that offers before school and after school activities that include homework help, basketball, chess, dance and music that are also offered to our ELL population.
10. The instructional materials used for our ELL population are our curriculum units that include the four modalities for our ELL's, Story Town's ELL component which is used in grades K-3 and Rigby.
11. Native language is supported in TBE through the content areas, through Native Language Arts, classroom libraries, glossaries, translated materials and buddy system. In ESL, through classroom libraries, glossaries, translated materials, buddy system and in some cases with teacher who speaks student's native language.
12. The required services and materials provided for our ELL students are age appropriate. We utilize high interest low level texts when needed. The after school programs are also geared through differentiating and utilizing materials that are age appropriate.
13. The activities that are done at our school include the orientation process that takes place after school is in session. The other activities have been workshops provided for parents and their child informing parents of the state Exams their child will be taking and how they can assist as well. For example, the New York State ELA exam and the NYSESLAT.
14. The language elective offered at our school is Spanish as a foreign language once student is in middle school.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

D. Professional Development and Support for School Staff

1. The majority of teachers who have ELL students in their classes have received professional development on how to incorporate ESL methodologies in their lesson planning. This will ensure that teachers will be able to support our ELL's when they are enrolled. We emphasize the basic skills, including phonics and early literacy development. ESL students, who are in monolingual classrooms, and are no longer ELA

exempt after one year, receive extra support in literacy and language development so that they are able to meet grade level standards. ESL teachers push-in to the classroom and work with small groups to support the literacy curriculum. In addition, students participate in a test sophistication program in order to familiarize them with the ELA exam.

2. Teachers who have students who have just transitioned from elementary grades, are provided with internal and external professional development opportunities provided by our Network, BETAC, Office of ELL's, Rigby, Common Planning, or other outside providers.

3. We have a few staff members who have been through the 7.5 hours of Jose P. training. It is a work in progress to train all staff members since at one point or other they come across an ELL student.

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?

E. Parental Involvement

1. Parent involvement overall at our school could most definitely improve. Our Parent Coordinator assists the Bilingual Coordinator with the compliance meetings for the Parents of our ELL population. This is a population of parents that are usually more willing to attend professional development.

2. The community based organization we are affiliated with at our school also reaches out to the parents of our ELL students by offering them ESL and GED classes on Saturdays. The Parents Association plays a key role in supporting the academic and social/cultural areas toward the success of the English Language Learner.

3. The parent coordinator evaluates the needs of parents sending home Needs Assessment forms for Title I that gives us insight as to how we can better serve our parents.

4. Our parental involvement activities guide families of ELL students to make the best decisions for their children. They assist with helping them complete necessary paper work and submit records that are required. Translation services are also provided for parents when needed. The diverse cultural backgrounds from which the students come from is celebrated and respectfully accommodated by the school so that new families can become part of the PS/MS 95 team in support of their children. The parent association through Title I also offers adult classes in English to further support parents in their efforts to participate in the academic and social success of their own children.

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)	17	17	4	5	4	2	2	5	4					60
Intermediate(I)	1	11	6	11	9	12	4	5	3					62
Advanced (A)	8	1	16	8	11	17	11	11	3					86
Total	26	29	26	24	24	31	17	21	10	0	0	0	0	208

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	1	3	1	5	4	1	2	2	0				
	I		11	4	11	1	0	1	1	1				
	A		9	19	11	13	13	7	9	3				
	P		4	2	9	6	18	7	8	6				
READING/ WRITING	B	1	15	4	5	4	3	2	5	4				
	I		11	6	11	9	12	3	4	3				
	A		0	8	8	10	14	11	10	3				
	P		1	8	0	1	2	1	1	0				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	9	4		18
4	15	20	7		42
5	4	18	7		29
6	9	11	0		20
7	5	7	1		13
8	9	8	2		19
NYSAA Bilingual Spe Ed			1		1

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	5		10		6		2		23
4	2		29		10		2		43
5	4		20		7		2		33
6	6		11		5		0		22
7	6		6		5		0		17
8	0		12		8		0		20
NYSAA Bilingual Spe Ed					1				1

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	8		11		17		2		38
8	5		12		2		0		19
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	4		7		18				29
8	9		5		4				18
NYSAA Bilingual Spe Ed									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	2	12	14	10				
Chinese Reading Test								

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

B. Review of Assessment Data

1. In the early grades, we assess students by using various methods of formal and informal assessments for example: Baselines, Midlines and Endlines in Reading and Mathematics, DIBELS- which addresses initial sound fluency, letter naming fluency, decoding, phoneme segmentation, nonsense word fluency and oral reading fluency, El Sol is another comprehensive assessment utilized for TBE students which addresses reading comprehension, beginning sounds and letter recognition. Fountas and Pinnell BAS reveals a wealth of data about our students, including the reader's accuracy and self-corrections, comprehension, and fluency allowing us to monitor students growth as learners. Presently, in Kindergarten, our beginning of year DIBELS data informs us that there 67% of students are below level and 33% are meeting benchmark level. In First Grade, 40% of students are below level and 60% are meeting benchmark level. In Second Grade, 36% of students are below level and 64% are meeting benchmark level. In third Grade, 52% of students are below level and 48% are meeting benchmark level.

2. The following data patterns were noted in a review of the results from the LAB-R and NYSESLAT:

On the NYSESLAT and LAB-R tests, we have noticed that the bulk of our beginning students are in grades K and 1. Then we show growth in grades 2-8 where the majority of our students are advanced.

3. The patterns across the NYSESLAT modalities inform our instructional decisions by allowing us to see how we can group students according to their levels of proficiency. In grades K-8 the highest scores obtained by the students were in the Listening and Speaking components of the NYSESLAT. The patterns found will also assist us in providing differentiated instruction for our students.

4. Many of our ELLs eligible to take the ELA standardized test in grades 3-5 scored better than the ELL's in grades 6-8. We had 15% of our ELL's score a level 3 on the ELA, 51% scored a level 2 and 33% score at a level 1. The bulk of our ELL's are a level 2 on the ELA. When analyzing the ELE compared to the ELA, the students are doing better on the ELE since we only have 2 students reading on the Q1 and the bulk are in Q2 and Q3. We have 10 students who are on Q4 which we had none on the ELA. In order to provide students with the accommodations allowed, we know by testing time if students will feel more comfortable with using the English version of a content area state test along with the Spanish version or just use either language on its own. The ELL periodic assessments inform us of what skills and strategies are to be taught and used in order to help our ELL population. For example: Unit Assessments, Dibels, El Sol, and Fountas and Pinnell serve as progress monitors. We have learned that language objectives are important and that social language is different from academic language. Teachers on grades K-4 infuse students native language during Native Language Arts and content areas.

5. No Dual Language Programs

6. We evaluate the success of our ELL programs by analyzing the data. Teachers receive the NYSESLAT and LAB-R data for the students they teach. They use this information to inform their instruction and use other assessments such as the NYS ELA, NYS Math, Interim Assessments, Fountas & Pinnell Running Records, and teacher assessments as well. They then form groups accordingly. As we plan utilizing our curriculum units, our emphasis is to provide listening, speaking, reading, and writing instruction to enable our students to make marked achievements on the NYSESLAT and ELA state exam.

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

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		