



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : JOSEPH C. LANZETTA

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 04M096

PRINCIPAL: BETTY LUGO **EMAIL:** BLUGO@SCHOOLS.NYC.GOV

SUPERINTENDENT: LUZ CORTAZZO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Betty Lugo	*Principal or Designee	
Sylvia Dadzie	*UFT Chapter Leader or Designee	
Dolores Gonzalez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ruth Costa	Member/Financial Liaison	
Tamara Cuesta	Member/	
Tomica Fergerson	Member/Timekeeper	
Jennifer Moore	Member/Chair	
Brunilda Ortiz	Member/Co-Chair	
Shamika Sanders	Member/	
Jacqueline Wilder	Member/Secretary	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- *Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.*
- ✓ By June 2012, P.S. 96 will develop a physical and social environment that is conducive to academic achievement as evidenced by an increase in the school's Progress Report under the environment section and a decrease in the number of suspensions based on classroom and school incidents by 5%.

Comprehensive needs assessment

- *Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.*
- ✓ School did not meet AYP (Adequate Yearly Progress) as a result now is a School in Needs of Improvement Year 1-Comprehensive
- ✓ School did not meet year AYP for the following subgroups in ELA and mathematics (elementary and middle school) for Black/African American, Hispanic/Latino, students with disabilities, and economically disadvantaged
- ✓ Student Performance grade of the school's Progress Report is a D
- ✓ level of suspensions
- ✓ low attendance rates
- ✓ reduced enrollment
- ✓ 2010-2011 Learning Environment Survey

Instructional strategies/activities

- *Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:*
 - strategies/activities that encompass the needs of identified student subgroups,*
 - staff and other resources used to implement these strategies/activities,*
 - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,*
 - timeline for implementation.*
- ✓ Create a discipline and school culture committee which meets regularly composed of teachers, support staff, psychologists, and school social-workers.
- ✓ Provide professional development to teachers via assistant principals, Network 408, and Donna Henson (DOE Special Education Support Specialist) on building community and discipline
- ✓ Develop and implement a school-wide discipline plan incorporating the voices of teachers and staff across grade levels and disciplines.
- ✓ Implement a peer-mediation and mentoring program between the middle school and elementary school.
- ✓ Incorporate a school-wide culturally responsive character education program implemented weekly by teachers throughout all grade levels.
- ✓ Employ a school-wide incentives program for students as a motivational tool.
- ✓ Design a model classroom that exemplifies a physical environment conducive to learning.
- ✓ Collaborate with the custodial engineer and partner with local non-profit organizations to improve the appearance of the physical plant.

Strategies to increase parental involvement

- ✓ *Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.*

Strategies for attracting Highly Qualified Teachers (HQT)

- ✓ *Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.*
 - ✓ Professional development will be provided for teachers via Network and DOE support specialists and consultants.

Service and program coordination

- ✓ *Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.*
 - ✓ Faculty and staff will receive social emotional learning curriculum professional development
 - ✓ Students in grades 1 and 2 will be provided after school programming that includes homework support, chess instruction, and baseball training provided Manhattan Youth Baseball
 - ✓ Students in grades 3 through 6 will be provided after school and summer programming that includes homework support, character development, and sports activities. Students have the opportunity to participate in a day camp at our school and sleep away camp during the summer months.

Budget and resources alignment

- ✓ *Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.*
 - ✓ Title 1 and 3 funds will be used to support this goal
 - ✓ School will also use funding made available through grants and corporate partnerships
 - ✓ Facilitate a school schedule that allows for school culture and discipline committee time to meet

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

✓ By June 2012, teachers across the grades will collaborate in teams to develop and align curriculum around the English Language Arts and Math Common Core standards as evidenced by teachers developing an ELA and math unit of study aligned to the common core standards with corresponding tasks, activities, and rubrics.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

- ✓ School did not meet AYP (Adequate Yearly Progress) as a result now is a School in Needs of Improvement Year 1-Comprehensive
- ✓ School did not meet year AYP for the following subgroups in ELA and mathematics (elementary and middle school) for Black/African American, Hispanic/Latino, students with disabilities, and economically disadvantaged
- ✓ Student Performance grade of the school's Progress Report is a D
- ✓ common core benchmark task analysis
- ✓ current curriculum is not aligned to common core

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- ✓ Teachers will divide into teams monthly to examine student work and data according to student subgroups (e.g. ELLS, SWD, students approaching standards, and students exceeding standards) with regards to the common core.
- ✓ The common core teacher team will partner with the Network on a monthly basis to provide professional development on the common core to school staff.
- ✓ Outside professional development will be provided to teachers to assist in curriculum mapping and backwards design with regards to common core during common grade level meetings, weekly teacher team meetings, and optional lunch periods.
- ✓ The common core teacher team will meet regularly to share best practices, review student work, plan curriculum, and communicate information to school staff through various mediums (workshops, common planning time, and email).
- ✓ Grade level teams will meet weekly to discuss the work/findings of the common core teams during common grade planning times and identify strategies for differentiating instruction in order to meet the needs of all learners.
- ✓ The common core and data team will collaborate to develop best practices based on student data with relation to the common core benchmark tasks.
- ✓ Teachers will participate in gap analysis work to create supplemental lessons based on student needs in relation to the common core initial task.
- ✓ ELA and math common core chairpersons participate in monthly common core meetings by our Network

Strategies for attracting Highly Qualified Teachers (HQT)

- ✓ Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- ✓ Professional development will be provided for teachers via Network and DOE support specialists and consultants.

Service and program coordination

- ✓ Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- ✓ School will provide tutoring services via SINI allocations
- ✓ Hunter College will provide tutoring services to students in grades 3 through 5
- ✓ Special education specialist Donna Hansen would provide special education teachers support to increase time on task and differentiation
- ✓ Under NCLB students needs will be addressed through common core standards

Budget and resources alignment

- ✓ Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- ✓ Title 1 and 3 funds to provide professional development and to offset Saturday Academy and before school and after school tutoring and support
- ✓ Network Staff- support specialists, achievement coaches
- ✓ DOE special education support specialist
- ✓ Facilitate a school schedule that allows for common planning, gap analysis, and core curriculum work

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- ✓ By June 2012, P.S. 96 will increase the number of students that reach or exceed proficiency (levels 3 or 4) in English Language Arts and Mathematics as evidenced by an increase of 5% in student performance for grades three through eight on the state exams.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- ✓ School did not meet AYP (Adequate Yearly Progress) as a result now is a School in Needs of Improvement Year 1-Comprehensive
- ✓ School did not meet year AYP for the following subgroups in ELA and mathematics (elementary and middle school) for Black/African American, Hispanic/Latino, students with disabilities, and economically disadvantage
- ✓ Grade of D in the area of student performance in the school's Progress Report

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- ✓ Develop a data team which meets weekly and consists of teachers across grade levels to analyze data and share findings with faculty.
- ✓ Create a schedule that allows for grade teams to meet in order to analyze data, plan curriculum, and share best practices around the needs of the students.
- ✓ Teachers will regularly utilize data to plan, drive, and adapt instruction.
- ✓ Students will be assessed regularly and develop quarterly goals based on findings.
- ✓ Implement flexible grouping for AIS based on instructional data in order to meet the needs of different learners.
- ✓ Utilize periodic and benchmark assessments to track student progress and communicate progress to students through one on one conferencing.
- ✓ Differentiate instruction by incorporating research-based practices to meet the ELA and math needs of the students.

Strategies for attracting Highly Qualified Teachers (HQT)

- ✓ Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - ✓ Professional development will be provided for teachers via Network and DOE support specialists and consultants.

Service and program coordination

- ✓ Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - ✓ School will provide tutoring services via SINI allocations
 - ✓ Hunter College will provide tutoring services to students in grades 3 through 5

Special education specialist Donna Hansen would provide special education teachers support to increase time on task and differentiation

Budget and resources alignment

- ✓ Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - ✓ Title 1 and 3 funds to provide professional development and to offset Saturday Academy and before school and after school tutoring and support
 - ✓ Network Staff- support specialists, achievement coaches
 - ✓ DOE special education support specialist
 - ✓ Facilitate a school schedule that allows for common planning, curriculum mapping, gap analysis, and core curriculum work

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- ✓ By June 2012, P.S. 96 will increase parental involvement in school activities by 10% as evidenced by family participation at conferences, school functions, parent workshops, and the learning environment survey response.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

- ✓ (conferences)
- ✓ (participation at MS articulation; workshops)
- ✓ (Learning environment survey response)

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

- ✓ Utilize the Learning Environment Survey as a needs assessment.
- ✓ Distribute monthly announcements: school calendar and activities, "In Touch" newsletter from the Principal and Teacher newsletter.
- ✓ Collaborate with the Parent Association to provide regular on-going communication with families.
- ✓ Provide families with opportunities to become involved and empowered: monthly meetings and workshops sponsored by the Parent Association including Adult ESL, health, and exercise classes.
- ✓ Develop events to encourage families to volunteer and take ownership in the school: Women's Wellness Day, Men's Breakfast, Service Days sponsored by City Year and New York Cares, Parents as Reading Buddies, and Curriculum Nights.
- ✓ Deliver a computer phone message service to inform parents about attendance and events.
- ✓ Provide training to parents for utilizing the school website, online grading system, and ARIS.
- ✓ Host curriculum night in the beginning of the school year
- ✓ Host Men Make a Difference Day three times during the year for the fathers and other males of the school community

Strategies to increase parental involvement

- ✓ Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - ✓ See attached Parent Involvement Policy

Strategies for attracting Highly Qualified Teachers (HQT)

- ✓ Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

N/A

Service and program coordination

- ✓ Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- ✓ School uses services from local community based organizations like Union Settlement and STRIVE to provide services, workshops, and opportunities for our parents

Budget and resources alignment

- ✓ Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- ✓ Use Title 1 parent involvement funds to fund school messenger services and offset costs of parent workshops and activities

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A			1	
2			N/A	N/A			2	
3	42	42	N/A	N/A	15		6	3
4	51	51	30		18			3
5	34	34		20	11		23	3
6	32	32			11			3
7	36	36			7			
8	25	25	30	20			1	
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ol style="list-style-type: none"> 1. Program: Wilson, Great Leaps, Rewards Phonics program, Raz-Kids, Book clubs, Baseball program that incorporates homework tutoring 2. Method: Small group, one-to-one, and tutoring 3. When: During the school day, after school, and Saturday academy
Mathematics	<ol style="list-style-type: none"> 1. Program: Skill and strategy instruction based on data, I-Zone, Success maker, and Great Leaps 2. Method: Small group, one-to-one, and tutoring 3. When: During the school day, after school, and Saturday academy
Science	<ol style="list-style-type: none"> 1. Program: Skill and strategy instruction based on data, writing in the science genre, and Super Saturdays (field trips to the library to conduct science research) 2. Method: Small group 3. When: During the school day, after school, and Saturday academy
Social Studies	<ol style="list-style-type: none"> 1. Program: Skill and strategy instruction based on data and non-fiction book clubs 2. Method: Small group 3. When: During the school day and after school
At-risk Services provided by the Guidance Counselor	<ol style="list-style-type: none"> 1. Program: Conflict resolution, crisis intervention, self-esteem and self-confidence building, violence prevention, study skills, high school articulation 2. Method: Small group and one-to-one 3. When: During the school day and after school
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	<ol style="list-style-type: none"> 1. Program: Crisis intervention, conflict resolution strategies, self-esteem and self-confidence building, study skills, leadership development, civic engagement, and high school articulation 2. Method: Large group, Small group, and one-to-one 3. When: During the school day and after school

At-risk Health-related Services	<ol style="list-style-type: none">1. Program: Asthma-related workshops2. Method: Small group3. When: During the school day
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1. Program: Asthma-related workshops
2. Method: Small group
3. When: During the school day

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

**PS/MS 96 Scholars Academy
Parent Involvement Policy**

In acknowledgement of much reliable research proving that parental involvement raises the academic achievement of students, ***PS/MS 96 Joseph Lanzetta*** encourages involvement of parents through an active Learning Leaders Volunteer Program and an active Parent Association. Parents are encouraged to assist in such activities as: Classroom assistance, tutoring, workshops, and Parent Teacher Conferences and Parent Literacy & Math workshops. A calendar that includes activities of all of the school's leadership groups is to be produced annually.

This Calendar will include at least one family activity per school month.

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

1. An annual orientation meeting where parents will meet their child's teacher and be educated about their rights and responsibilities and encouraged to be involved in their child's education.
2. A flexible number of meetings and activities throughout the year to assist parents in understanding the federal and state academic content and student achievement standards, as well as local academic assessments. The Parent Coordinator in conjunction with administrators and staff will arrange meetings to

focus on how parents and teachers can work together to monitor their child's progress in order to improve student achievement.

3. A varied schedule for meetings and conferences in order to accommodate the needs of parents.
4. A minimum of two scheduled Parent Teacher Conferences, where the progress of the student will be discussed as well as the expectations for the grade level, school curriculum, test information and any other concerns that the teacher or parent may have.
5. Continuous communication to assist parents in understanding the school curriculum and student achievement through News and Notes, **PS/MS 96 Joseph Lanzetta** School Report Card, **PS/MS 96 Joseph Lanzetta** Parent-Handbook, handouts and mailings and student achievement reports. Newsletters will include parenting tips and suggestions. All invitations will be sent in a timely manner with an additional follow-up reminder.
6. A school-parent compact designed by parents and school staff that outlines how parents, school staff and students share the responsibility to improve academic skills.
7. Every year, a survey for all parents shall be conducted by the Department of Education and parent coordinator to collect opinions and concerns of parents about the current program and to collect suggestions for improvement and topics for meetings that meet the needs of parents.

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

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

SCHOOL-PARENT COMPACT

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

This school-parent compact is in effect during the 2011/2012 school year.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

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

School Responsibilities

The Joseph Lanzetta PS/MS 96 will:

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
 - *Instruction is differentiated for all students based on their data-derived performance levels*
 - *After-school tutorials are provided to small groups 3X wk/50 minutes*
 - *Saturday Academy is conducted Sept-May in prep for standardized tests*
 - *Class projects are designed with a multidisciplinary focus*
 - *Literacy is taught via Reading workshop and Phonemic awareness programs*
 - *Everyday Math curriculum uses manipulative: to teach concepts as much as possible*
 - *Science core curriculum is taught using the inquiry-based, hands-on approach*
 - *Technology is integrating into the subject areas via projects and interest research*

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

Parent-Teacher conferences will be held on November 2011 and March 2012. Afternoon and evening conferences will be held in one day. Teachers will be prepared with students' grade, portfolios, and they will instruct parents how to help their children at home. Parent Association in collaboration with Parent will provide CBO' (Community Based Organizations) to inform parents of what is offered in the community.

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

In addition to bi -annual report cards, identified students will receive daily progress reports to keep parents informed of their academic and behavioral performance. A parent handbook, monthly newsletters, special notices and mass mailing will provide additional on-going communication to keep parents informed and involved students' success in school activities, in general and in particulars.

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

Teachers will arrange parent conferences as requested/needed to provide information to insure students' success.

Parent Coordinator will be initial contact person for parent conferences and will relay concerns, direct parent inquiries and requests to the appropriate person(s) for timely action.

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

Parents will have the opportunity to become Learning Leaders. Parents that volunteer as Learning Leaders will have the opportunity to select a wide range of ways to help out in their children's education.

Parent Responsibilities

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

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

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

Student Responsibilities (revise as appropriate to grade level)

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

Describe the ways in which students will support their academic achievement, such as:

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

School

Date

Parent

Date

Student

Date

PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 04M096

School Name: Joseph Lanzetta PS 96

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Translation and Interpretation Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Public School 96 was caused to be identified as an improvement Year 1 Comprehensive school for not adequately meeting yearly progress (AYP) for the following student groups: all students, Black or African American, Hispanic or Latino, students with disabilities, and the economically disadvantaged students.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

The school will provide professional development via network, assistant principals, support staff, and consultants in order to improve teaching practices that address the needs of the targeted subgroups. The school will provide small group instruction during the day via push-in or pull-out models, extended-day (37 ½ minutes), academic after-school and Saturday programming. Provide parents training and support on how to better help their children at home.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

The 10 percent of the Title I funds will be used for professional development as follows: Literacy Support Systems will provide professional development in the area of literacy, differentiated instruction and curriculum mapping. Morningside Center for Teaching Social Responsibility will provide professional development using the 4Rs curriculum (Reading, Writing, Respect and Resolution). Dr. Gess LeBlanc will support middle school teachers in the areas of student engagement and time-on-task. A technology consultant will also be used to provide professional development and technical support

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

None of the teachers in the school are first or second year teachers therefore not requiring mentoring.

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.

A letter will be sent home in English and Spanish notifying the school's identification for school improvement in a understandable format using the sample parent notification letter. The parent letter will contain the translation information for other languages.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader CFN 408/ Lucius Young	District 04	Borough Manhattan	School Number 096
School Name P.S./M.S. 96			

B. Language Allocation Policy Team Composition [?](#)

Principal Betty Lugo	Assistant Principal Helene Llull
Coach	Coach
ESL Teacher Natlaie Camen	Guidance Counselor Lourdes Rodriquez
Teacher/Subject Area Christine Kekscemeti	Parent type here
Teacher/Subject Area type here	Parent Coordinator Sonia Kemp
Related Service Provider Andrea Kelson	Other
Network Leader Lucius Young	Other

C. 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	3	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	7
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	528	Total Number of ELLs	89	ELLs as share of total student population (%)	16.86%
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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. 

1.
PS/MS 96 is a PK-8 school located in District 4 in East Harlem. There are 526 students enrolled in the school. There are 14.45% of our students are ELL's with the majority from the Caribbean (Puerto Rico, Dominican Republic), and Central America (Mexico, Ecuador, and El Salvador). We have a total of 75 ELL students currently in our k-8 program. They are being serviced in a push in and/or push out model. Of the 75 ELL students one is a SIFE student, and 19 IEP students who are in a Self containing, CTT and/or SETTS program. The Lao team is comprised of Betty Lugo, Principal, Helene Otero, Assistant Principal, Natalie Camen ESL teacher, Christine Kesckemeti, 4th grade teacher, (ESL license) Andrea Kelson, SETTS teacher, Lourdes Rodriguez, guidance counselor and Sonia Kemp, parent coordinator. Our team carefully reviewed data to plan and create the Language Allocation Policy to use as a tool to drive individualized instruction for our English Language Learners (ELL's). Our drafted plan was created so that every student is provided with a strong foundation which will assist them in achieving academic achievement. We presently have two teachers who are permanently state certified in ESL. One teacher is assigned to service the ELL's population using either the push in or pull out model during the school day.

Parents and or guardians of newly admitted students are required to complete the department of education Home Language survey form (HLIS). The survey is given to them in their preferred language to help us to determine how well their child understands, speaks, reads and writes in English. The survey includes an informal oral interview in English and in the native language, and the formal initial assessment. The survey also asks parents to indicate the language in which they wish to receive important information from the school. If needed, we provide assistance in completing this survey via the family assistant and licensed pedagogues who have been trained in explaining the HLIS to the parent. Our trained staff then reviews the HLIS to determine student's eligibility for Lab R testing. If the student is determined eligible, he/she is tested within ten days after their first day of attendance in our school. If after the testing is complete the student is entitled for services, they are placed in an ESL program.

When entitlement is verified parent/guardians of newly enrolled ELL's are given an entitlement form and invited to attend our ELL parent orientation which will be conducted by the ESL teacher. They are notified by letters in their preferred language. In this meeting parents will have the opportunity to meet with the ESL and discuss the programs offered by the Department of Education. This meeting will take place in a timely manner and be repeated throughout the school year depending on newly enrolled students who are entitled, according to the LAB-R, for ESL services. During the orientation the parents will be given a parent survey selection form to complete in order to determine the best choice for their child. If any parent cannot attend, parents will then be contacted to discuss the choices, and given the opportunity to express what type of services they want for their child. These services will be provided for one year. During the following spring, the student will be given the NYSESLAT exam to see if the student needs to remain in the ESL program for future support in our school.

There are many steps that are taken annually to evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT). Students use a variety of test preparation materials and classroom activities to help them prepare for this exam. The students practice their listening skills when they are being read a short story and are asked questions about who said what and why

it was said. In the speaking part, the students will be asked different questions and they will have to verbally respond back with an answer. In the reading part, students will be asked to read a short passage and respond correctly by choosing the best answer on the response sheet. In the writing section, the students will be asked various questions and they will be told to write the correct answer in the answer booklet. Students are evaluated on how well they respond to the correct answer. They are able to get a variety of scores with 0 being the lowest and 6 is proficient. The students are evaluated on the speaking section by the ESL teacher. She does this as the student responds to each question. The writing section is scored by a testing team of teachers who are trained to score this section. The ESL teacher is not allowed to be part of this team. The reading and listening sections are sent to be scored outside of the school.

2. The structures that are in place at the school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) are the parent workshops. During the workshop, the ESL teacher explains what are a transitional bilingual, dual language and a freestanding ESL program. The ESL teacher will have a question and answer period to help the parents make the best choice for their child. If 15 or more ELLs are signed up for a program, then a program will be held at the school. If fewer than 15 are signed up then the students will have to attend a different school that has the program that the parent wants.

3. The school will ensure that entitlement letters are distributed and parent survey and program selection forms are returned by handing them out at the parent meeting and having the parents sign the form while they are at the meeting. There will be a checklist made by the ESL teacher to help keep a record of those forms that are filled out.

4. The criteria that are used and the procedures that are followed to place identified ELL students in bilingual or ESL programs are as follows: The parents will be notified if the student has not passed the LAB-R. They will be informed that the student will be receiving ESL services due to the score on the LAB-R. The parents will be notified when the parent meeting will take place. Many handouts will be given to the parents in their native language. A translator will be there to translate for the ESL teacher in Spanish.

5. After reviewing the parent survey and program selection forms for the past few years, all of the parents have wanted their children in an ESL program. (100%). Based on choice, parents have chosen the free standing ESL program for several reasons. Our ELL's population varies from grade to grade. Parents prefer their child to be mainstreamed into a monolingual class. The parents have also mentioned that many of our ELL's students have siblings that attend our school and prefer that they stay in close proximity of one another. Parents have received ongoing support from this learning community and want their child to continue to attend P.S. /M.S. 96. The primary goal of our freestanding ESL program is to assist students in becoming proficient in the English language within three years. Our main objective is to provide daily instruction in listening, reading, writing and speaking. Using the many ESL strategies and techniques will help the students increase their proficiency of the English language.

6. Yes, the program models offered at P.S. 96 are aligned with parent requests. We will build alignment between parent choice and program offerings. The parents have chosen that they want their children in an ESL program at the school. If a parent has not chosen ESL and they want another program for their child, we will help them to locate the school that best fits their needs.

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●

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs		Newcomers (ELLs receiving service 0-3 years)		Special Education
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL											0
Total	0	0	0	0	0	0	0	0	0	0	0

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

C. Home Language Breakdown and ELL Programs

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

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
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

A. Part 4 ELL Programming and Scheduling Information

1. (A.) P.S. 96 delivers instruction to our ELL's through a free standing ESL Push in and Pull out Program. The ESL teacher services grades k-8. She pushes in for 6th grade students.
- (B.) Our classes are homogeneously grouped in this grade, making the push in program an effective technique to follow. The ESL teacher

A. Programming and Scheduling Information

can provide more English language support to these students in their classroom, while assisting the ESL students in meeting the content standards. In grades 3, 7 and 8 the students are spread among both general and special education making it difficult to follow this model. For these grades the ESL teacher pulls these students out to give them more individualized instruction to meet their needs. We have 9 groups of ELL's students which are mandated for either 360 minutes for the beginner/intermediate or 180 minutes for the advanced students. The kindergartens proficiency levels () are either a beginner or advanced level as per their Lab-R scores. In this grade we have adapted the pull out model. The beginners will be serviced for 360 minutes a week and the advanced students will participate in 180 minutes a week. In first grade () most of the students are at the beginners level. They will be given 360 minutes a week and the advanced students will participate in 180 minutes of ESL services. Our second grade ELL's () scored mostly in the beginning to intermediate level. They will be given 360 minutes of ESL services a week. In third grade () most of the students scored in the intermediate level. These students will be serviced 360 minutes a week while the rest of the students will be serviced 180 minutes a week. The fourth through eighth grades have a varied ESL level. They fall between beginning through advanced groups. They will be grouped according to their level.

2. The organization of the staff ensures that the mandated number of instructional minutes is provided according to the proficiency levels in each program model. The ESL teacher both pushes into their class and helps the ESL students during the teacher's lessons or the ESL students go to the ESL classroom to do some multisensory activities that are related to their proficiency level. The ESL instruction for all ELLS as required under CR Part 154 is met as stated above by servicing the ESL students 360 minutes a week for beginners and intermediate levels and 180 minutes a week for the advanced students. The RLAT report which is generated frequently is examined to carefully check which students are at the appropriate level. The LAB-R which is used to determine which students will be receiving services and what is their level. All students are grouped accordingly and each teacher whose students are receiving ESL services is given the specific times and days as the specific times and days the services will occur.

3. The content areas are delivered in several different ways. The ESL program adheres to the Children First Initiative's uniform curriculum. These programs use a balanced approach to literacy, including high-quality instructional practices that facilitate academic excellence for ELLs. They also adhere to the state standards, including New York State Learning Standards for all curriculum areas and re aligned to the ELA standards. The ESL classroom is set up using multisensory centers and lessons that enable the student to practice the various parts of the NYSESLAT exam. They are able to practice their reading, writing, listening and speaking skills. The learning centers include the various levels of reading components such as phonemic awareness, phonics, letter recognition, and writing. The children meet in the meeting area, and then sit in small groups using differentiated instruction to do an activity that relates to the lesson. Scaffolding techniques are used extensively, as needs arise. Modeling, bridging, contextualization, schema building, text re-presentation, and metacognition

4. Differentiated instruction is provided in the ESL classes. Our school planned a program, that meets all state mandates and are in compliance with the CR part 154, servicing the ELL's for 180 or 360 minutes. ELL's are provided with bilingual books and glossaries to assist them in their academic instruction. There are several web based programs are used to differentiate instruction for all students. The ESL teachers uses a variety of specialized methods to enable all children to improve their listening, reading, writing and speaking knowledge of the English language. Since PS/MS 96 has a wide variety of levels, teachers have been made aware of the different characteristics of each language proficiency level. During the beginning level, teachers provide opportunities for ELL's to listen and demonstrate responses physically; encouraging verbal responses; provide an abundance of comprehensible input; develop listening and speaking skills; and use activities to help provide pre writing skills such as matching words with pictures. At the intermediate level teachers: provide more opportunities for students to respond verbally continue to support reading comprehension with realia; activate background knowledge; and wiring tasks ranging from labeling items to writing sentences. At the advanced level teachers: scaffold lessons; focus on vocabulary building; and encourage more complex sentence structures. All the above strategies can be used across all content areas and are grade level appropriate.

a. The instructional plan for SIFE is as follows: These students are given ESL services based on their scores on the LAB-R exam. They are grouped with other students who are on the same level. They work in small groups to enable them to improve.

b. The plans for ELL's who are newcomers are as follows: They are given small group instruction based on their score on the LAB-R exam and then again on the NYSESLAT in the spring. Many multisensory activities are used for the students. A great deal of visuals and repetition are used. A known ESL for beginners which is used a great deal is TPR-Total Physical Response. The children are doing a variety of lessons which include movement and rhythmic poetry. These students are included in the After School ESL program to enhance the English language.

c. The plan for ELL's receiving service 4 to 6 years is as follows: These students will be included in the After School ESL program as well as the extended day. The students will use a variety of multisensory activities including a computer program to enhance their

A. Programming and Scheduling Information

skills. These students will be involved in the ESL program as many times as it is mandated.

d. The plan for long term ELL's (completed 6 years) is as follows: These students will use a variety of computer programs to enhance their knowledge of the English language. They will practice the skills such as reading, writing, listening or speaking for the NYSESLAT exam. They will be placed in a small group that will enable them to succeed.

e. The plan for ELL's identified as having special needs is as follows: These students will use a variety of multisensory activities. They will use a many methods of ESL such as Total Physical Response. They will also be given practice in the area that is causing them to have difficulty.

5. There are many targeted programs for ELLs in ELA, math, and other content areas. The range of intervention services that are offered in the school are as follows: The ESL classroom is a print rich environment and provides students with centers to develop different skills of all ELL's. Our ESL classroom uses Uptown Education which will help in developing writing, listening. Speaking skills and reading strategies.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	7. The improvements/programs that will be considered for the upcoming school year is as follows:		
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

8. 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.

9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

10. What new programs or improvements will be considered for the upcoming school year?

11. What programs/services for ELLs will be discontinued and why?

12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

15. Do required services support, and resources correspond to ELLs' ages and grade levels?

16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

17. What language electives are offered to ELLs?

8. The programs/services for ELL's that will be discontinued are....

9. ELLs are afforded equal access to all school programs. There is an After School ESL program that uses Uptown Education in

B. Programming and Scheduling Information--Continued

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

8. The programs/services for ELL's that will be discontinued are....

9. ELLs are afforded equal access to all school programs. There is an After School ESL program that uses Uptown Education in helping the students in reading, writing, speaking and listening skills. The materials follow the balanced literacy approach and are appropriate for all levels of our ELL's.

10. Students use the Imagine Learning Program and have access to their individualized program from any classroom. The other computer program is called Uptown Education and Samson's Classroom. Students who also come to this program use center based multisensory activities. ESL strategies have been infused into content instruction in all of our classrooms.

11. The native language support is delivered in each program model.

12. The required services support and resources do correspond to ELL's ages and grade levels. The students are in small groups according to their ability level.

13. The description of activities in the school that can assist newly enrolled ELL students before the beginning of the school year are as follows: They are embraced and placed in a positive learning environment to help with the adjustment. The newcomers are assessed by the LAB-R or by past test results from the NYSESLAT if applicable and placed in level appropriate programs. Beginners are also provided with access to Imagine Learning and are automatically immersed in the English Language. Teachers also, at times assign a "buddy" in class that speaks the same language as our ELL and they are in charge of helping them become acclimated with classroom and school routines.

14. There are no language electives that are offered to ELLs since there is no language presently offered at the school.

Paste response to questions 8-17 here

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

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

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

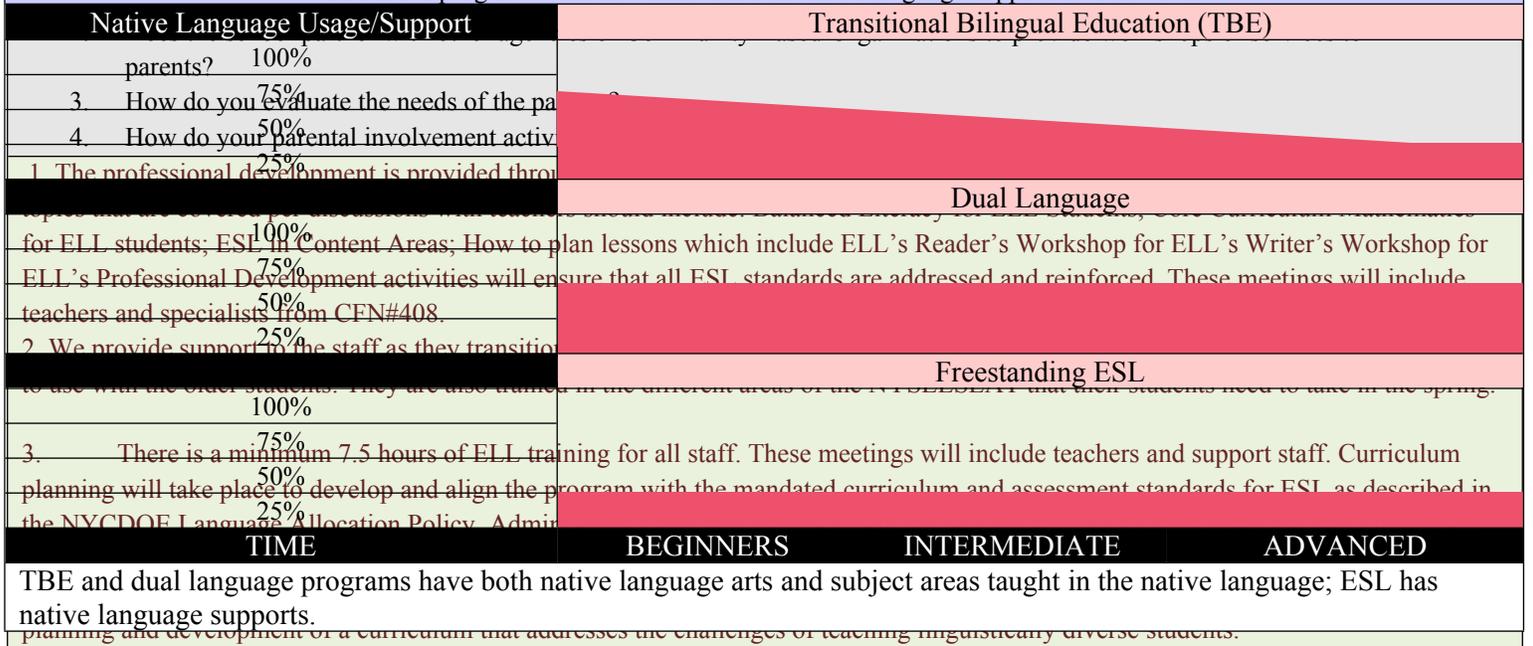
D. Professional Development and Support for School Staff

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

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

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

8. The programs/services for ELL's that will be discontinued are....

9. ELLs are afforded equal access to all school programs. There is an After School ESL program that uses Uptown Education in helping the students in reading, writing, speaking and listening skills. The materials follow the balanced literacy approach and are appropriate for all levels of our ELL's.

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
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10. Students use the Imagine Learning Program and have access to their individualized program from any classroom. The other computer program is called Uptown Education and Samson's Classroom. Students who also come to this program use center based multisensory activities. ESL strategies have been infused into content instruction in all of our classrooms.

11. The native language support is delivered in each program model.

12. The required services support and resources do correspond to ELL's ages and grade levels. The students are in small groups according to their ability level.

13. The description of activities in the school that can assist newly enrolled ELL students before the beginning of the school year are as follows: They are embraced and placed in a positive learning environment to help with the adjustment. The newcomers are assessed by the LAB-R or by past test results from the NYSESLAT if applicable and placed in level appropriate programs. Beginners are also provided with access to Imagine Learning and are automatically immersed in the English Language. Teachers also, at times assign a "buddy" in class that speaks the same language as our ELL and they are in charge of helping them become acclimated with classroom and school routines.

14. There are no language electives that are offered to ELLs since there is no language presently offered at the school.

Paste response to questions 8-17 here

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

E. Parental Involvement

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

1. The professional development is provided throughout the year for all of our teachers in the different ESL methodologies. The various topics that are covered per discussions with teachers should include: Balanced Literacy for ELL Students; Core Curriculum Mathematics for ELL students; ESL in Content Areas; How to plan lessons which include ELL's Reader's Workshop for ELL's Writer's Workshop for ELL's Professional Development activities will ensure that all ESL standards are addressed and reinforced. These meetings will include teachers and specialists from CFN#408.

2. We provide support to the staff as they transition from elementary to middle school. Teachers are informed of the different ESL methods to use with the older students. They are also trained in the different areas of the NYSLESLAT that their students need to take in the spring.

3. There is a minimum 7.5 hours of ELL training for all staff. These meetings will include teachers and support staff. Curriculum planning will take place to develop and align the program with the mandated curriculum and assessment standards for ESL as described in the NYCDOE Language Allocation Policy. Administrators and staff members will attend City-wide Q-tel conferences in order to become familiar with the various strategies and successful programs that are being implemented for the development of Second language acquisition by ELL's and the staff attending these conferences will turn key to other staff members at the school and in guide in the planning and development of a curriculum that addresses the challenges of teaching linguistically diverse students.

Part V: Assessment Analysis

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

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

Paste response to questions 1-6 here

Additional Information

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

Paste additional information here

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)	9	8	4	1	4	0	2	1	3					32
Intermediate(I)	0	5	5	3	7	1	1	2	1					25
Advanced (A)	6	0	1	3	4	5	5	6	2					32
Total	15	13	10	7	15	6	8	9	6	0	0	0	0	89

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

Paste response to questions 1-6 here

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 04M096 School Name: 096

Cluster: 9 Network: 408

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.

According to our data, the survey that all parents fill out at the time of registration, usually determines their home language. The survey is available in at least nine different languages. At the parent request, a translator will be available to answer any questions and assist in completing the Home Language Survey. Once the survey is completed and reviewed, this information is entered in ATS to ensure that all materials that are sent home, are written in their primary spoken language. We presently service 90 ELL students and although many of our students are not classified ELL students, many parents have limited English speaking/writing abilities. Therefore all notices that are sent home are translated in Spanish. Other languages are translated on a need basis. Since the majority of our ELL students' parents are Spanish speaking, it is very important that all school notices are translated. The parents are kept well informed about the needs of their child's academic progress. Also parents will be notified about their child's grades which will be automatically downloaded in their written and spoken language. The Home Language survey is also used to determine whether or not the parent needs written and oral translation for notices that will be sent home in all regards. If for any reason a parent needs a written translation concerning any information regarding their child's education, we will transcribe the information and/or contact the translation and interpretation unit to assist. The school houses many teachers who are fluent in reading, writing and speaking Spanish. We utilize their services as needed. If a parent needs an oral interpretation, we have staff members who are readily available to assist. For other languages other than Spanish, the school reaches out to other resources, but not limited to the translation unit. During Parent Teacher Conference translations are requested and obtained by the staff and/or translation unit to assist as needed.

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

The major findings of the school's written and oral interpretation needs were as follows: We have a large population of parents who have limited spoken and written English abilities. 17% of our students are currently receiving ESL services and many more households have reported that despite the fact that their child is fluent in English, they themselves do not speak, write or understand the English language. We have had several students enter our school from another country without any exposure to the English language. These present concerns have initiated the need to reach out to the school community to increase awareness on our translation policy. These findings will be shared with the school community periodically via parent notifications, and our computer based reporting system.

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.

The school provides written translation of all parent notification and school documents for all non English parents to be sent home. Translations will be made and provided by a staff member and the translation unit as needed. There are many staff members who are fluent in the written translation of English to Spanish. Staff members often volunteer their services to help the school community. If a staff member is not available, the parent coordinator will assist in the translation of English to Spanish. The school has hired an outside interpreter during the parent teacher conference to assist the parents as needed. Also any document that has to be completed for school purposes are translated. Assistance is also available when parents need to address the school in any manner.

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

The process for the oral interpretation is as follows: Oral interpretation is provided by the staff and/or outside resources, but not limited to the parent coordinator. The school provides an outside contractor during parent teacher conferences to assist as needed with oral interpretation. The school will meet the needs of all ELL parents based on the Home Language Survey identification process. By examining this survey, the school will have a better understanding of who needs any type of oral interpretation. Also translation services are provided during school meetings, including IEP's and teacher meetings. Identifying these needs at the point of registration, assists the school in creating a plan of action to meet the needs of these parents. Staff members are identified and assigned to specific grade levels. The entire staff is aware of the need of the parents. Most staff members are eager to assist and volunteer to interpret when they can. If there is a situation in which there is no school staff that is available during the time needed, then parent volunteers and/or relatives over the age 18 will be utilized.

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>.

All parents whose primary language is other than English, will receive a copy of the Bill of Rights and Responsibilities which includes their rights regarding translation and interpretation services. In the main school lobby a sign will be posted of the most prominent languages indicating the availability of translation and interpretation services. Since our school has more than 10% of our parents whose primary is other than English, we will obtain, post and provide such forms in accordance with the translation and interpretation unit. Parent notification will be provided to all parents informing them of the Department of Education's website as it pertains to the translation and interpretation services available and how to access this website.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P.S. 96M	DBN: 04M096
Cluster Leader: Christopher Groll	Network Leader: Lucius Young
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 90 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. 96 has 90 students that have been indentified as English Language Learners. After reviewing the NYSESLAT and Acuity scores, we have determined there is a need for academic intervention services for our students. The Title 111 Supplementary Intervention Service will consist of several components. This year students will be serviced by both an ESL certified teacher as well as a content teacher. Teachers will collaborate on the implementation of the strategies of listening, speaking, reading and writing to assist them in obtaining proficiency based on the NYSESLAT exam. Balancy literacy and individualized instruction will be provided via ICT model. For students in grades Kindergarten through third grade the ECLAS and other informal assessments will be used to assist in determining the students needs. Fourth through eighth grade will be assessed using both formal and informal assessments. The students will be exposed to both ESL and ELA strategies. The ESL teacher in collaboration with the content area teacher will work to decrease the amount of ELL students in addition to increase the ELA scores by 10%. Presently the program consists of 50 students. Kindergarten through fifth grade. We are expanding to grades sixth through eighth with a focus on Long Term ELLs. The schedule is as follows. The morning program is geared mostly to grades Kindergarten through second grade. They meet on Mondays, Wednesdays, and Fridays for thirty minutes. This allows the students more time for center based activities since they are scheduled to be serviced daily immediately after this program. Grades third through fifth grade meet on Wednesdays and Thursdays after school for 2 hours. During this time they are exposed to individualized instruction, web based computer programs, oral language activities and not limited to but including listening and writing. Grades sixth through eighth will meet on Wednesdays for two hours. Their program will be geared to address their needs based on both the NYSESLAT and ELA state exams. The language of instruction for the program is English. There are several materials that are being used. Teacher made centers, audiocassette tapes with stories, web based computer programs, NYSESLAT test prep books and use of the Teacher's College Units of Study. Flashcards, picture word cards, interactive word walls, and mulitsensory approach programs.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: The need for professional development is evident, due to the nummber of long term ELL students. Staff Development activities will ensure that all ESL strategies are implemented throughout the regular school day as well during their mandated service allotted time. the ESL standards are addressed and reinforced in an ongoing series of staff conferences and scheduled professional development workshops. These meetings will include teachers and specialists from CFN #408.

Part C: Professional Development

Curriculum planning is scheduled bi-monthly to ensure that data is reviewed and the ELL students goals are reviewed and revised as needed. The ESL team will disseminate this information via weekly grade meetings. The team will work to develop and align the program with the mandated curriculum and assessment standards for ESL as described in the NYCDOE City-wide Q-tel conferences. This will assist our staff in becoming familiar with the various strategies and successful programs that are being implemented for the development of English language learners. In addition the ESL teacher along with other staff members will then turn key to other staff members at the school. The ESL team will use informal and formal assessments to help guide us in the planning and development of a curriculum that addresses the challenges of teaching linguistically diverse students.

Part D: Parental Engagement Activities

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

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

Begin description here: Parent engagement activities are necessary for our parents. A large percent of our parents have limited English skills and are not able to assist their children in their academics. There are many parent engagement activities planned for our ELL parents. The rationale for doing this is to provide those specific parents with a greater sense of how the school is helping their child to become more knowledgeable with the English language and how they can assist in supporting their children as well. The parents will attend workshops, grade specific, which will focus on standard based activities. The parents will be given materials for their child to use at home as a tool to increase their understanding of the English language. This will assist the parents in becoming more familiar with the listening, speaking, reading and writing strategies their children will be required to master in order to be proficient in the English language. A wide variety of make and take activities will be available for them to make at the workshop. The schedule of these workshops will be given as needed. The topics that will be covered will include but not be limited to the strategies for mastering the NYSESLAT and ELA exam, activity making for the NYSESLAT exam, and parental involvement. These workshops will last for approximately one hour and provided by Ms. Camen, the ESL teacher. The parents will be notified via a parent letter and the school calendar. At the parent workshop there will be a translator available for those parents who need assistance.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for	\$10,200 Teachers x2/167 hours=\$7,000	Teacher and administrator per session Early Morning, After School

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	Adminis x2/73 hours=\$3200	Program ESL Instructional Program
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	0	
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$1000	*NYSELAT test sophistication material. * Oral language development materials. (Mondo) *Copy paper and classroom supplies to assist in teacher made materials. *Read aloud /shared reading materials, had copy and CD (Mondo)
Educational Software (Object Code 199)	0	
Travel	0	
Other	0	
TOTAL	\$11,200	