



PUBLIC SCHOOL 96

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 11X096
ADDRESS: 650 WARING AVENUE, BRONX, NEW YORK 10467
TELEPHONE: 1-718-652-4959
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 96, Bronx **SCHOOL NAME:** The Richard Rodgers School

SCHOOL ADDRESS: 650 Waring Avenue, Bronx, New York 10467

SCHOOL TELEPHONE: 718-652-4959 **FAX:** 718-231-2889

SCHOOL CONTACT PERSON: Marta Garcia **EMAIL ADDRESS:** Mgarcia4@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Marta Garcia

PRINCIPAL: Marta Garcia

UFT CHAPTER LEADER: Geraldine Roth

PARENTS' ASSOCIATION PRESIDENT: Sharmela Rosario

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 11 **CHILDREN FIRST NETWORK (CFN):** Fordham PSO

NETWORK LEADER: Margaret Struk

SUPERINTENDENT: Elizabeth White

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
Marta Garcia	*Principal or Designee	
Geraldine Roth	*UFT Chapter Chairperson or Designee	
Sharmela Rosario	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Lucy Fabozzi	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	
Barbara Belvette	Member/Teacher	
Carol DiPrima	Member/Teacher	
	Member/	

(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.

P.S. 96, The Richard Rodgers School, is located in the Northeast section of the Bronx. It is a Kindergarten through Grade 5 school which consists of one main building and twenty-two transportables located in the school yard. The school is a Title I SWP with 83.8% eligibility for free lunch. Of its 1046 students, 58% are Hispanic, 22% African American and 12% White. The school has a close equal percentage of boys and girls.

There are thirty eight regular education classes, three CTT classrooms; Kindergarten, Grade 1, Grade 2 and six self-contained Special Education classes. The school provides 109 students with ESL services. There are five bilingual/ESL self-contained classes and one bilingual Special Education class. The school's attendance rate is over 82%. 93.2% of core classes are taught by "highly qualified" teachers.

The school's mission statement reflects on the philosophy of the administration and staff. The RESPECT theme is Reaching Every Student's Potential for Excellence to Create a Better Tomorrow. "Respect" is incorporated into the daily operations of the school and classrooms. The school comes together as a community every morning and recites the "school pledge". Students strive every month with the support of the teacher to be the "Student of the Month". Character Education fosters self-esteem, positive role models and good traits. Teachers try to "catch" students doing the right things. The Best of 96 awards recognize students for their academic achievement each marking period.

Teachers constantly use data and assessments to push their students ahead and differentiate the instruction for those who need more support. At P.S. 96, every child needs to be given a top quality education and the staff believes it's their job to provide each child with a solid foundation.

The school is in collaboration with the Neighborhood Initiatives Development Corp. (NIDC) which houses a free After School program, five days a week until 6:00 p.m. for working parents. The Youth Program also provides students with a Chess Club, 3 days a week after school. A site supervisor is the liaison person between the CBOs and the principal.

In a school that is named after a famous American composer, Richard Rodgers, the Arts play an important part of educating the child. P.S. 96 is also one of the few schools in New York City with its own hand bell choir. Each student in grade 3 is introduced to the recorder and learns how to play the instrument. By grade 4, students who are identified with musical talent continue to be part of a music class which continues in grade 5.

The school's Progress Report results awards the school with an A with an overall score of 82.5%. The school has achieved its AYP in ELA, Math and Science for all student groups. The NCLB/SED accountability summary finds the school "in good standing".

The school's Inquiry Team has focused on different areas and targets students depending on the grade and needs of the students. Classroom teachers and administrators meet to discuss findings and outcomes.

One of the school's goals is to continue to make student progress as well as performance, especially with students with disabilities. Another goal is to continue to work collaboratively in order to support all of our students in all subject areas.

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. 96 Richard Rodgers				
District:	11	DBN #:	11x096	School BEDS Code:	321100010096

DEMOGRAPHICS									
Grades Served in 2009-10:	<input 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 type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
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					92.0	92.8	TBD		
Kindergarten	150	155	174						
Grade 1	176	168	168	Student Stability: % of Enrollment					
Grade 2	175	176	172	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	175	175	177		93.3	92.8	TBD		
Grade 4	157	161	177						
Grade 5	163	164	160	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		70.5	70.5	83.6		
Grade 8	0	0	0						
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		24	36	TBD		
Grade 12	0	0	0						
Ungraded	4	6	18	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	1000	1005	1046		12	11	16		
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	62	59	62						
No. in Collaborative Team Teaching (CTT) Classes	21	27	31	Principal Suspensions	4	0	TBD		
Number all others	38	53	51	Superintendent Suspensions	1	0	TBD		
<i>These students are included in the enrollment information above.</i>									
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number					
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10		

DEMOGRAPHICS							
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	47	23	27	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	117	78	82	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	8	4	24	(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	82	82	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	12	12	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	3	3	TBD
	0	0	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	98.8	100.0	TBD
American Indian or Alaska Native	0.2	0.2	0.3	Percent more than two years teaching in this school	81.7	90.2	TBD
Black or African American	22.0	21.4	21.5	Percent more than five years teaching anywhere	61.0	63.4	TBD
Hispanic or Latino	60.5	58.4	57.8				
Asian or Native Hawaiian/Other Pacific Isl.	4.6	5.3	5.4	Percent Masters Degree or higher	83.0	85.0	TBD
White	12.7	12.8	11.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.4	93.2	TBD
Multi-racial							
Male	49.9	51.2	52.3				
Female	50.1	48.8	47.7				

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 checked="" type="checkbox"/>		
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):		
<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>	<u>Category (Check <input checked="" type="checkbox"/>)</u>	
	Basic	Focused
		Comprehensive

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

In Good Standing (IGS)	X			
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:	X		ELA:	
	Math:	X		Math:	
	Science:	X		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	X	X	X				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	X	X	-				
Hispanic or Latino	X	X	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	X	X	-				
Multiracial	-	-	-				
Other Groups							
Students with Disabilities	Xsh	X	-				
Limited English Proficient	X	X	-				
Economically Disadvantaged	X	X	-				
Student groups making AYP in each subject	7	7	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	82.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	21.8	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	42.5	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?
-

Since no hard data was available, a needs assessment survey was used in order to obtain feedback from teachers, School Leadership team members and parents. The surveys were collected and analyzed. The following was apparent from the surveys:

Needs:

- More intervention for students in the lower grades, especially grades 1-2
- Academic support is still needed for students with disabilities and ELLs, as indicated in the initial results of the NYS ELA and Math
- A different method/technique should be used to support students with disabilities and ELLs in the classroom
- Teachers need additional support in dealing with students with behavioral challenges
- Parents want more enrichment programs for their children

Challenges:

- Since no mentor is available for professional development for teachers, the staff members will be supported by the Literacy Coach, Early Childhood Coordinator and Math Staff Developer. Scheduling will need to free up periods for key personnel to turn-key professional development and coaching teachers. They will spend less time in the classroom
- Budget restraints do not allow for more AIS personnel for lower grades. The Early Childhood Coordinator and Literacy Coach will have to provide intervention instead of an AIS staff member
- Many teachers will need training and professional development in a new literacy/technology program which will support Special Education and ELLs students with literacy. (Achieve 3000) Programming will need careful scrutiny to free up time for professional development or training rate could be offered, if monies are available
- Will budget be able to support after school enrichment programs

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.

Goals:

1. By June 2011, 10% of the Ells will increase one (1) proficiency level as measured by the results of NYSESLAT.

The goal was chosen because of previous history. The times the school has been identified as a "School in Need of Improvement" (SINI) was due to the fact that our Ells were not progressing as much as other groups. Now that we are no longer a SINI School, we want to continue to focus on the Ells so they may continue to improve.

2. By June 2011, 5% of the Level 1 self-contained Special Education students in Grades 3-5 will increase one level as measured by the results of the NYS ELA.

This goal was chosen because of previous history. In the past, the AYP was not met for students with disabilities. It is our hope that if we continue to focus and target students with disabilities, they can make additional improvement.

3. By June 2011, 5% of Ells students in levels 1 and 2, in grades 3-5 will increase one (1) level as measured by the results of the NYS ELA.

This goal was chosen based again on previous history. Focusing and targeting Ells can only help them in closing the achievement gap between Ells and other targeted groups.

4. By June 2011, 5% of level 1 and 2 students in Grades 3-5 will increase one (1) performance level based on the NYS Math test.

This goal was chosen based on the fact that in 2009-2010, our school did not receive much additional credit in their area of progress in Math.

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): Literacy

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 10% of the Ells will increase one (1) proficiency level as measured by the results of NYSESLAT.</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>	<p>9/10 through 6/11:</p> <ul style="list-style-type: none"> • Students will develop their speaking, listening, reading and writing skills utilizing sing, Spell, Read, Write, Words Their Way, On Our Way to English, Getting Ready for the NYSESLAT, Achieve 3000 and leveled reading books with the classroom teacher and/or ESL teacher • ESL push-in, pull out model will be used to give additional support by ESL teacher • Students will be given an opportunity to practice NYSESLAT strategies by completing the Harcourt Interim assessments. • Students will be placed in small groups based on their needs and will be allowed to use the Achieve 3000 literacy/technology program in order to excel in their literacy skills. Teachers will analyze their progress. • Students will be invited to attend the after school program, both for grades 1-2 and grades 3-5. • Parent Literacy Workshops throughout the school year.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>School Support, Supplement, TL Fair Student Funding, Title I ARRA SWP, 21st Century, Title III</p> <ul style="list-style-type: none"> • Professional development will be provided to classroom teachers by ESL coordinator, a minimum of 4-6 times per year. • Professional development will be provided to classroom teachers by ESL Coordinator and by Fordham University's BETAC. • Professional development and coaching will be provided to classroom teachers whose students use Achieve 3000 by the company.

Indicators of Interim Progress and/or Accomplishment

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

Teachers will analyze student data on the three interim assessments throughout the school year. Students should increase 5% on each assessment in order to meet the goal. By analyzing the results, teachers can regroup students into small groups and address their needs in small group instruction. Teachers will also track students on the Student Achievement Management System (SAMS) form to observe students meeting the yearly benchmarks of moving one level.

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): Literacy

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 5% of the Level 1 self-contained Special Education students in Grades 3-5 will increase one level as measured by the results of the NYS ELA.</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>	<p>9/10 through 6/11:</p> <ul style="list-style-type: none"> • Students will develop their speaking, listening, reading and writing skills utilizing sing, Spell, Read, Write, Words Their Way, On Our Way to English, Getting Ready for the NYSESLAT, Achieve 3000 and leveled reading books with the classroom teacher and/or ESL teacher • Students will be placed in small groups based on their needs and will be allowed to use the Achieve 3000 literacy/technology program in order to excel in their literacy skills. Teachers will analyze their progress. • Students will be invited to attend the after school program, both for grades 1-2 and grades 3-5. • Classroom teachers will meet regularly to analyze interim diagnostics in order to improve instructional strategies in conjunction with students' IEP. • Small group instruction (zero period) will be provided for more support. • Students will participate in extended day hours in order to benefit from tutorial and remedial services.
<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>Title I SWP, 21st Century, TL Fair Student Funding, TL IEP Teacher, Title I ARRA SWP</p> <ul style="list-style-type: none"> • Monthly Special Ed cluster meetings to discuss best practices. • IEP teacher, co-teaching with classroom teachers to foster professional development. • Professional development workshops by Fordham PSO • Achieve 3000 professional development and coaching by the company

Indicators of Interim Progress and/or Accomplishment

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

Teachers will analyze student data on the three interim assessments throughout the school year. Students should increase 5% on each assessment in order to meet the goal. By analyzing the results, teachers can regroup students into small groups and address their needs in small group instruction. Teachers will also track students on the Student Achievement Management System (SAMS) form to observe students meeting the yearly benchmarks, of moving one level.

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): Literacy

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 5% of Ells students in levels 1 and 2, in grades 3-5 will increase one level as measured by the results of the NYS ELA.</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>	<p>9/10 through 6/11:</p> <ul style="list-style-type: none"> • Students will develop their listening, speaking, reading and writing skills utilizing the writer’s workshop model and balanced literacy. Students will also use Words their Way (Grade 3 only). Students will be using leveled reading books and be placed in small instructional groups in order to master their skills. • Soar to Success will be used by the AIS teacher in reading for those level 1 students needing additional support. • Zero period will provide small level of teacher to students ratio during the literacy block • Pull-out, push-in program will be provided by Title I teachers in literacy • After school program will be offered to all level 1 and 2 students. • Extended day hours will be offered to all Grade 3-5 students. • Achieve 3000 will be used by at-risk students.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>School Support Supplement, TL Fair Student Funding, Title I ARRA SWP, 21st Century, Title III</p> <ul style="list-style-type: none"> • Professional development will be offered to classroom teachers who need assistance with interrupting Acuity and ARIS data by the Literacy Coach. • Literacy Coach will model and provided coaching to classroom teachers • ESL Coordinator and teachers will be receiving professional development by Fordham PSO. • Monthly grade meetings will discuss concerns, problems on the grade.

Indicators of Interim Progress and/or Accomplishment

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

Teachers will analyze student data on the three interim assessments throughout the school year. Students should increase 5% on each assessment in order to meet the goal. By analyzing the results, teachers can regroup students into small groups and address their needs in small group instruction. Teachers will also track students on the Student Achievement Management System (SAMS) form to observe students meeting the yearly benchmarks, of moving one level.

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): Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 5% of level 1 and 2 students in Grades 3-5 will increase one performance level based on the NYS Math test.</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>	<p>9/10 through 6/11:</p> <ul style="list-style-type: none"> • Students will continue to use Everyday Math and Math in My World as their instructional program. • Push-in model will be used for at-risk students as well as testing preparation skills. • Math cluster teacher will implement content process strands of the NYS curriculum a minimum of 1X per week into grade 2. • Expand the use of math vocabulary for students in grades 2-5 after school program will extend offer to all level 1 and 2 students. • All students in grades 3-5 will remain for extended day hours. • Monthly grade meetings will address problems, concerns in the areas of math and Math Staff Developer – best practices will be shared. • Math Staff Developer will develop and distribute pacing calendars. • Parent Math workshop
<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>Title I SWP, Title I ARRA SWP, TL Fair Student Funding, 21st Century</p> <ul style="list-style-type: none"> • Provide additional support and professional development to analyze data (Acuity, ARIS) by Math Staff Developer. • Math Staff Developer to attend professional development offered by Fordham PSO • Math Staff Developer co-plans and provides modeling for at-risk teachers

Indicators of Interim Progress and/or Accomplishment

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

Teachers will analyze students' progress by using prior year's NYS Math assessment. The first administration will be in October. In January the same test will be given to compare results. At least 20% of the students should make at least one level of progress on the test.

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	28	0	N/A	N/A	20			
1	41	0	N/A	N/A	18			
2	36	0	N/A	N/A	22			
3	142	122	N/A	N/A	60			
4	108	43	36	42	60			
5	105	96		42	60			
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	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:	Grades 3 - 5 students received intervention during the school day using the push-in, pull-out models. An after school program was provided from October to April for one hour and 15 minutes, Mondays – Wednesdays. The program reinforced strategies needed for the NYS ELA exam. Intervention was also provided during the 37 ½ minutes in small groups.
Mathematics:	Grades 3 - 5 students received intervention during the school day using the push-in model. An after-school program was provided for Grades 3 - 5 from October to April for one hour, 15 minutes, Monday – Wednesday, Mondays - Wednesdays. The program reinforced concepts and strategies needed for NYS Math exam. Intervention was also provided during the 37 ½ minutes in small groups
Science:	An after school program for at-risk grade 4 students, reinforcing scientific concepts and problem solving strategies needed for the NYS ESPET assessment will be provided. The program met twice per week, from 4 - 6 weeks, for 1 ½ hour sessions. All grade 4 students will receive three weeks of intervention, Monday through Thursday, during the 37 ½ minutes to assist them in preparing for the science assessment.
Social Studies:	Grade 5 students received intervention during the school day using the push-in model from September to November. DBQ strategies were reinforced in preparation for the NYS Grade 5 Social Studies Test. Grade 4 will receive intervention during the month of June.
At-risk Services Provided by the Guidance Counselor:	At-risk counseling for students who are exhibiting social and emotional difficulties in school. Services are provided on a 1:1 basis or in a group setting during the day. The school is to prevent the social/emotional problems from impeding on the academic progress of the student.
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

ELLs as Share of Total Student Population (%): 9.5%

Part II: ELL Identification Process

When a new student arrives at P.S. 96, the ESL teacher meets with the student and parent to conduct an informal interview in the dominant home language (an interpreter is also available in other languages; i.e., Albanian, French,) and reviews the Home Language Identification Survey (HLIS). If it is determined the student requires testing (Revised LAB, Spanish LAB), the student is tested within ten days. The parent or guardian is invited to attend an orientation for Parents of English Language Learners. This meeting informs the parent or guardian of ELL programs available to their child. Additionally, parents view the video, *The Parent Connection—an Orientation for Parents of Newly Enrolled English Language Learners*. Parent/Guardians are provided with the *Guide for Parents of English Language Learners*, an informative packet, which details pertinent information regarding ELLs. Parents are also informed of Part 154 and Title III guidelines as they relate to their child. During this meeting, parents are also informed that the NYSESLAT (New York State English as a Second Language Achievement Test) is the annual New York State exam that is designed to measure the growth in English language ability of ELLs from year to year, and their child will no longer require ESL services once they have achieved a Proficient level of English on this exam. Parents/Guardians are provided an opportunity to ask questions, and during this time complete the *Parent Assurance Survey Program Selection* form, stating the preference of program for their child. Two orientations took place on October 2, 2009; one in Spanish and the other in English, with interpreters available in several languages. The principal, parent coordinator and ESL teacher jointly conduct this meeting. Additional orientations were presented during Parent-Teacher Conference days on November 10, 2009 and March 11, 2010. Subsequent orientations occur throughout the school year as new entrants arrive. If a parent is unable to attend a scheduled orientation, an individual meeting is scheduled/and or a telephone conversation occurs within a week of student’s admit date in order that proper and accurate class placement occurs. Continued entitlement letters are sent to parents informing them of their child’s English proficiency per NYSESLAT results (letters sent (9/17/09).

The *Parent Assurance Survey Selection Program* forms determine the program models available at PS 96. Generally, parents of kindergarten children who initially requested the transitional bilingual program, have voiced their preference (as articulated to the principal, classroom teachers, ESL teachers and parent coordinator) of ESL for subsequent grades.

Part III: ELL Demographics

A. ELL Programs

PS 96 currently has a bilingual kindergarten class (22 students). There are four self-contained ESL classes (grades one through four). Grade five ELLs receive ESL instruction through a push-in/pull-out model. Additionally, there is a bilingual special education class in grades four/five (7 students). English Language Learners are grouped by grade and proficiency levels as assessed through LAB-R (Language Assessment Battery-Revised) and NYSESLAT. Beginners and intermediate students receive two units (360 minutes) of ESL instruction. Advanced students receive one unit (180 minutes) of ESL instruction. Students who score at the proficiency level (transitional ELLs per NYSESLAT) receive up to two years of support services. The instructional components of the ESL program include English language arts and content area instruction in English through ESL methodology. The students in these classes also receive additional small-group push in support five days per week during “0” period and during the 37 ½ minutes extended day four days per week.

The following illustrates the ELL Program Breakdown:

	K	1	2	3	4	5	Total
Transitional Bilingual Education	22				6	2	30
Freestanding ESL							
Self-contained		19	15	17	10		61
Push-in/Pull-out	9	2		2	1	6	20
Total	31	21	15	19	17	8	111

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	111	Newcomers-ELLs receiving Service 0-3 years	100	Special Education	27
SIFE	0	ELLs Receiving service 4-6 years	11	LongTerm- Completed 6 years	0

ELLs by Subgroups

	ELLs (0-3 years)		ELLs (4-6 years)		Long-Term ELLs (Completed 6 years)		All	SIFE	Special Education	Total
	All	SIFE	All	SIFE	All	SIFE				
TBE	26		2		2					30
ESL	54		17	4	6					81
Total	80		19	4	8					111

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

	K	1	2	3	4	5	Total
Spanish	22				6	2	30

Freestanding English as a Second Language

(Number of ELLs by Grade in Each Language Group)

	K	1	2	4	4	5	Total
Spanish	5	18	13	14	8	4	62
Urdu	1		1	1	1	1	5
French	1					1	2
Albanian	2	3	1	3	2		11
Gambian				1			1

Programming and Scheduling Information

TEMPLATE - MAY 2010

Our goal at P.S. 96 is to continue to provide quality instruction to ELL students in order for them to achieve academic proficiency in English. To accomplish this goal ELLs will be provided with strategies to reinforce skills in all content areas. They will continue to be provided with opportunities to acquire maximum language acquisition through after school Title I programs in reading, math and science, Academic Intervention Services, and small group instruction through a push in, pullout model for individualized language instruction. Another means which will continue to be implemented is the after-school program funded and supported through Title III funds and 21st Century funds.

In the transitional (special ed.) bilingual program, native language and ESL instruction is provided based on student level of proficiency per NYSESLAT/Spring 2009 results. The languages of instruction in these classes are English and Spanish. Students in the beginning level of English proficiency receive 60% of instruction in their native language and 40% in English instruction. Students in the intermediate level receive 50% instruction in Spanish and 50% in English. Advanced students receive 25% instruction in Spanish and 75% instruction in English. Students also receive four periods of native language arts and English language arts daily per week.

Newcomers at P.S. 96 receive instruction through ESL methodology and strategies. In grades one through four ELL students are placed in self-contained ESL classes. English instruction is given in the ESL push-in and pull-out programs with students receiving one or two units of instruction based on proficiency level. One ungraded homogeneous group (all newcomers/beginners:360 minutes per week) group and one ungraded homogeneous group (advanced level: 180 minutes per week) have been formed. Students with Interrupted (or limited) Formal Education (SIFE) and long term ELLs, receive one or two units of ESL (depending on R-LAB/NYSESLAT proficiency levels instruction in small group push-in or pull-out ESL programs). They are also provided with supplemental after school math and literacy instruction through Title I funds and an after school program through Title III funds. English Language Learners in special education programs receive mandated units of ESL based on their level of proficiency and/or their Individual Education Plan (IEP). Additionally, in order to meet a special education student's academic language needs, an alternative placement paraprofessional is provided in the student's native language when indicated on students' IEP. ELLs with special needs receive two forty-five periods per week of the Wilson Program. A number of ELLs with special needs receive individual and small group counseling in order to help prevent social/emotional issues impeding on their academic progress. English Language Learners in grades three through five receive additional support through the 37 ½ minute extended day tutorial (4 days per week) with additional push-in support to provide small group (6:1 ratio) instruction, using instructional materials according to student level. In addition to classroom and 37 ½ minute extended day tutorial, students in grade 4 attend an after school program, two times per week for approximately six weeks, reinforcing science vocabulary and knowledge and skills needed for the New York State ESPET test. Grade five ELL students receive additional push-in support two periods per week in analyzing and responding to DBQs and reinforcing test taking strategies for the New York State Social Studies test. Through Title III funding, ELL students will have the opportunity to participate in an after school program in order to receive supplementary language and literacy development instruction. Because NCLB now requires ELA testing for ELLs after one year, in addition to the mandated number of units of support for these students, they are invited to Title I and Title III after-school programs. This also applies to 4 to 6 year ELLs and long-term ELLs. These students' academic needs are also addressed through Academic Intervention Services through small group instruction, particularly in content areas.

Transitional ELL students receive up to two periods of ESL instruction per week, if necessary. In Fall 2008, the Board of Regents approved a policy that permitted former ELLs to be provided testing accommodations on New York State examinations for up to two years after they achieve proficiency on the NYSESLAT. ELLs and former ELLs (for up to two years) will continue to be provided with accommodations. These include: time extension, separate location, third reading on listening selections, bilingual glossaries, simultaneous use of English and alternative language editions of tests, oral translations (for lower incidence languages and translators when a translation is not available in students' language. Additionally, The ESL provider continues to articulate with classroom and content area teachers in order to continue to evaluate and monitor student progress. Moreover, transitional ESL students are invited to after school programs through Title I funding. English Language Learners have access to technology. Through differentiated technology programs, *Uptown Education Program* and *Sight Words with Samson Technology Program*, ELL students develop literacy/vocabulary while challenging themselves as they play against their previous scores. During the 2010-11 school year technology will be expanded for ELLs in grades 2-5. They will be provided with *Achieve 3000*, a web-based differentiated literacy approach. This program integrates the four modalities of listening, speaking, reading and writing, with a strong emphasis on vocabulary development. Non-fiction text (from the Associated Press) and activities are precisely matched teach student's reading and learning level. Teachers will access student work, and analyze student data and monitor progress on a continuous basis. These programs allow teachers to observe progress of students and plan future instruction.

During the 2010-11 school year, grades three through five materials for ELA instruction and preparation include *STARS*, which will be used by both classroom and pull-out teachers, *Harcourt Language Practice Book*, will be used by classroom teachers. *Making Reading Connections* will be used during the 37 ½ minute extended day tutorial, *Essential Skills for Reading Success* will be used during the after-school program. Additionally, Inquiry Team findings have impacted our decision to expand vocabulary instruction throughout the school community. This will occur in grades one through five through the *Making Meaning Program*, in order to enhance and boost vocabulary throughout the grades. The preceding materials will be made available to ELL students on their grade and/or proficiency levels. In addition, Kindergarten through grade 5 ELLs will use *Getting Ready for the NYSESLAT and Beyond*, which meets their language needs through the four modalities of Listening, Speaking, Reading and Writing, as well as to prepare them for the NYSESLAT exam. Kindergarten students in the Transitional Bilingual class use *De Canciones a Cuentos*, a phonics based native language (Spanish) program as well as leveled readers in their native language and in English. All kindergarten ELLs participate in the *Sing, Spell, Read and Write* program, in order to build literacy skills.

Professional Development and Support for School Staff

In order for ELLs to receive quality instruction, on-going Professional Development is an essential catalyst for providing staff with effective and proven strategies, methodology, and activities, which support academic rigor. Providing instructors with sound, essential approaches will also provide students with optimal conditions for second language acquisition.

Throughout the 2010-2011 school year, ELL teachers as well as classroom and content area teachers will attend professional development workshops in the area of ESL methodology, accelerating vocabulary, academic language acquisition and Response to Intervention (RTI) Framework across the content areas with ELLs. Additionally, teachers will attend various workshops offered by Office of English Language Learners (OELL) and BETAC. Teachers later turn-key information during Chancellor's Conference days or monthly grade conferences.

All staff members at PS 96 have fulfilled the 7.5 hour mandated ESL hours. During the 2010-11 school year content teachers/teachers of ELLs will participate in monthly professional development workshops in order to continue to analyze ELL data, examine differentiation and scaffolding strategies to support rigorous instruction for ELLs, and analyze supplemental instruction and methodology in order to boost academic performance for ELLs. Teachers of ELLs and classroom teachers are provided with common preps in order to evaluate data assessments, and to prepare and maximize English language acquisition instruction for ELLs. Additionally, data results pertaining to ELLs will be reviewed and discussed during Inquiry Team and grade meetings, as well as Tier III meetings. Through these means, all staff members at PS 96 will be informed in order to drive instruction and implement scaffolding strategies for quality teaching of ELLs.

Beginning each Fall, through Spring, fifth grade ELLs, their parents and staff of both P.S. 96, as well as expected middle schools, will all begin to be engaged in the transition process of moving up to middle school. The designated person, our school's guidance counselor, meets with parents, teachers and students in order to inform and provide all parties with valuable communication and information. Parents and students are also invited to visit prospective schools, and provided with opportunities to inquire of academic and language programs available in order to make an optimum decision for their child's academic future. Additionally, each child's individual language, academic and emotional profile is communicated to the intended middle school. All of these initiatives are taken in order to ease the transition process.

Parental Involvement

Kindergarten ELLs and their parents will participate in Partners in Print, a literacy program. The core objective of this program is to include parents, teachers and children in literacy activities in order to facilitate the development of strong literacy in both languages. Additionally, three one hour family workshops for grade one through five students will be offered in reading, math, social studies, and science. These workshops will assist and support parents by giving them the necessary tools and strategies in order to support their children's academic success. There are presently two adult ESL/GED classes which meet every day, from 8:30 a.m. - 11:30 a.m. including summer. Through South Bronx Overall Economic Development Corp. (SOBRO), two evening adult classes are held daily, throughout the school year. These workshops accommodate English Language Learners and include career training, job placement, money management and HIV/AIDS prevention. Numerous topics are covered in workshops throughout the school year, i.e. immunizations, diabetes, child development, census, raising responsible children. All workshops are offered in bilingual, including lower incidence languages to accommodate all parents' language needs. In order that parents' oral and written preference of school communication is identified, parents are asked to select their preference during the registration process. Additionally, memos are translated in Spanish and in lower incidence languages, as necessary. Translators are provided during parent-teacher conferences and workshops.

Part IV: Assessment Analysis

A. Assessment Analysis

Overall NYSELAT Proficiency results (*LAB-R for new Admits)

	K	1	2	3	4	5	Total
Beginners	6	2	3	3	3	1	18
Intermediate	4	3	10	5	3	2	27
Advanced	7	7	6	6	2	5	33
Proficient	2	3	4	9	8	7	33
Total Tested	19	15	23	22	16	15	111

NYSESLAT Modality Analysis (Spring 2009)

Modality Aggregate	Proficiency Level	K	1	2	3	4	5
Listening/Speaking	Beginning	1	0	1	0	0	1
	Intermediate	4	2	2	1	0	0
	Advanced	12	10	11	3	2	8
Reading/Writing	Beginning	7	0	4	1	0	3
	Intermediate	6	5	11	0	1	4
	Advanced	3	3	6	7	1	1

New York State ELA (winter 2009)

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	2	11	1	19
4	4	2	8		14
5	1	9	4		14
Total (%)	21%	27%	49%	2%	47 (total # of Ells Tested)

New York State Math (spring 2009)

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			2	1	12		5		20
4	2	1	3		4		4		14
5			4		7		2		13
Total	2	1	9	1	23		11		47

New York State Science (spring 2009)

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	1	1		2	2			14

(New York State Science/Spring 2009 Level 1: 29% , Level 2: 29%, Level 3: 7% , Level 4: 36%)

New York State Social Studies (Fall 2009)

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1	2	1	0	2	2	1		9

(New York State Social Studies 2009 Level 1: 7%, Level 2: 13% Level 3: 73%, Level 4: 7%)

B. Analyzing and Assessing Data

During the 2009-10 school year P.S. 96 used the ECLAS-2 assessment in grades K-3 in the beginning of fall and at the end of spring. This assessment guides teachers in teaching skills and preparing activities to meet their students’ needs. By assessing once in the fall and once in the spring a child’s literacy development can be observed in relation to where it should be by the end of each benchmark period (see table below for ELLs grade 1-3 ECLAS-2 benchmark levels). Fourteen of the 19 grade 1 ELLs have mastered the benchmark level for this grade, and five students are slightly below grade level. In grade 2 five ELLs have mastered or are above the benchmark level for this grade. Seven students are slightly approaching grade level, while four students are one to two years below grade level. Grade 3 ELLs have illustrated mastery according to benchmark levels for this grade. Four students are approaching the benchmark level, and ten students are 1-2 years below grade level. According to the results listed below, ELLs require additional reading support for building reading fluency and comprehension including developing sight word awareness, learning letter-sound relationships, developing strategies for word attack and acquiring a greater amount of grade level vocabulary.

During the 2010-11 school year the Fountas & Pinnell Benchmark assessment will be used in grades kindergarten – grade 5. Students in grades K-2 (February) and grades 3-5 (3x per year). This assessment documents student progress across a school year. The Fountas & Pinnell assessment provides teachers of ELLs valuable information about individual student reading processing. The information supplied through this assessment provides information in grouping students for reading instruction, select texts that will be productive for a student’s instruction, identify students who need additional interventions, and diagnose specific areas of reading difficulty.

ECLAS-2
Reading Comprehension Levels Spring 2010
 (ELLs Grade 1-3)

Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
1			5	4	10			
2		2	2	-	7	3	2	
3				2	3	5	4	4

The results of the NYSESLAT 2009 (see modality analysis chart) demonstrate students scored higher in listening, a natural language skill used in everyday communication than they did in reading and writing modalities, or academic English, academic skills needed to develop school literacy. In order to accelerate learning, additional instructional support is needed, utilizing scaffolds and tasks such as think-pair-share, which helps students make connections between the learner and the content, providing a sensory environment with various visuals, modeling language for discussion, showing finished products, etc., making interconnections between clusters of concepts by reading with a focus, completing jigsaw activities, etc. These types of activities can assist in accelerating academic language and content area learning for ELLs. Students have a wide range of developed and prior knowledge experiences. Through differentiated instruction, ELLs are engaged in tiered activities to meet their varied needs. The levels of skills in the native language are considered when preparing lessons. Scaffolding techniques are used extensively. Students acquire more responsibility as they gain academic, communicative competence in target areas. This occurs through the use of simplified language, teacher modeling, visual graphic organizers, cooperative activities and hands-on learning, all techniques to help build literacy and academic concepts. Academic language

development is achieved in a collaborative setting where ELLs and teachers are partners in learning. Teachers provide this scaffolding support that is responsive to the students' needs in developing academic language. English Language Learners are administered the ELL periodic assessment twice during the school year. Students benefit by taking this assessment as it provides them with an example of types of questions they may encounter, listening to directions, practice pacing themselves, familiarity of testing vocabulary, etc. Results of the ELL periodic assessments are shared and reviewed with classroom, push-in/pull-out teachers and other service providers. Similar to the NYSESLAT, the ELL interim assessment results have generally shown ELLs need additional support in reading and writing. These results (NYSESLAT and Interim Assessments) prove beneficial in providing staff with specific item analysis results in order to plan meaningful instruction and support. Improving English proficiency in literacy includes guided, shared and independent reading opportunities. Other supports for building reading fluency and comprehension include developing sight word awareness, learning letter-sound relationships and developing strategies for word attack. Different types of writing genres are introduced, such as letter writing, poetry, narrative and informational reports through modeling and shared writing activities and mini lessons, using graphic organizers and developing word-walls to offer spelling and vocabulary support. Teachers provide students one-on-one conferencing, an optimum opportunity for providing individual meeting time to support overall structure, content, and other language demands such as grammar and vocabulary.

The scores listed above (New York State ELA/Winter 2009) have indicated a need to focus on bolstering literacy skills for ELLs. While there has been a decrease in levels 1 and 2 from ELA winter/2008, and an increase in level 3s, we will continue to focus on providing ELLs with reading strategies which will prove successful in literacy development. We will continue to be steered by a literacy, grade-level curriculum map which drives literacy instruction and Professional Development within our school. It is a monthly guiding document utilized by teachers in order to plan for all students. Learning strategies are provided through the four language modalities, which are particularly beneficial to English Language Learners to achieve optimum, language academic proficiency. Through a range of ESL strategies and activities, ELLs are encouraged to speak through task-oriented situations in order to interact and communicate with peers and adults. They are provided with opportunities to articulate in activities such as retelling, reporting, responding to a book or news accounts, offering an opinion, and describing (a character, or event). Strategies for developing and improving listening skills include collaborative situations utilizing question and responding techniques, note-taking, following spoken instructions, and extracting important information from a conversation. Teacher modeling includes the stress and intonation patterns of English. Media technology resources such as videos and audios (books on tape), will continue to be utilized. Improving English proficiency in literacy includes guided, shared and independent reading opportunities. Other supports for building reading fluency and comprehension include developing sight word awareness, learning letter-sound relationships and developing strategies for word attacks. Different types of writing genres are introduced, such as letter writing, poetry, narrative and informational reports through modeling and shared writing activities and mini lessons, using graphic organizers and developing word-walls to offer spelling and vocabulary support. Teachers provide students one-to-one conferencing, an optimum opportunity for providing individual meeting time to support overall structure, content, and other language demands such as grammar and vocabulary.

New York State Math (spring 2009) results indicate 72% of ELLs scored 3s and 4s, with 22% scoring level 2, and 6% level 1. The implications for math instruction for ELLs and instructors is to continue to utilize instructional time blocks, use *Everyday Math* for instruction, draw on funded push-in math teachers to lower student-to-teacher ratio, provide small group, differentiated instruction and present on-going Professional Development to teach effective math practices to ELLs in order to decrease level 1s and 2s.

The implications for instruction on the above data (New York State Science/Spring 2009, New York State Social Studies/Fall 2009) is continue to provide rigorous instruction through our core instructional program, and provide ELLs with supplemental instruction in order to boost academic success in content area knowledge with the purpose of maintaining/and or increasing performance levels. We will also continue to provide ELLs/transitional ELLs with translated editions of content area exams or bilingual dictionaries and glossaries in order to provide direct translation of content-based vocabulary and simultaneous use of English and alternative language editions of content area exams.

The implications from E-CLAS-2 results is continue to use a balanced literacy approach to reading. As part of the balanced literacy block ELLs in kindergarten receive instruction through *Sing, Spell, Read and Write*, a hands-on program which includes spelling patterns, phonics, and phonemic awareness. The transitional bilingual kindergarten class also utilizes *De Canciones a Cuento*, a Spanish phonics-based program. In grades one through five the *Making Meaning* program is used during the literacy block. This program promotes oral language development and vocabulary.

The ELL Fall 2009 Interim Assessment results (see chart below) in grade 3 indicate 78% of students scored Levels 1 & 2, and 22% scored Level 3. In Spring 2010 34% of students scored Levels 1 & 2, and 68% of students scored Level 3.

Grade 4 results indicate 75% of students scored Levels 1 & 2, and 31% scored Level 3. In Spring 2010 41% of students scored Levels 1 & 2, and 58% of students scored Levels 3 & 4.

Grade 5 results indicate 100% of students scored Levels 1 & 2. In Spring 2010, 62% of students scored Levels 1 & 2, and 38% scored Levels 3 & 4.

Teachers and staff of ELLs closely review all forms of ELL data. The chart below indicates Fall 2009 and Spring 2010 ELL Interim Assessment results. The implications of Fall 2009 indicated 78% of ELLs in grades 3-5 scored Levels 1 & 2. These results indicated a need to focus on Listening, Reading and Writing modalities in order to boost these scores. Throughout the 2009-2010 school year a range of ESL strategies, activities, small group instruction, small group extended day instruction, and Title I and Title III after-school programs, students were provided with needed instruction to focus on each modality. Various materials were utilized including web-based instruction, a variety of literacy texts, leveled reading materials and *Getting Ready for the NYSESLAT and Beyond*. By Spring 2010 19% of students scored Levels 1 & 2, while 60% scored Levels 3 & 4. The implications for instruction upon reviewing this data indicate a need to continue to focus on the specific and individual needs of ELLs, specifically in Listening, Reading and Writing modalities.

ELL Interim Assessment

Grade	Fall 2009				Spring 2010			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
3	11	3	4	0	2	4	13	0
4	4	7	5	0	1	6	9	1
5	5	3	0	0	2	3	2	1

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.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011 (pending allocation of Title III funding).

Form TIII – A (1)(a)

P.S. 96x-11 The Richard Rodgers School

Grade Level(s) K-5

Number of Students to be Served: 111 LEP

Number of Teachers 6

Other Staff (Specify) Principal

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program

P.S. 96 is located in the northeast section of the Bronx. There is a student population of 1055 students of which 111 have been identified as English Language Learners in need of ESL services. There is a transitional bilingual class in kindergarten (22 students). Additionally, there is one (grade 4-5) bilingual special education class (8 students). The languages of instruction in these classes are English and Spanish. Students in the beginning level of English proficiency receive 60% of instruction in their native language and 40% in English instruction. Students in the intermediate level receive 50% instruction in Spanish and 50% in English. Advanced students receive 25% instruction in Spanish and 75% instruction in English. Students also receive four periods of native language arts and English language arts daily per week. There are four self-contained ESL classes (grades 1-4). Kindergarten and grade five ELLs receive ESL instruction through a push-in/pull-out model. English Language Learners are grouped by grade and proficiency levels as assessed through LAB-R (Language Assessment Battery-Revised) and NYSESLAT (New York State English as a Second Language Achievement Test). Beginners and intermediate students receive two units (360 minutes) of ESL instruction. Advanced students receive one unit (180 minutes) of ESL instruction. Students who score at the proficiency level (Transitional ELLs per NYSESLAT) receive one year of support services. The instructional components of the ESL program include English language arts and content area instruction in English through ESL methodology.

In order to supplement the instructional program for K-5 English Language Learners, Title III funds provided for the 2009-10 school year will be allocated towards an after school program in grades one through five. The program will begin at the end of October 2009, for approximately 21 two-hour sessions. Five teachers holding Permanent New York State licenses in Bilingual (Spanish) or ESL licenses will provide instruction. Academic excellence initiatives for ELLs will be provided in the form of activities and instructional materials aligned with New York State Standards. This supplemental program will enable students to enhance, enrich, and extend literacy strategies acquired during the daily school program. Students will be provided with materials in order to develop and enhance needed skills and test-taking strategies. Grades 1-5 students will receive targeted NYSELAT skills and reinforcement practice in reading, writing, listening and speaking through *Getting Ready for the NYSESLAT and Beyond* (program in stock at PS 96), which is a standards-based ESL instructional series to assist ELLs in making the transition between the levels of language acquisition, from beginners to native-like English proficiency. These materials provide opportunities to acquire and develop adequate skills in order to augment levels of proficiency through the four modalities of speaking, listening, reading and writing instruction. Additionally, grades one through five students will use the Samson and Uptown Education programs, which are web-based educational software application programs. Through the use of the Sight Words with Samson Program, students in grades 1-2 improve reading skills and build vocabulary. Children are provided with a strong foundation of basic words. The Uptown Education program (grades 3-5) contains a vast database of reading materials through various genre and content area topics. During the 2010-11 school year we will expand technology for ELLs in grades 2-5 ELLs. They will be provided with Achieve 3000, a web-based differentiated literacy approach. This program integrates the four modalities of listening, speaking, reading and writing, with a strong emphasis on vocabulary development. Non-fiction text (from the Associated Press) and activities, are precisely matched to each student's reading and learning level. Teachers will access student work, and analyze student data and monitor progress on a continuous basis. The above-mentioned web-based programs allow teachers to observe progress of students and plan future instruction. These programs provide teachers with

access to statistical analysis reports in order to track student progress. All of the above mentioned materials are fully correlated to grade level New York State Performance Indicators. Independent reading materials, books on tape and trade books leveled to meet individual needs will also be available for school and take home reading.

Parental Involvement

Kindergarten ELLs and their parents will participate in a *Partners in Print* literacy program, for ten 90 minute sessions. The core objective of this program is to include parents, teachers, and children in literacy activities in order to develop strong literacy in both languages. A variety of topics are introduced, i.e., drawing meaning from text, conventions of print, playing with print, the reading/writing connection, phonemic awareness, and comprehension. The students/parents will receive a take home book in order to develop their own home library. Additionally, three, one-hour family workshops for grade three through five students will be offered in reading, math, social studies and science. These workshops will assist and support parents by giving them the necessary tools, strategies and approaches in order to help their children achieve academic success.

Professional Development Program

Professional Development will occur during monthly grade conferences throughout the 2009-10 school year through the ESL Coordinator and Bilingual/ESL teachers. In-class Professional Development will be provided through our math and literacy coaches. Additional Professional Development will be provided through BETAC, which provides support in preparing and completing compliance related reports and present research-based linguistic and academic development information in order to support ELL language learning and academic success. Research, strategies and skills acquired through workshops are later turn-keyed to staff members during common preps, grade conferences and Chancellor Professional Development days. Through Title III funding, Professional Development will occur approximately one hour per month to new staff members and bilingual/ESL, and content area teachers in order to analyze data in order to plan and drive instruction for ELL students, examine research-based linguistic and academic strategies, oral language and vocabulary development for ELLs, and differentiated instruction and scaffolding strategies in teaching English Language Learners.

Form TIII – A (1)(b)

School: P.S. 96/Disrict 11

BEDS Code: 32-11-00-01-0096

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

Allocation Amount: \$17,660.		
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) -After school Per session	\$9,978.	200 hours of per session for Grades 1-5 after-school program to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00
Professional Development - Per session	\$1,396.	28 hours of Professional Development for Bilingual/ESL And content area teachers: 28 hours x \$49.89 (current teacher per session rate with fringe) = \$1,396.
Supplies and materials - 4 Mac laptops	\$5,289.	4 laptops @ \$1,322. to be used with Sight Words with Samson, Uptown Education, and Achieve 3000 web-based educational software application programs.
Parental Involvement Workshops	\$ 997.	20 hours of per session for Partners in Print (parent/student reading program), Kindergarten Transitional Bilingual: 20 hours x \$49.89 = \$997.
Travel		
TOTAL	\$17,660.	

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.

Translation and interpretation needs are assessed through the interview process during registration, review of the Home Language Identification Surveys (HLIS), ATS data, and through student emergency card information which asks parents to state preference of written and language communication. Additional information is received from Parent-Teacher Association meetings, Parent Workshops and Parent-Teacher Conferences which also assists PS 96 in determining written and oral needs. Our Parent Coordinator, Maria Rodriguez provides PS 96's oral and written translations, while an Albanian-speaking teacher provides Albanian oral and written translations. Notices/memoranda are translated in order to meet the parent needs and to encourage parent participation and involvement.

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.

Our findings indicated the majority of parents do not require oral or written translations. However, approximately 25% of parents do require these translations in Spanish, with 5% of parents requesting Albanian oral and/or written translations. These findings are realized during the registration process, Parent Coordinator interviewing parents, parent surveys, students providing parents' oral and written preference and student emergency information card which asks parents to state oral and written preference of communication. All notices/memoranda are translated in Spanish and Albanian. Additionally, Spanish and Albanian interpreters are available during parent workshops, PTA meeting and parent-teacher conferences. Interpretations for lower incidence languages are provided through Translations and Interpretations Unit as needed.

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.

Spanish is the dominant language represented by students and parents at P.S. 96. Spanish translations will continue to be translated by the Bilingual Parent Coordinator, ESL Coordinator, by other school staff members. A significant percentage of Albanian-speaking parents have also been determined to need oral and written translations. An Albanian-speaking teacher provides translations for written memoranda into Albanian. Through the Department of Education's Translation and Interpretation Services Unit other lower incidence languages such as Arabic, Urdu and French-speaking parents are provided with written/and or communications in their respective languages as needed.

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.

At P.S. 96, non-English speaking parents are provided oral communication through translations by school personnel whenever possible. Through the Translation and Interpretation Unit, translation services for non-English speaking parents will be provided to allow for non-English speaking parents and school personnel to have increased communication opportunities in order to enhance students' academic success.

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>.

Spanish is the dominant primary language other than English spoken by the parents at P.S. 96. Albanian is spoken by approximately 5% of parents. In the majority of cases where parents require an interpreter, they prefer to be accompanied by someone (i.e., family member, friend) who could communicate in English and the primary language. Additionally, parents note preferred language of oral and written communication during the registration process and on their child's emergency information card. Written and oral translations and interpretations are provided to parents as requested and needed. For parents of lower incidence languages, a notice in their own language will be attached to the English document stating, "If you require this notice to be translated into your native language, please see or call Mrs. Maria Rodriguez, Parent Coordinator. " These parents will be informed to contact the school in order for written and/or oral translations to be provided through the Translation and Interpretation Unit. Attachment A of Chancellor's Regulation A-663, "Important Notice for Parents Regarding Language Assistance Services" is posted at the school's entrance in English, Spanish and Albanian in order for parents to be advised and assisted by the school of how to avail themselves of services provided by the school and the Translations and Interpretations Unit. Spanish and Albanian-speaking parents receive an Emergency Evacuation Plan notice in their respective languages. The notices are translated into Spanish and Albanian in order to ensure that parents fully understand the school's emergency procedures, if such a situation arises. Every attempt will be made to provide parents with translations and interpretations in their preferred language of communication.

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.

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:	\$586,805.	\$661,263.	\$1,248,068.
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$940.	\$817.	\$1,757.
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$4,700.	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$58,680.	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 93.2 (08-09)
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.

The teachers that were not highly qualified have had their assignments changed in order to match their certification for the 2010-2011 school year.

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement

activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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.

Both the PIP and compact will be distributed to all parents in the P.S. 96 Student Handbook in September, 2010. It will be shared again and updated at one of the first PTA meeting in October, 2010. Early in the fall, it will be shared and updated with School Leadership Team members. P.S. 96 Parent Involvement Policy reflects the philosophy of District 11 respect to promoting the achievement of every child.

The P.S. 96 Parent Involvement Policy reflects the philosophy of District 11 respect to promoting the achievement of every child.

This Parent Involvement Policy jointly with parents of participating children, Parent Association leaders, school volunteers and school staff incorporates the goals of the P.S. 96 school/community.

- Parents will be provided opportunities to be actively involved in establishing school based policies and recommendations by serving as members of School-Leadership Team.
- Parents will be notified in a timely fashion and encouraged to attend our ESL, SINI and Title 1 meetings to review the status of programs.
- Workshops will be held to provide opportunities for parents to assist their children at home and in their academic studies. Workshops may include Family Mathematics, Family Science, Family Literacy, New York State/ City Assessment and Parenting skills.
- Regular written communication reflecting on-going day to day activities in the school will be disseminated to the parents. Communication to homes on a regular basis will reinforce the home/ school connection. Monthly parent letter/ calendar will be sent home at the beginning of every month.
- Workshops will be held to inform parents of new policies, initiatives, etc.
- The school will encourage parents to share in student success through attendance at award ceremonies, performances, which encourage students to succeed to the highest possible level.

- Parents will be provided with a DOE Code of Behavior. They will review the code and have students adhere to its principles. Parents will also receive the P.S. 96 Parent/Student Handbook (with the Parent Compact included) in September, 2010. Actual dates: September 13, 2010 Parents of Grades 1 and 2; September 14, 2010 Parents of Grades 3 and 4; September 15, 2010 Parents of Grade 5 and on September 17, 2010 Parents of Kindergarten.
- Parents will provide a quiet setting at home for students to complete homework; read each day to kindergarten through 2nd grade students for 15-30 minutes per day and to have students in grades 2-5
- Read by themselves 20-30 minutes per day.

P.S. 96 School-Parent Compact

The School Agrees	The Parent/Guardian Agrees
To hold an annual Parents' meeting each year to inform parents of Title I, SINI, and ESL eligible students of their rights and responsibilities.	To become involved in the education of their children to support remedial and enrichment activities performed at school with their children.
To offer "hands on" meetings to parents where they will learn strategies for working with their children at home.	To put forth a concerted effort to assist their children at home and to constantly emphasize the importance of a good education.
To provide to our students an enriching interactive curriculum that will be engaging throughout the day.	To take an interest in the work that children bring home; to read books with their children daily and to relate students' learning to real-life activities.
To work closely with the Parents' Association and the Learning Leaders to create a viable school volunteer program.	To offer whatever time is available to assist the school with the proper education and supervision of their children.
To articulate to parents about children's progress through notices, Parent-Teacher conferences and "get-togethers".	To support the classroom teachers by attending conferences and following through with suggestions for improvement and enrichment.
To provide professional development activities for parents through family nights.	To attend workshops to promote a home-school connection as well as to strengthen family ties.
To strengthen students' sense of values by infusing this into the curriculum.	To see that children attend school every day and arrive on time.

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.
 - NYC Department of Education Progress Report
 - NYS ELA/Math Assessment
 - ARIS/Acuity
 - Inquiry Research
 - ECLAS-2 results

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before and after -school opportunities. Ninety minute blocks in reading and math, 37.5 minutes for at-risk students, 0 period intervention.
 - Help provide an enriched and accelerated curriculum, integrating technology into the classrooms, Chess Club, Tap Dancing, Drama Club
 - After school program for ELLs and Bilingual students in ELA and Math.
 - At risk counseling for students.
 - Test prep after school programs for ELA/Math/ Science

3. Instruction by highly qualified staff.
 - Teachers will take ownership of instructional strategies and identify those practices they wish to implement.
 - Staff developers, coaches and supervisors will work with staff on an ongoing basis to improve their skills and instructional strategies in the implementation of best practices.
 - Teachers will visit each other's classrooms to observe the implementation research based practices, (Learning Walk, Best Practices).
 - Teachers will visit other schools to observe the implementation of research-based practices.
 - The school will recruit and retain teachers capable of implementing research based best practices.

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.

- The school will provide professional development in literacy and mathematics for all staff members, primarily through the onsite Math Staff Developer and Literacy Coaches.
- The school will provide onsite professional development by using Title I funds, Student Fair Funding, if available.
- Teachers will receive professional development in analyzing and assessing school achievement data, developing effective behavioral management skills, using technology in the classroom to improve academic skills.
- Teachers will be sent out to receive professional development provided by PSO (Fordham).

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

The school will make certain that highly qualified teachers provide instruction during regular and extended school time. The ISC Human Resources personnel director will work with the principal to assure that only certified teachers are hired to fill vacancies. Efforts to recruit certified teachers will include:

- Attending borough wide and city wide job fairs
- Developing university partnerships to develop a corps of new teachers trained in best practices- Fordham University
- Developing a cadre of student teachers trained in our schools by in-house and consultant staff developers.

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

- Provide Family Literacy Nights for all parents
- Encourage bilingual and ELLs' parents to participate in Partners In Print
- Encourage parents to become Learning Leaders
- Create new workshops that are of interest to parents.
- Conduct workshops in Spanish and English
- Offer ESL classes 5 times per week and evening classes for parents

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.

- Parent Coordinator will encourage parents to enroll their child in neighborhood Head Start programs.
- Hold an orientation for parents and students in the June – Open House.
- Distribute a packet of information, brochures, activities for students to do will be given to all parents who attend the Open House

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.

- School Leadership Team

- Grade Leaders/Inquiry Teams
- Grade conferences
- UFT/Principal meetings

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.

- Before/After School test prep programs
- Extended Day
- At-risk services by Title I teachers
- Small group guidance teams
- Pull out groups, 8 week cycles

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.

The Network will assure the schools' coordination and integration of all Federal, State and Local services and programs. Local, State and Federal programs will be consolidated in School Wide Program schools under the principal's leadership and overseen by senior district instructional and operations staff.

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.

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,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that
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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
TEMPLATE - MAY 2010

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	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)
Title I, Part A (Basic)	Federal	X			\$586,805.	X	11, 12, 16, 18
Title I, Part A (ARRA)	Federal	X			\$661,263.	X	11, 12, 16, 18
Title II, Part A	Federal			X			
Title III, Part A	Federal			X			
Title IV	Federal			X			
IDEA	Federal			X			
Tax Levy	Local	X			\$4,518,817	X	11, 12, 14, 16, 18

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

Workshop model (literacy and math) will be used so that students are grouped based on their needs. Groups will be flexible throughout the year. Achieve 3000 will be used to support Ells and Special Education students with vocabulary and reading strategies.

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

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.

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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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.

All teachers will receive the same professional development so that every student in the school is taught the same strategies. This will occur during grade meetings.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
An after school program in literacy and math will be offered to all level 1 and 2 students in Grades 3-5. Grades 1 and 2 will be offered an enrichment program in literacy
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
21st Century program will provide a Chess Club for students in Grade 3 – 5 will be offered an enrichment program in literacy. All Grade 3-5 students will remain for extended time (Mon-Thurs.).
 - c. Minimize removing children from the regular classroom during regular school hours;
The following personnel will work with the classroom teacher in order to provide additional support to at-risk students by pushing in; IEP teacher, Title I Math and Literacy teachers, Math Staff Developer, Literacy Coach and Early Childhood Coordinator.
4. Coordinate with and support the regular educational program;
A push-in model will be used to support students and not disrupt the continuity of instruction. All Special Education teachers will receive the same professional development and will be part of grade meetings.
5. Provide instruction by highly qualified teachers;
 - School will partner with Fordham University to obtain students teachers
 - Attend DOE job fairs for recruitment of highly qualified teachers
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
 - Professional development by Ramapo to help teachers with behavior strategies (all staff members)
 - Professional development by Achieve 3000 – integrating technology skills into literacy for ELL's
7. Provide strategies to increase parental involvement; and
 - Parent Coordinator will conduct an interest survey.
 - Workshops offered will be in literacy, mathematics and science. Materials will be given so parents may support their child at home.
 - English classes will be given for parents to attend.
 - Monthly parent letter and calendar.
 - Parenting skills workshops provided by Guidance Counselor.
8. Coordinate and integrate Federal, State and local services and programs.

All Federal and State regulations will be applied and carried out by school personnel – Principal, Assistant Principals, IEP teacher and Special Education teachers. All mandated meetings will be held. Agenda and attendance forms will be kept on file.

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.)

Sixteen students in temporary housing.

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

As soon as a child is identified, the Pupil Accounting secretary contacts the family to offer the child a bus pass for transportation. Students in grades 3-5 receive extended day tutoring in ELA/Math four times per week. If students need more assistance academically in ELA/Math, they will be invited to the after school ELA/Math program, four times per week from 3:15 to 4:30 p.m. The Parent Coordinator also tries to reach out to the families and advises them of local food pantry and coat drives. Families are given a gift certificate from cookies clothing store, if the need avails. Classroom teachers are reminded that the school can give students school supplies needed. If a child needs eyeglasses, the Guidance Counselor is able to get a free voucher for glasses. The Health Intern and school nurse work closely with parent if the child needs a physical or immunizations. The school tries to work closely with the families to assure that the student is not needing anything from the school.

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. 096 Richard Rodgers					
District:	11	DBN:	11X096	School		321100010096

DEMOGRAPHICS

Grades Served:	Pre-K		3	v	7		11	
	K	v	4	v	8		12	
	1	v	5	v	9		Ungraded	v
	2	v	6		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	0	0	0		92.0	92.8	92.4
Kindergarten	155	174	173				
Grade 1	168	168	173	Student Stability - % of Enrollment:			
Grade 2	176	172	172	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	175	177	169		93.3	92.8	93.4
Grade 4	161	177	170				
Grade 5	164	160	171	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		70.5	83.8	83.8
Grade 8	0	0	0				
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		24	36	37
Grade 12	0	0	0				
Ungraded	6	18	11	Recent Immigrants - Total Number:			
Total	1005	1046	1039	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					12	11	16

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	59	62	57	Principal Suspensions	4	0	1
# in Collaborative Team Teaching (CTT) Classes	27	31	29	Superintendent Suspensions	1	0	1
Number all others	53	51	54				

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	23	27	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	78	82	TBD
# ELLs with IEPs	4	24	TBD
Number of Teachers	82	82	73
Number of Administrators and Other Professionals	12	12	10
Number of Educational Paraprofessionals	3	3	7

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	98.8	100.0	100.0
				% more than 2 years teaching in this school	81.7	90.2	97.3
				% more than 5 years teaching anywhere	61.0	63.4	80.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	85.0	90.4
American Indian or Alaska Native	0.2	0.3	0.3	% core classes taught by "highly qualified" teachers	91.4	93.2	92.3
Black or African American	21.4	21.5	21.3				
Hispanic or Latino	58.4	57.8	60.2				
Asian or Native Hawaiian/Other Pacific	5.3	5.4	6.0				
White	12.8	11.9	12.1				
Male	51.2	52.3	51.0				
Female	48.8	47.7	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,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v	-				
Multiracial	-	-	-				
Students with Disabilities	vsh	v					
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	54.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	12.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	33.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.5						

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

**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 5	District 11	School Number 096	School Name Richard Rodgers
Principal Marta Garcia		Assistant Principal Patricia Gelpi, Ronald Melter	
Coach (Reading) Rosanna Rubino		Coach (Math) Geraldine Roth	
Teacher/Subject Area Albert Lopez/ESL		Guidance Counselor Koren Deguire	
Teacher/Subject Area Christine Torres/ESL Teacher		Parent Shermela Rosario	
Teacher/Subject Area Rosanna Palumbo/ESL Teacher		Parent Coordinator Maria Rodriguez	
Related Service Provider Eddie Muniz		Other type here	
Network Leader Marge Struck		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	5	Number of Certified Bilingual Teachers	3	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1047	Total Number of ELLs	102	ELLs as Share of Total Student Population (%)	9.74%
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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 a new student arrives at P.S. 96, Rosanna Palumbo, the ESL teacher/ELL Coordinator meets with the student and parent to conduct an informal interview (in Spanish, if necessary and interpreters provided in lower incidence languages, ie., Alabian, Arabic, French, Urdu). The parent is provided with a Home Language Identification Survey (HLIS) in their individual native language. When a language other than English is specified, Ms. Palumbo tests the student (R-LAB and Spanish LAB, if necessary) within ten days.

Ms. Palumbo explains to students and parents that once the student is identified as requiring services, students will receive the mandated units of ESL instruction per their proficiency level. Additionally, it is explained that English Language Learners will continue to receive ESL services until they reach proficiency level on the New York State English as a Second Language Achievement Test (NYSESLAT) administered each spring. Parents are notified of the NYSESLAT test administration dates prior to the NYSESAT each spring. Subsequently, each fall parents are informed of their child's proficiency level as results are received by PS 96 . If the child has not reached proficiency, he or she will continue to receive ESL services and a Continued Entitlement letter is sent to the parent informing the parent of their child's English proficiency per NYSESLAT results (letters sent 10/1/10).

2. Parents/guardians are invited to attend an orientation for Parents of English Language Learners if the student scores below the level of proficiency per R-LAB. Ms. Garcia, the Principal, Ms. Rodriguez the Bilingual Parent Coordinator, and Ms. Palumbo, the ELL teacher/coordinator conduct these meetings. Two meetings took place on October 1, 2010; one in Spanish and the other in English, with interpreters available in several languages. Another meeting occurred on November 9, 2010 during the Parent-Teacher conferences. Subsequent orientations occur throughout the school year as new entrants arrive. If a parent is unable to attend a scheduled orientation, an individual meeting is scheduled and/or a telephone conversation occurs within a week of student's admit date in order that proper and accurate class placement occurs.

During the orientations, the parent or guardian is informed and given a synopsis of the three ELL programs. Parents are informed in the Transitional Bilingual Program students transfer native skills to English by spending instructional time in the Native Language before steadily transitioning to English. The Dual Language program is designed to continue developing students' native language, as well as English language skills throughout schooling. In the ESL program students, are taught in English using ESL methodology with native language support. Through the three programs the use of ESL methodology and instructional strategies make content comprehensible available to their child. During the orientation, parents view the DVD, The Parent Connection—an Orientation for Parents of Newly Enrolled English Language Learners. Parent/Guardians are also provided with the Guide for Parents of English Language Learners, an informative packet, which details pertinent information regarding the three programs for ELLs. Parents and guardians are provided an opportunity to ask questions regarding the three ELL programs, and during this time complete the Parent Survey Program Selection form, stating the preference of program for their child. If parent requests the Transitional Bilingual Education Program (four parents requested this school year, however, parents rejected transfer) the Regional Office places the child in a Transitional Bilingual Spanish class at a local school.

Additional topics discussed during the orientation include, CR Part 154 and Title III guidelines as they relate to their child. Also that the NYSESLAT (New York State English as a Second Language Achievement Test) is the annual New York State exam that is designed to measure English language growth from year to year, that their child will receive ESL services until they reach proficiency on this exam, and that their child will no longer require ESL services once they have achieved Proficiency level of English on this exam.

3. During the initial interview process parent or guardians are informed of how students are identified as requiring ESL services. This includes the completion of the HLIS, which identifies a student speaking a language other than English. If it is determined there is another language, the R-LAB which assesses the child's English proficiency as a first time admit into the New York City school system is administered to the child. If a child is identified as an ELL based on R-LAB results, parent/ guardian is informed and completes the Parent Survey and Selection form during the parent orientation meetings. If a parent cannot attend the orientation, an individual meeting is arranged with Ms. Palumbo at which time the selection form is completed. On occasion a telephone conference occurs between the parent and Ms. Palumbo, and the form is subsequently completed. This process ensures all Parent survey and Program Selections forms are returned, filed and stored in a secure location in the ESL Coordinator's office.

4. The criteria used for placing students in one of the three programs offered to ELL students is based on parent choice. After parents have attended the Parent Orientation, viewed the DVD, the Parent Connection--an Orientation for Parents of newly enrolled English Language Learners (in their native language), receive an information packet discussing the three program choices, read over the Guide for Parents of English Language Learners, and have had the opportunity to ask questions about the programs, the selection is made. This selection may be discussed during the initial interview process during registration, or during the parent orientation. For ELL special education students, the IEP is the document referred to in order to properly place students.

5. During the past several years the trend in program choices parents have requested is the ESL freestanding program. The program models at PS 96 are aligned and reflect parent requests. After parents have attended the Parent Orientation meetings and have had the opportunity to assess the three programs, they select the specific program which they believe would best meet their child's language and academic success. The Parent Assurance Survey Selection Program forms determine the program models available at PS 96. Through the Parent Orientation meetings, individual meetings and phone conferences, all parent survey forms have been completed and returned (as of January 11, 2011).

Parent Survey choices for the 2010-11 school year indicate the following: 4 parents selected transitional bilingual education (rejected transfer), 19 selected the freestanding ESL program, 1 parent selected dual language.

During the 2009-10 the following selections were noted: 15 parents selected transitional bilingual education (these children were placed in the TBE program), 17 selected the ESL freestanding program, and 4 parents selected the dual language program.

6. The program models at PS 96 are aligned with parent requests. We continue to monitor these requests on an on-going, yearly basis in order to provide parents and their children ELL programs that best meet parent requests for their children's language and academic needs. The program models available at PS 96 are determined based on this parent choice. Parents at PS 96 have voiced their selection of Freestanding ESL for their children. PS 96 presently has a Transitional Bilingual Special Education Program in kindergarten, There are ESL self-contained classes in grades, K, 1, 2, and 3. In grades 4 and 5 ESL instruction occurs through a push-in or pull-out program. Through the means mentioned above (questions 4 and 5) we continue to build alignment between parent choice and programs offered at PS 96.

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	6		1											7

(60%:40% → 50%:50% → 75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	16	25	11	13										65
Push-In	2	2	2	1	15	8								30
Total	24	27	14	14	15	8	0	0	0	0	0	0	0	102

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	102	Newcomers (ELLs receiving service 0-3 years)	88	Special Education	27
SIFE	1	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	2

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	7		7							7
Dual Language										0
ESL	81	1	8	12		8	2		1	95
Total	88	1	15	12	0	8	2	0	1	102

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	6		1											7
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	6	0	1	0	0	0	0	0	0	0	0	0	0	7

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	17	25	10	11	12	7								82
Chinese														0
Russian														0
Bengali														0
Urdu				1	1	1								3
Arabic														0
Haitian														0
French					1									1
Korean														0
Punjabi														0

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
Polish														0
Albanian	1	1	2	2	1									7
Other		1	1											2
TOTAL	18	27	13	14	15	8	0	95						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

1. a. Our goal at P.S. 96 is to continue to provide quality instruction to ELL students in order for them to reach English proficiency and achieve the same academic success as their peers. To accomplish this goal ELLs will be provided with language support in the four modalities as well as strategies that teach and reinforce skills through the content areas. Through Academic Intervention Services and small group instruction (during "0" period, extended day 37 1/2 minute tutorial push-in/pull-out) support in content area instruction, individualized language instruction is provided to ELL students. This in addition to the self-contained, push-in and/or pull-out ESL mandated services provided ELLs. Other means which will continue to be implemented in order to support content area instruction are the after-school programs in reading, math and science, funded and supported through Title I, Title III and 21st Century funds.

b. PS 96 has a K - 2 special education bilingual (Spanish) class. There are four self-contained ESL classes (grades kindergarten through three). Grade four and five ELLs receive ESL instruction through a push-in/pull-out model. The ESL teacher provides push-in support (in the social studies content area) to one fourth grade ELL group, and another fourth grade ELL group receives two 45-minute periods per week (in the content of science), plus an additional 35 minutes (daily during "0" period) of ELA instruction. Both groups also receive ESL instruction (one or two units of ESL depending on their ESL proficiency levels) in the four modalities through ESL methodology using a variety of materials, including Getting Ready for the NYSESLAT and Beyond. ELLs in these classes also receive additional pull-out support in ELA and the Writing Process from the reading teacher, Ms. Piccolo. The ESL teacher also provides one of the above-mentioned groups ELA and math instruction during the 37 1/2 minute extended day tutorial (four days per week) as well as pull-out support in ELA and the Writing Process through a pull-out program (four 45-minute periods per week). One grade five group (4 Intermediate students) receive ESL instruction through a pull-out program (eight 45-minute periods per week). Grade 4-5 special education/English Language Learners are grouped by grade and proficiency levels as assessed through LAB-R and/or NYSESLAT. Beginners and intermediate students receive two units (360

minutes) of ESL instruction. Students who score at the proficiency level (transitional ELLs per NYSESLAT) receive up to two years of support services. The instructional components of the ESL program include English language arts and content area instruction in English through ESL methodology. The students in these classes also receive additional small-group push in support (6:1 student to teacher ratio) five days per week during "0" period and during the 37 ½ minutes extended day four days per week. (see question #3 below for a list of instructional materials used).

2. a. The staff at PS 96 ensures mandated number of instructional minutes are provided according to proficiency levels in each program model. ELL student receive ESL/NLA instruction per CR Part 154. Beginning/Intermediate ELLs receive 360 minutes of ESL. Advanced level ELLs receive 180 minutes ELA instruction and 180 minutes of ELA instruction. Additionally, ELL students are provided with content-area differentiated instruction at their level of proficiency. This occurs during the ELA (through leveled groups), math block and other content areas throughout the school day. In the transitional (special ed.) bilingual program, native language and ESL instruction is provided based on student level of proficiency per R-LAB and NYSESLAT/Spring 2010 results. The languages of instruction in this class are English and Spanish. Students in the beginning level of English proficiency receive 60% of instruction in their native language and 40% in English instruction. Students in the intermediate level receive 50% instruction in Spanish and 50% in English. Advanced students receive 25% instruction in Spanish and 75% instruction in English. Students also receive four periods of native language arts and English language arts daily per week.

3. At PS 96 content area instruction is delivered in a variety of ways in each of the program models. In the kindergarten through grade 2 bilingual special education class, content area instruction occurs in English and Spanish in native language arts and native language support in the content areas. Instructional materials are provided in English and Spanish. In addition to the bilingual teacher, Ms. Graetz, there is a bilingual paraprofessional, Ms. J. Vasquez, providing additional support. One period of language arts is delivered in Spanish through *De Canciones a Cuentos*, a phonics based Spanish literacy program, as well as Spanish leveled readers. The Sing, Spell, Read and Write program is the literacy program used in order to build and develop English and literacy skills. Content area instruction in science (using the Scott Foresman series in living and non-living things). In math the common core curriculum standards are used in order to create lessons and activities utilizing numerous sources. In social studies, the Scott Foresman series is used with themes including *Who We are*, *Family Stories*, *Work*, *Our Earth*, *USA*. Content is taught using the native language with reinforcement of these concept areas in English.

Students in self-contained, push-in, pull-out ESL programs in grades K - 5 have access to the same instructional materials as their peers. Students in grades K - 5 have access to technology programs. In kindergarten through grade 2 students use *Uptown Education* and *Sight Words with Samson*, In grades 3 - 5 ELL students use *Achieve 3000*. These technology programs support literacy by scaffolding and differentiating reading material to meet each student's appropriate reading level. Additionally, literacy is supported through the use of *On Our Way to English* leveled readers, *STARS*, *Making Meaning*, *Harcourt Language Practice*, and *Getting Ready for the NYSESLAT*. These programs support language through the four modalities of Speaking, Listening, Reading and Writing. They also boost and enhance vocabulary and build literacy skills.

In math (grades k-2 lessons and activities are planned and developed through various math sources using grade-level common core standards as a guide for preparing lessons, grades 3-5 students use *Math in My World* and *Everyday Math*, also utilizing the common core standards in order to plan and prepare lessons and activities. In the subject area of science grades k-2, 3, and 5 use *Scott Foresman* and/or *Harcourt Science* texts and materials, while grade 4 uses *Measuring Up*. Social Studies instruction in grades K-5 use *Scott Foresman* texts and materials for different topics and themes in each grade. At PS 96 all staff members receive ESL Professional Development in the areas of English language learning. Classroom teachers, content area teachers and ESL teachers use differentiation and scaffolding instructional techniques such as visual support, modeling, vocabulary support, graphic organizers, etc. in order to make learning comprehensible for English Language Learners.

Additionally, ELLs continue to receive native language support through the use of bilingual texts, dictionaries, glossaries and other instructional materials as well as alternative language assessments and oral translations for lower incidence languages. All teachers of ELLs at PS 96 speak Spanish, the dominant language spoken by our ELL students. All language and content area support is provided through ESL methodology, scaffolding and differentiating instruction in order to make content comprehensible and to enrich the language development of ELL students.

4. Instruction is differentiated for ELL subgroups.

a. Students with Interrupted Formal Education (SIFE) (currently one student in self-contained grade 3) receive additional support in content area instruction (through native language materials, translated editions of content area exams, glossaries and dictionaries). Additionally, the students' teacher provides oral translations for support. This student is also pulled out in a small group (4:1) four periods per week in basic communication skills. Small group (6:1 ratio) support is provided through a push-in "0" period teacher, small group (6:1 ratio)

support during extended day 37 1/2 minute tutorial. A meeting with the student's mother and key staff members was held in order to support the home-school connection and for providing suggestions for additional strategies and activities.

b. Newcomers (less than 3 years) at P.S. 96 receive instruction through ESL methodology and strategies. In kindergarten through grade four, ELL students are placed in self-contained ESL classes. These students receive ESL mandated services based on English proficiency per NYSESLAT. Newcomers in grades 3-5 receive additional support (6:1 student to teacher ratio) in ELA through the "0" period and 37 1/2 minute extended day tutorial. These students' academic needs are also addressed through Academic Intervention Services through small group instruction in ELA and content areas. Students in grade 4 attend an after school program, two times per week for approximately six weeks, reinforcing science vocabulary, knowledge and skills needed for the New York State ESPET test. Grade five ELL students receive additional push-in support two periods per week in analyzing and responding to DBQs. Since NCLB requires ELA testing for ELLs after one year, in addition to the mandated number of units of support, they are invited to Title I and Title III after-school programs.

c. Extension of Services was requested for 26 ELLs (4 to 6 year ELLs). Per Spring 2010 NYSESLAT all of these students require additional support in reading and writing. ELA is provided through a balanced literacy approach, with small group instruction. Four to six year ELLs receive mandated ESL instruction based on NYSESLAT results. They also receive small group instruction during "0" period and the 37 1/2 minute extended day tutorial. Academic Intervention Services are provided in ELA instruction and strategies, as well as content area instruction and support. These students will use Getting Ready for the NYSESLAT and Beyond, which provides ELA and NYSESLAT (test-like) activities, questions and writing prompts. During the 2010-11 school year, grade 3 to 5 ELL students will participate in the Achieve 3000 Program three times per week. Achieve 3000 is a web-based differentiated literacy approach, integrating the four modalities, with an emphasis on vocabulary development. Non-fiction text and activities will be matched to students' reading and learning levels. A writing component into the reading activities is provided with the Achieve 3000 Program.

d. Long-term ELLs are provided Academic Intervention Services in small group, both in ELA and content area instruction. These students are also provided small group instruction during the "0" period ELA literacy block and extended day ELA and math tutorial. These students will participate in the Achieve 3000 Program, in order to support ELA strategies at their individual reading level. Long term ELLs will be invited to after school Title I and III after-school programs.

e. English Language Learners in special education programs receive mandated units of ESL based on their level of proficiency. In kindergarten through grade four ELL students are placed in self-contained ESL classes. English instruction is provided (grade 4-5) through ESL push-in and pull-out programs with students receiving one or two units of instruction based on proficiency levels. One ungraded homogeneous group (all newcomers/beginners:360 minutes per week) group and one ungraded homogeneous group (advanced level: 180 minutes per week) have been formed. Students with Interrupted (or limited) Formal Education (SIFE) and long term ELLs, receive one or two units of ESL (depending on R-LAB/NYSESLAT proficiency levels instruction in small group push-in or pull-out ESL programs). They are also provided with remedial small group push in/pull out support from reading and math teachers, supplemental after school math and literacy instruction through Title I funds and an after school program through Title III funds.

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

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

Paste response to questions 5-14 here

5. There are a variety of targeted intervention programs for ELLs in ELA, math and other content areas. During the 2010-11 school year, grades 3 -5 materials for ELA instruction and preparation include STARS, which will be used by both classroom and pull-out teachers, Harcourt Language Practice Book is used with students by classroom teachers. Making Reading Connections will be used during the 37 ½ minute extended day tutorial, Essential Skills for Reading Success will be used during the after-school program. Additionally, Inquiry Team findings have impacted our decision to expand vocabulary instruction throughout the school community. This will occur in grades one through five through the Making Meaning Program, in order to enhance and boost vocabulary throughout the grades. The preceding materials will be made available to ELL students on their grade and/or proficiency levels. In addition, kindergarten through grade 5 ELLs will use Getting Ready for the NYSESLAT and Beyond, which meets their language needs through the four modalities of Listening, Speaking, Reading and Writing, as well as to prepare them for the NYSESLAT exam. Kindergarten students in the Transitional Special Ed. Bilingual class will use De Canciones a Cuentos, a phonics based native language (Spanish) program as well as leveled readers in their native language and in English. All kindergarten ELLs participate in the Sing, Spell, Read and Write program, in order to build literacy skills. Everyday Math, Math Connects, (grade 4, 5 and 2), Math in My World (grades 3-5), are used for instruction. Additionally, Empire State Math is used during the 37 ½ minutes extended day tutorial, New York Ready and Rally will be used for test preparation. Teachers providing small group instruction will use Breakaway Math.

6. Transitional ELL students receive up to two periods of ESL instruction per week, as needed. In Fall 2008, the Board of Regents approved a policy that permitted former ELLs to be provided testing accommodations on New York State examinations for up to two years after they achieve proficiency on the NYSESLAT. ELLs and former ELLs (for up to two years) will continue to be provided with accommodations. These include: time extension, separate location, third reading on listening selections, bilingual glossaries, simultaneous use of English and alternate language editions of tests, oral translations (for lower incidence languages and translators when a translation is not available in students' language. ESL services and resources correspond to ELLs' ages and grade levels. ESL instruction is designed to meet both the language proficiency level and grade level in order to meet both linguistic and academic needs.

7. English Language Learners have access to technology. Through differentiated technology programs, Uptown Education Program and Sight Words with Samson Technology Program, ELL students develop literacy/vocabulary while challenging themselves as they play against their previous scores. During the 2010-11 school year technology will be expanded for ELLs in grades 2-5. They will be provided with Achieve 3000, a web-based differentiated literacy approach. This program integrates the four modalities of listening, speaking, reading and writing, with a strong emphasis on vocabulary development. Non-fiction text (from the Associated Press) and activities are precisely matched teach student's reading and learning level. Teachers will access student work, and analyze student data and monitor progress on a continuous basis. These programs allow teachers to observe progress of students and plan future instruction.

8. A wide variety of programs and services are provided to ELLs. At PS 96 we will continue to provide ELLs with the various programs which have proven to be academically rigorous and successful to ELLs (as previously described in #7 above).

9. ELLs are afforded equal access to all school programs both during and through after school supplementary programs. ELLs have access to small group instruction during "0" period, extended day and through Academic Intervention Services in ELA and content area instruction. In addition to a Title III after school program. ELL students will participate in the Title I reading and math after school program (3 days/75 minutes) per week beginning mid- October 2010 through mid April 2011. They will have the opportunity to participate in an after school programs in order to receive supplementary language, literacy development instruction, and test taking preparation. Grade 4 ELLs will be invited to attend an after-school program in order to prepare them for the New York State ESPET exam. In order to support ELLs native language content area materials, glossaries and dictionaries are provided.

10. See response to question 5 above.

11. Native language support is provided throughout the ESL programs at PS 96. In the K to 2 bilingual special education class instruction is provided both in English and the native language. Instructional materials are in English and Spanish. English Language Learners at PS 96 are provided with a variety of language support. All teachers providing ESL instruction are able to communicate and offer language and vocabulary support (in Spanish). Additionally, students have class and school library access to native language books. ELLs also have access to bilingual dictionaries and glossaries. They have simultaneous use of English and alternative language editions of tests. Oral translators are provided for lower incidence languages when a test translation is not available in students' native language.

12. Every effort is made to provide services and support which correspond to ELLs' ages and grade levels. PS 96 is rich in both age and grade level materials and resources. While a number of ELLs may be performing below grade level, there is a myriad of materials available to provide rigorous, academically challenging instruction and learning opportunities to ELLs.

13. Newly enrolled ELL students (pre-registered kindergarten students) and their parents are invited for an informational orientation. Students and parents are taken on a school tour, informed of programs available to their children, provided with packets of information in their respective languages and provided with an opportunity to pose questions of concern.

14. At PS 96 students have access to a variety of literary materials in various languages both in classroom libraries and in the school library. Students are encouraged to read a variety of genre from both their native languages as well as English.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. Professional Development is conducted for all staff at PS 96, including paraprofessionals (who also participate in monthly grade meetings along with the classroom teacher), guidance counselors, psychologists, social workers, occupational and physical therapists, speech teachers, secretaries (specifically translation and interpretation issues as they relate to parent and student needs, compliance information on the HLIS, etc.), and parent coordinator (Maria Rodriguez, who also teaches adult ESL classes, and is part of the LAP Team). Some topics In order for

ELLs to receive quality instruction, on-going Professional Development is an essential catalyst for providing all staff with effective and proven strategies, methodology, and activities, which support academic language support.

Providing instructors with sound, essential approaches will provide students with optimal conditions for second language acquisition. Throughout the 2010-2011 school year, ELL teachers as well as classroom and content area teachers will attend Professional Development workshops in the area of ESL methodology, accelerating vocabulary, academic language acquisition, Response to Intervention (RTI) Framework across the content areas, and implementing and aligning the Common Core Standards with the New York State ESL Standards. Additionally, teachers will attend various workshops offered by Office of English Language Learners (OELL) and BETAC. Grade three ESL teacher, Albert Lopez and push-in/pull out K-5 ESL teacher, Rosanna Palumbo will participate in the Fall 2010 SIOP (Sheltered Instruction Observation Protocol) Professional Development. Teachers participating in the various professional development activities later turn-key elements of the sessions with other ESL and special education teachers.

One of the components of implementing Achieve 3000 is the Professional Development extended to teachers. Achieve 3000 instructors and training team is differentiating professional development at P.S. 96 in order to meet the needs of teachers of ELLs and special education students. These training sessions began in late Spring 2010 and will continue throughout the 2010-11 school year.

2. Beginning in Fall 2010, through Spring 2011, fifth grade ELLs, their parents and staff of both P.S. 96, as well as expected middle schools, will begin to be engaged in the transition process of moving students up to middle school. The designated person, our school's guidance counselor, meets with parents, teachers and students in order to inform and provide all parties with valuable communication and information. Parents and students of our ELLs are invited to visit prospective schools, and provided with opportunities to inquire of academic and language programs available in order to make an optimum decision for their child's academic future. Additionally, each child's individual language, academic and emotional profile is communicated to the intended middle school. All of these initiatives are taken in order to ease the transition process.

3. During the 2010-11 school year teachers/content teachers/ESL teachers and paraprofessionals will participate in monthly professional workshops in order to continue to analyze ELL data, examine differentiation and scaffolding strategies to support rigorous instruction as it applies to ELLs, and to analyze supplemental instruction and methodology in order to boost academic performance for ELLs. Teachers of ELLs/classroom and content area teachers and paraprofessionals are provided with common preps in order to evaluate data assessments, and to prepare and maximize English language acquisition instruction for ELLs. Additionally, data results pertaining to ELLs (R-LAB/Spanish LAB, ELL Interim Assessments, NYSESLAT,) will be reviewed and discussed during Inquiry Team and grade meetings. Through these means, all staff members at PS 96 will be informed in order to drive instruction and implement scaffolding strategies for quality teaching of ELLs. Any staff member who has not fulfilled the 7.5 mandated hours will receive additional Professional Development in the area of ESL methodology.

E. Parental Involvement

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

Paste response to questions 1-4 here

1. Kindergarten ELLs and their parents will participate in Partners in Print, a literacy program. The core objective of this program is to include parents, teachers and children in literacy activities in order to facilitate the development of strong literacy in both languages. Additionally, three one hour family workshops for grade one through five students will be offered in reading, math, social studies, and science. These workshops will assist and support parents by giving them the necessary tools and strategies in order to support their children's academic success.

2. There are presently two adult ESL/GED classes which meet every day, from 8:30 a.m. - 11:30 a.m. including summer. Through South Bronx Overall Economic Development Corp. (SOBRO), two evening adult classes are held daily, throughout the school year. These workshops accommodate English Language Learners and include career training, job placement, money management and HIV/AIDS prevention. Numerous topics are covered in workshops throughout the school year, i.e. immunizations, diabetes, child development, and raising responsible children.

3. The needs of parents are determined through informal interviews, parent responses on the parent survey form, and parent input at Parent-Teacher Association meetings, parent workshops and parent-teacher conferences. All workshops are offered in bilingual, including lower incidence languages to accommodate all parents' language needs. In order that parents' oral and written preference of school communication is identified, parents are asked to select their preference during the registration process. This information is then entered on the ATS system. Additionally, memos are translated in Spanish and in lower incidence languages, as necessary. Translators are provided during parent-teacher conferences and workshops. Additionally, a posting in the front lobby of PS 96 informs parents of where and how they can have access to translators and translations.

4. Parental involvement activities address the needs of ELL parents. In addition to the Partners in Print workshop for kindergarten ELLs, Family workshops are offered in reading, math, social studies and science. These workshops will assist and support parents by giving them the necessary tools, strategies and approaches in order to help their children achieve academic success. These workshops are all translated in order to support the parents' native language.

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)	19	16	5	2	2	3								47
Intermediate(I)	2	8	4	3	4	4								25
Advanced (A)	3	3	5	9	9	1								30
Total	24	27	14	14	15	8	0	0	0	0	0	0	0	102

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	19	9	1	1		1							
	I	2	8	4		1	1							
	A	3	9	4	3	3	4							
	P		1	4	10	11	2							
READING/ WRITING	B	19	16	4	2		2							
	I	2	8	4	3	6	4							
	A	3	1	3	9	9	3							
	P		2	2										

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	10	2	2	19
4	6	4	4		14
5	8	3	2		13
6					0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			7	1	9		3		20
4	3		6	2	5	1	2		19
5	3		8	2	3				16
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed	3	1	1		3	1			9

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				

New York State Regents Exam

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

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

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

Data response to questions 1-4 have

The implications from E-CLAS-2 results (see chart below) is continue to use a balanced literacy approach to reading. As part of the balanced literacy block ELLs in kindergarten receive instruction through Sing, Spell, Read and Write, an interactive program which includes spelling patterns, phonics, and phonemic awareness. The transitional bilingual (special ed) kindergarten class also utilizes De Canciones a Cuento, a Spanish phonics-based program. In grades one through five the Making Meaning program is used during the literacy block. This program promotes oral language development and vocabulary.

ECLAS-2
Reading Comprehension Levels Spring 2010
(ELLs Grade 1-3)

Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
1			5	4	10			
2		2	2	-	7	3	2	
3				2	3	5	4	4

2. The results of the NYSESLAT 2010 (see modality analysis chart) demonstrate students scored higher in listening, a natural language skill used in everyday communication than they did in reading and writing modalities, or academic English, academic skills needed to develop school literacy.

3. In order to accelerate learning, additional instructional support is needed, utilizing scaffolds and tasks such as think-pair-share, which helps students make connections between the learner and the content, providing a sensory environment with various visuals, modeling language for discussion, showing finished products, etc., making interconnections between clusters of concepts by reading with a focus, completing jigsaw activities, etc. These types of activities can assist in accelerating academic language and content area learning for ELLs. Students have a wide range of developed and prior knowledge experiences. Through differentiated instruction, ELLs are engaged in tiered activities to meet their varied needs. The levels of skills in the native language are considered when preparing lessons. Scaffolding techniques are used extensively. Students acquire more responsibility as they gain academic, communicative competence in target areas. This occurs through the use of simplified language, teacher modeling, visual graphic organizers, cooperative activities and hands-on learning, all techniques to help build literacy and academic concepts. Academic language development is achieved in a collaborative setting where ELLs and teachers are partners in learning. Teachers provide this scaffolding support that is responsive to the students' needs in developing academic language.

4. The scores listed above (New York State ELA/Winter 2010) have indicated a need to focus on bolstering literacy skills for ELLs. The 2010 New York State ELA test indicates an increase of level 1 and 2 students from 2009. Based on this data, we will continue to focus on providing ELLs with reading strategies which will prove successful in literacy development. New York State Math 2010 results indicate 41% of ELLs scored level 3 and 4 (a decrease from 72% in 2009), 48% scored level 2 (an increase from 22% in 2009), and 11% scored level 1 (an increase from 6% in 2009).

b. We will continue to be steered by a literacy, grade-level curriculum map which drives literacy instruction and Professional Development within our school. It is a monthly guiding document utilized by teachers in order to plan for all students. Learning strategies are provided through the four language modalities, which are particularly beneficial to English Language Learners to achieve optimum, language academic proficiency. Through a range of ESL strategies and activities, ELLs are encouraged to speak through task-oriented situations in order to interact and communicate with peers and adults. They are provided with opportunities to articulate in activities such as retelling, reporting, responding to a book or news accounts, offering an opinion, and describing (a character, or event). Strategies for developing and improving listening skills include collaborative situations utilizing question and responding techniques, note-taking, following spoken instructions, and extracting important information from a conversation. Teacher modeling includes the stress and intonation patterns of English. Media technology resources such as videos and audios (books on tape), will continue to be utilized. Improving English proficiency in literacy includes guided, shared and independent reading opportunities. Other supports for building reading fluency and comprehension include developing sight word awareness, learning letter-sound relationships and developing strategies for word attacks. Different types of writing genres are introduced, such as letter writing, poetry, narrative and informational reports through modeling and shared writing activities and mini lessons, using graphic organizers and developing word-walls to offer spelling and vocabulary support. Teachers provide students one-to-one conferencing, an optimum opportunity for providing individual meeting time to support overall structure, content, and other language demands such as grammar and vocabulary.

The implications for math instruction for ELLs and instructors is to continue to utilize instructional time blocks, use Everyday Math for

instruction, draw on funded push-in math teachers to lower student-to-teacher ratio, provide small group, differentiated instruction and present on-going Professional Development to teach effective math practices to ELLs in order to decrease level 1s and 2s.

The implications for instruction on the above data (New York State Science/Spring 2010, and New York State Social Studies/Fall 2009)) is continue to provide rigorous instruction through our core instructional program, and provide ELLs with supplemental instruction in order to boost academic success in content area knowledge with the purpose of maintaining/and or increasing performance levels. We will also continue to provide ELLs/transitional ELLs with translated editions of content area exams or bilingual dictionaries and glossaries in order to provide direct translation of content-based vocabulary and simultaneous use of English and alternative language editions of content area exams.

c. English Language Learners are administered the ELL periodic assessment twice during the school year. Students benefit by taking this assessment as it provides them with an example of types of questions they may encounter, listening to directions, practice pacing themselves, familiarity of testing vocabulary, etc. Results of the ELL periodic assessments are shared and reviewed with classroom, push-in/pull-out teachers and other service providers. Similar to the NYSESLAT, the ELL interim assessment results have generally shown ELLs need additional support in reading and writing. (see chart below). Teachers and staff of ELLs closely review all forms of ELL data. The chart below indicates Fall 2009 and Spring 2010 ELL Interim Assessment results. The implications of Fall 2009 indicated 78% of ELLs in grades 3-5 scored Levels 1 & 2. These results indicated a need to focus on Listening, Reading and Writing modalities in order to boost these scores. Throughout the 2009-2010 school year a range of ESL strategies, activities, small group instruction, small group extended day instruction, and Title I and Title III after-school programs, students were provided with needed instruction to focus on each modality. Various materials were utilized including web-based instruction, a variety of literacy texts, leveled reading materials and Getting Ready for the NYSESLAT and Beyond. By Spring 2010 19% of students scored Levels 1 & 2, while 60% scored Levels 3 & 4. The implications for instruction upon reviewing this data indicate a need to continue to focus on the specific and individual needs of ELLs, specifically in Listening, Reading and Writing modalities.

Grade	ELL Interim Assessment									
	Fall 2009				Spring 2010					
	Level				Level					
	1	2	3	4	1	2	3	4	5	6
3	11	3		4	0		2	4	13	0
4	4	7	5	0	1	6	9	1		
5	5	3	0	0	2	3	2	1		

These results (NYSESLAT and Interim Assessments) prove beneficial in providing staff with specific item analysis results in order to plan meaningful instruction and support. Improving English proficiency in literacy includes guided, shared and independent reading opportunities. Other supports for building reading fluency and comprehension include developing sight word awareness, learning letter-sound relationships and developing strategies for word attack. Different types of writing genres are introduced, such as letter writing, poetry, narrative and informational reports through modeling and shared writing activities and mini lessons, using graphic organizers and developing word-walls to offer spelling and vocabulary support. Teachers provide students one-on-one conferencing, an optimum opportunity for providing individual meeting time to support overall structure, content, and other language demands such as grammar and vocabulary.

6. The success of our ELL programs are based on how our ELLs are faring in comparison to their counterparts. Our goal is to narrow the achievement gap between our ELL/Special Education student population and their peers. As a staff we have observed and compared the data in order to make necessary adjustments in our instructional methods and materials. We continue to be driven by the data in order to prepare rigorous, quality instruction for our English Language Learners.

Additional Information

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

Additional Information

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		

	Other		
	Other		
	Other		