



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2011-2012  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL NAME:**

**PUBLIC SCHOOL 96Q**

**27Q096**

**PRINCIPAL: JOYCE BARRETT-WALKER**

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**SUPERINTENDENT: MICHELLE LLOYD-BEY**

**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.

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Joyce Barrett-Walker	*Principal or Designee	
Maureen McGuire	*UFT Chapter Leader or Designee	
Junior Lewis	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Michelle Costanzo	<i>SLT Co-Chairperson</i>	
Marjorie Jackson	<i>SLT Co-Chairperson</i>	
Patricia Meehan	SLT Secretary	
Melissa Williams	Teacher Member	
Erika Joseph	Parent Member	
Idalia Aviles	Parent Member	
Jennifer Sinaswee	Parent Member	
Dhanwantie Purchochandur	Parent Member	
Kwelisha Perone	Parent Member	

## **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**

Improvement In Mathematics: The goal for the 2011-2012 school year is for at least 70% of the general education students (including English Language Learners) to meet or exceed grade-level standards as measured by the Math ITA, Predictive, Acuity Assessments, and the New York State Mathematics Exam (Grades 3-6), as well as the Envision Math Unit & Cumulative Exams (Grades K-6). The differentiated goal for the Special Education students is for 60% of the students to approach grade-level standards (Level 2) in mathematics as determined by the assessments mentioned above.

### **Comprehensive needs assessment**

Upon examining the results of the end of year Envision Math Cumulative Assessment, it was noted that a high percentage of general education, as well as special education students were not meeting grade level standards. The data revealed that 50% of the students in Grades K-2 and 25% of the students in Grades 3-6 had met or exceeded grade-level standards. Furthermore, our 2010-2011 Progress Report reflected the need for improvement in mathematics. According to this document, the school received 0.78 points out of a possible 15 points in terms of student progress. It was also noted, that 1.33 points out a possible 6.25 points were earned for student performance in mathematics. The school did receive 5.7 points out of a possible 15 points for student progress of the lowest third.

### **Instructional strategies/activities**

#### **Activity 1: Differentiated lessons**

Using the Envision Math Program and the Common Core Standards, the children will participate in differentiated mathematics lessons. Lessons prescribed by the Envision Math Program, as well as authentic lessons created by the teachers will be utilized to meet the needs of the children. Envision Math Intervention kits will also be used as a tool to alter lessons to meet the students' needs. Online tools are available to the students through the Envision Math Program and the Study Island websites. Teachers will assign differentiated on-line tasks weekly. The usage of these educational websites will be tracked by administration via on-line reports.

Target Populations: Lessons will be differentiated for all students. There will be focus on enrichment activities for Level 3s and 4s, as well as remediation lessons for level 1s and 2s.

Responsible Staff Members: Classroom Teachers, Academic Intervention Providers, the ELL Teacher, and the Math Facilitator.

Implementation Timeline: September 2011-June 2012

**Activity 2: Creation of a Math Resource Room**

A room will be designated for a collection of math manipulatives to be stored and easily attained or distributed. This room will house items such as counters, calculators, protractors, rulers, pattern blocks, etc. The availability of these materials will help the teachers differentiate their lessons further and give the student concrete models of abstract topics.

Target Population: All general education and special education students will be impacted by the creation of this manipulative supply room.

Responsible Staff Member: Classroom Teachers, Academic Intervention Providers, the ELL Teacher, and the Math Facilitator

Implementation Timeline: September 2011-June 2012

**Activity 3: Creation of a Math Facilitator Position**

A Math Facilitator position was created for the 2011-2012 school year. This position will have a significant impact on the students' progress. The Math Facilitator will use either a push-in or pull-out model to provide academic intervention for those struggling students as well as those in need of enrichment opportunities. Professional Development relating to best practices and Common Core Learning Standards as well as modeling of math lessons will be provided by this professional.

Target Population: All general education, special education students, and staff will be positively impacted by the creation of this position.

Responsible Staff Member: Classroom Teachers, Academic Intervention Providers, the ELL Teacher, and the Math Facilitator

Implementation Timeline: September 2011-June 2012

**Steps for including teachers in the decision-making process**

Teachers were given a survey regarding their professional development needs. These surveys were then used to create a professional development plan that can be altered based on the evolving needs and concerns. Teachers are also given pedagogy plans to inform them of the monthly strategic focus in each subject area. The teachers review these documents and feedback is accepted and the plan can be altered based on these suggestions.

**Strategies to increase parental involvement**

\*A series of workshops will be offered to assist parents in helping their children to achieve their math goals. Meetings will be repeated and scheduled at various times to accommodate parents' schedules. The school messenger phone system will call parents informing them of meetings and opportunities for parent involvement. In addition, information relating to these opportunities will be discussed at

the Parent-Teacher Association meetings. Parent participation will be tracked and incentives will be given to those parents who are frequently involved

**Strategies for attracting Highly Qualified Teachers (HQT)**

\*Administrative staff will regularly attend hiring fairs to identify and recruit highly qualified math teachers.

\*Public School 96Q will continue to host inter-school visitations to showcase the Envision Math program and highlight successes that the school has achieved. Colleagues from neighboring schools will have the opportunity to speak to our teachers and students and preview best practices.

\*A mentor will be assigned to support less qualified teachers.

**Service and program coordination**

The school has created an after-school program for early invention of Level 2 students. This program will occur twice a week with one of the days being designated for mathematics.

A Saturday Preparatory Course will also be offered to assist the children in preparing the students for the New York State Mathematics exam. An after-school program relating to the topic will also be offered two days a week beginning in January.

**Budget and resources alignment**

Title I: School Wide Programs, Tax Levy, Fair Student Funding, Children’s First Funds, Title III

## 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**

Our goal for the 2011-2012 school year is for 80% of the general education students' (K-6) reading levels to indicate at least one year's gain and for the special education students' reading levels to increase at least two Fountas and Pinnell reading levels.

### **Comprehensive needs assessment**

In response to data collected from the administration of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in grades K-2, running records associated with the Fountas and Pinnell Assessment system (Grades 3-6) and formal and informal assessment, it was determined that a reading goal was needed to continue an upward trend in meeting appropriate grade-level reading levels. Information from these assessments revealed that the percentage of students in general education and special education reaching their reading level goals significantly increased during the 2010-2011 school year. However, 34% of the students had not met the end-of year grade appropriate level according to Fountas and Pinnell reading criteria.

Our 2010-2011 Progress Report reflected the need for improvement in English Language Arts for Grades 4-6. According to this document, the school received 5.12 points out of a possible 15 points in terms of student progress. It was also noted, that 2.88 points out of a possible 6.25 points were earned for student performance in ELA. The school did receive \_\_\_\_3.91\_\_ points out of a possible 15 points for student progress of the lowest third.

### **Instructional strategies/activities**

#### **Activity 1: Differentiated lessons**

Using the Balanced Literacy prototype, the students will participate in differentiated reading instruction. Authentic lessons created by the teachers and lessons prescribed by the Core Knowledge Foundation will be utilized to meet the needs of the children. Teachers will ensure that their lessons accommodate students with different learning styles to provide auditory, visual, tactile and kinesthetic support. Students will be placed in flexible groups based on their needs. Tiered mini-lessons during small-group instruction will be conducted to strengthen the students' weaknesses. Individualized instruction will be driven by data that has been collected from formal and informal assessments. Online tools will be available to the students through Acuity, Study Island, and other academic websites. Teachers will assign differentiated on-line tasks. Appropriate literature based on the students' Fountas and Pinnell instructional reading level will be chosen and read during guided reading. Questions will be tailored toward improving targeted skills and strategies and will be across each level of the Depth of Knowledge.

Target Population: All general education (including ELL students), and special education students  
Responsible Staff Member: Classroom Teachers, Academic Intervention Providers, the ELL Teacher, All Service Providers, Reading Specialist, and the Core Knowledge Early Childhood Literacy Facilitator.

Implementation Timeline: September 2011-June 2012

### **Activity 2: Incorporating Technology into the Reading Block**

Currently the school is in the process of upgrading the technology in the building. Most classrooms in the school have a functioning Smart Board and laptops for a majority of the students in the class. With this upgrade, more students will be equipped with laptops and classrooms will have functioning printers. All students will have access to the Study Island website and 25 targeted ELL students will be working with Imagine Learning Software. The usage of these educational websites will be tracked by administration via on-line reports. With the use of updated hardware and access to approved websites, teacher will be able to incorporate technology into their lessons further differentiate their instructions.

Target Population: The upgrading of the technology in the building will positively impact all general education (including ELL students), special education students, and staff.

Responsible Staff Member: Classroom Teachers, Academic Intervention Providers, the ELL Teacher, All Service Providers, Reading Specialist, and the Core Knowledge Early Childhood Literacy Facilitator, Administrators

Implementation Timeline: December 2011-June 2012

### **Activity 3: Extended-Day Tutorial**

An Extended Tutorial Program has been in place to assist the Level 1 & 2 students to improve their reading comprehension skills. This extended day period adds 50 minutes of reading instruction to the school week. Group size is limited to ten students per teacher and assists in reducing the student-teacher ratio. Therefore, the students can receive individualized differentiated instruction and intense remediation.

Target Population: Level 1& 2 students

Responsible Staff Member: Classroom Teachers, Academic Intervention Providers, the ELL Teacher, All Service Providers, Reading Specialist, and the Core Knowledge Early Childhood Literacy Facilitator, Administrators

Implementation Timeline: September 2011-June 2012

**Activity 4: Academic Invention Services**

This year's focus is to provide Academic Intervention Services to level 3 students in Grades 2-6. Level 2 students will also be a focus on 1<sup>st</sup> and 4<sup>th</sup> grade. This will assist the students in making at least one year's gain in reading. AIS providers will conduct differentiated lessons that are authentically created or based on the following programs: Early Success, Achieve-It, Wilson, and Soar to Success. Guided Reading groups will also be incorporated into the AIS providers' daily schedule and targeted reading skills and strategies will be addressed. These skills and strategies will be determined based on the data accumulated from formal and informal assessments.

Target Population: Level 3 students in Grades K-6. Additional support will also be provided to Level 2 students in grades 1 and 4.

Responsible Staff Members: Classroom Teachers, Academic Intervention Providers, the ELL Teacher, All Service Providers, Reading Specialist, and the Core Knowledge Early Childhood Literacy Facilitator, Administrators

Implementation Timeline: September 2011-June 2012

**Activity 5: The Extension of the Core Knowledge Reading Program to Third Grade**

This school year we introduced the Core Knowledge Language Arts Reading Program to Third Grade. With this addition, our school will be using this structured reading program in grades K-3. This provides research-based lessons that review phonemic skills as well as listening and learning activities. Assessment activities are also embedded into the program and provide the teachers the opportunity to gather the data needed to differentiate their lessons while teaching Core Knowledge curriculum.

Target Population: General Education Student (Including ELL students) in Grades K-3

Responsible Staff Member: Classroom Teachers, Core Knowledge Early Childhood Literacy Facilitator, Administrators

**Steps for including teachers in the decision-making process**

Teachers are given a pedagogy template that informs them of the monthly strategic focus in each subject area. The teachers review these documents and feedback is accepted and the plan altered based on suggestions.

Teacher teams have been created in order to make decisions relating to grade curriculum, performance tasks, and grading criteria.

**Strategies to increase parental involvement**

Several workshops will be offered to aide parents in providing support to their children at home. Workshops regarding strategies and activities that can be used with students to improve reading progress will be conducted. Additional workshops will be offered introducing

the New York State English Language Arts Assessment to the parents and provide ways to help parents prepare their children for this assessment. Parents will also be encouraged to be an active participant in their child's daily reading. Information about the student's goal for reading 50 books annually will be communicated and incentives offered to the students. The school messenger phone system will call parents informing them of meetings and opportunities for parental involvement. Information relating to these opportunities will be discussed at the Parent-Teacher Association meetings. Parent participation will be tracked and incentives will be given to those parents who are frequently involved. Parent volunteers will also be trained as Learning Leaders and will assist students during the school day to improve their reading skills.

**Strategies for attracting Highly Qualified Teachers (HQT)**

\*Administrative staff will regularly attend hiring fairs to identify and recruit highly qualified math teachers.

\*Administrative staff, as well as other staff members will network with their colleagues in other schools to determine if there is a possibility to obtain a highly qualified teacher that has been excesses.

**Service and program coordination**

The school has created an after-school program for early intervention of Level 2 students. This program will occur twice a week with one of the days being designated for English Language Arts. Students will participate in reading instruction via various activities to include Readers Theater, the reading of authentic literature and completion of tasks prescribed in the "Keep On Reading: Comprehension Across the Curriculum" program.

A Saturday Preparatory Course will also be offered to assist the children in preparing the students for the ELA state exam. An after-school program relating to the topic will also be offered two days a week beginning in January.

**Budget and resources alignment**

Tax Levy Fair Student Funding, Tax Levy DRA Stabilization Funding, Contract for Excellence Funding, Tax Levy IEP Teacher Funding, Tax Levy Parent Coordinator, Title 2: Supplemental Funds, Title III

### 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**

The attendance goal for the 2011-2012 school year will be to attain a 97% attendance rate. This goal is in response the need to meet the standards set by our peer schools and citywide comparisons.

#### **Comprehensive needs assessment**

The need for this attendance goal stems from data obtained from the school's 2010-2011 progress report. This document showed that Public School 96Q had an attendance rate of 94.1 %, while our peer schools averaged 96.9%. The city schools' average was also greater at 97.4 %. Therefore, the school shows a deficit of approximately 3% compared to their peers and the city.

#### **Instructional strategies/activities**

##### **Activity 1: Parent Notification of Concerns Relating to Attendance/Importance of Good Attendance**

Parents of students that are consistently absent or tardy will be notified of this behavior. Phone calls from attendance personnel will be made to inform parents of the concern relating to the decrease of the student's attendance rate. Letters will also be sent to all students' parents/guardians that drop below a 94% attendance rate. If attendance becomes an extreme concern for particular students, attendance personnel from the NYC Board Of Education will be notified.

The School Messenger Phone System will also make daily phone call to the homes of those absent on any particular day.

Furthermore, notices will be sent home that documents the importance of high attendance rates. This notice will reference the amount of instruction that is lost for each drop in attendance rate. (Ex. 1 month of instruction is lost, when attendance rate drops to 90%, 2 months of instruction is lost, when attendance rate drops to 80%, etc..)

Target Population: All general education and special education students will be impacted upon.

Responsible Staff Member: Classroom Teachers, Attendance Personnel, and Administrators

Implementation Timeline: September 2011-June 2012

**Activity 2: Incentives for Perfect Attendance**

Students that continue to have perfect attendance will have their names posted on a special attendance bulletin board. Students will also be honored during an award ceremony for their diligence in attending school each and every day. Parents will be invited to this ceremony to share in this special event.

Target Population: All general education and special education students will be monitored.

Responsible Staff Member: Classroom Teachers, Attendance Personnel, and Administrators

Implementation Timeline: September 2011-June 2012

**Activity 3: Monitoring and Modifying Procedures For Recording Student Attendance**

Students who arrive late in the morning will be required to sign the "Late Arrival" book at the main office and a late pass will be issued. The student will present this late pass to the classroom teacher who will change the Attendance Document if it has not yet been forwarded to the attendance personnel. Attendance personnel will refer to the "Late Arrival" book in order to cross-reference the documents prior to scanning attendance sheets and make the necessary changes to the document. Once this procedure has been completed the documents will be scanned. An attendance committee reviews attendance data and evaluates trends in students' attendance. This committee also puts strategies in place to rectify attendance issues that may arise.

Target Population: All general education and special education students will be impacted upon. Parents will also be targeted.

Responsible Staff Member: Classroom Teachers, Attendance Personnel, and Administrators

Implementation Timeline: September 2011-June 2012

**Steps for including teachers in the decision-making process**

A suggestion box will be created that encourage ideas for improving our school. Teachers, parents, and students can volunteer a suggestion. These comments or suggestions can be offered anonymously if that is preferred.

**Strategies to increase parental involvement**

\*Parents will be encouraged at Parent Association Meetings and through home notices to send their children to school every day. Attendance awards will also be given to students during an award assembly that parents are invited

**Strategies for attracting Highly Qualified Teachers (HQT)**

\*Administrative staff will regularly attend hiring fairs to identify and recruit highly qualified math teachers.

\*Administrative staff, as well as other staff members will network with their colleagues in other schools to determine if there is a possibility to obtain a highly qualified teacher that has been excessed.

**Service and program coordination**

N/A

**Budget and resources alignment**

- Tax Levy Fair Student Funding

### 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	12	8	N/A	N/A	0	0	0	0
<b>1</b>	15	10	N/A	N/A	1	0	0	0
<b>2</b>	12	8	N/A	N/A	9	0	0	1
<b>3</b>	21	20	N/A	N/A	3	0	0	0
<b>4</b>	22	10	15	22	3	0	4	2
<b>5</b>	34	20	0	34	10	0	4	5
<b>6</b>	10	8	27	10	3	0	5	1
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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
<p><b>ELA</b></p>	<p>During the school day, a pullout/push-in model for Academic Intervention Providers is in place. In grades K-6, Level 3 students will be targeted for this school year. However, additional support will be offered to Level 2 students in Grades K, 1, 2 and 4. Intervention will be provided through flexible groups and will reduce student teacher ratio. Individualized instruction will take place via authentic lessons created by the teacher as well as lessons developed in the various programs used. Early Success, Soar to Success, Achieve It and materials from the Core Knowledge Language Arts Program will be utilized to help move the children forward. Guided Reading groups will also be conducted using Fountas and Pinnell leveled texts. Questioning techniques will be the focus of instruction during AIS periods and tasks will be created to assist the children in working thorough all levels of the Depth of Knowledge. Linkage between AIS providers and classroom teachers will be on going to ensure that each professional is aware of the student's progress. Data is also reviewed and discussed so that instruction can be tailored to the specific needs of each child. In addition, the ELL teacher will provides services to K-6 mandated and non-mandated students for forty minutes a day in a small group setting.</p> <p>An extended day tutorial/enrichment program has been implemented providing additional services for Grades 1-6 for 50 minutes twice a week. Programs utilized are Progress Coach (Grades 3-6), Peoples Common Core (Grades 1 and 2), Sidewalks Program (1-6) and SPRINT reading program. (4-6).</p> <p>An enrichment program has been implemented for Grades 3-6 during the extended day period. The children in this group participate in authentic tasks that challenge the students to expand their minds. Students study photography, creative writing, and drama. The group also works on performance tasks that meet the Common Core Standards.</p>

<p><b>Mathematics</b></p>	<p>Similar to ELA services, a pullout/push-in model for Academic Invention Services for Grades K-6 is in place. The Math Facilitator and AIS providers give services to Level 3 and 4 students to help maintain and enhance student progress at this level. However, additional support via tiered individualized instruction is provided to students that have struggled on Envision Math Unit and Cumulative exams. Providing small groups and individualized instruction will reduce student-teacher ratio. Programs utilized include Envision Diagnostic Invention kits, Measuring Up and Achieve-it. Small group instruction is conducted using interactive math games and differentiated materials from the Envision Math Program and Study Island website. Math manipulatives will be used to allow the students the opportunity to bring the concrete to the abstract. Linkage between AIS providers and classroom teachers will be on-going to ensure that each are aware of the students' progress. Data is also reviewed and discussed so that instruction can be tailored to the specific needs of each child.</p> <p>In addition, the ELL Teacher provides service to K-6 mandated and non-mandated students for forty minutes a day emphasizing an analysis of word problems.</p> <p>An extended day tutorial/enrichment program has been implemented providing additional services for Grades 1-6 for 50 minutes twice a week. The program utilized is Coach for Math.</p> <p>An after-school tutorial/enrichment program has been implemented for Grades 3-6 for 90 minutes two days a week. The Measuring Program is utilized.</p>
<p><b>Science</b></p>	<p>During the school day, the Science Cluster teacher provides additional support to Grade 4. The number of periods that are designated to the number of science periods will be increased for 4<sup>th</sup> grade. The focus for these periods will be individualized instruction emphasizing hands-on inquiry based tasks.</p> <p>During the months of March and April, an extended day tutorial/enrichment program has been implemented providing additional services for Grades 4 for 50 minutes twice a week. The COACH program is utilized. To facilitate the success of the students.</p> <p>During the months of March and April, an after-school tutorial/enrichment science club emphasizing on hands-on inquiry is implemented for Grades 3 and 4 for 90 minutes two days a week. Test Ready and Buckle Down programs are utilized.</p>

<b>Social Studies</b>	In Grades K-6 during the Literacy Block and AIS periods, students are provided with non-fiction material that relates to the Social Studies curriculum as prescribed by the Core Knowledge Foundation. In addition, Document Based Questions are reviewed in Grades 3-6.
<b>At-risk Services provided by the Guidance Counselor</b>	The Guidance Counselor acts as an advocate who works collaboratively with the teacher, parents and organizations to address the student’s academic, behavioral and psychological needs. The guidance counselor will develop behavior intervention plans and provide academic strategies to assist the students in class. Groups are conducted for conflict resolution, interpersonal skills, and building self-esteem. In addition, it is the responsibility of the guidance counselor to push-in to classrooms to conduct lessons and provide staff development on indentifying and responding to bullying and conflict resolution. A home-school connection relating to daily concerns among the students, attendance, articulation and the middle school process is in place. The Guidance Counselor also works with students who are mandated as per their Individualized Education Plan.
<b>At-risk Services provided by the School Psychologist</b>	<b>N/A</b>
<b>At-risk Services provided by the Social Worker</b>	The school social worker facilitates a “girls group”. In this group the members work on self-esteem building activities and review conflict mediation strategies. The group meets once a week during their lunch period to share their thoughts and work on improving their relations with others and build feelings of self-worth and confidence.
<b>At-risk Health-related Services</b>	<p>Occupational Therapy services are provided during the school day by a licensed occupational therapist to maintain and improve the function of all students. The functions that are worked on include neuro-musculoskeletal, motor function, sensory and perceptual function, and cognitive and psychosocial function. The activities to meet these needs emphasize independence in daily living skills. These activities encourage school participation in various settings including the classroom, lunchroom, bathroom, and playground.</p> <p>During the school day students are provided with adaptive physical education. After administering the Test of Gross Motor Development II, the child’s strengths and weaknesses in gross motor development are identified and a plan of action determined. Physical games are played that zero in on the student’s needs. Individualized instruction and corrections are made throughout the thirty-minute period. Students are assessed</p>

through teacher observation monthly and the Test of Gross Motor Development II is re-administered.

School based physical therapy helps students access their academic environment and participate in all their related activities. The physical therapist provides evaluation and treatment to students with disabilities and attends IEP meetings. Through the use of play, the physical therapist can improve the student's balance, coordination, and strength. Recommendation of adaptive equipment and/or environmental accommodations assists students in achieving academic goals.

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## PARENT INVOLVEMENT POLICY

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:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### **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 1<sup>st</sup> 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.

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

Cluster Leader/Network Leader <b>Debra Moldonado</b>	District <b>27</b>	Borough <b>Queens</b>	School Number <b>096</b>
School Name <b>P.S.96Q</b>			

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

Principal <b>Joyce Barrett-Walker</b>	Assistant Principal <b>Brenda Clyburn</b>
Coach	Coach
ESL Teacher <b>Brenda Duncan</b>	Guidance Counselor <b>Jan McDougal</b>
Teacher/Subject Area <b>Maureen McGuire/K-6</b>	Parent <b>Mr. Junior Lewis</b>
Teacher/Subject Area <b>Marjorie Jackson/Math</b>	Parent Coordinator <b>Huda Knott</b>
Related Service Provider <b>Judith Inniss\SETTS</b>	Other <b>Michelle Costanzo/Literacy</b>
Network Leader <b>Joseph Blaize</b>	Other

### C. Teacher Qualifications [i](#)

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

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

### D. School Demographics

Total number of students in school	<b>337</b>	Total Number of ELLs	<b>40</b>	ELLs as share of total student population (%)	<b>11.87%</b>
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## Part II: ELL Identification Process

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

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

1. Students are initially identified to determine whether they are limited English proficient at the time of enrollment in the NYC public school system. As per CR Part 154, parents complete the Home Language Identification Survey (HLIS). If their home language is other than English, or the student's native language is other than English, the designated pedagogue will conduct the interview. The ESL teacher is the pedagogue who will administer the informal oral interview in English and the formal initial assessment. Translation services will be made available during the ELL identification process. Translators from the Department of Education will be called upon to assist with translation services should the need arise. There are also staff members available who can be used as translators. On completion of the informal and formal initial assessment of the HLIS, the students will be administered the Language Assessment Battery – Revised (LAB-R) within ten days of enrollment in school. If the pupil scores below the state designated level of proficiency, he or she is admitted into the ESL program. Spanish LAB is administered once to students to determine language dominance. Students who score at the beginner or intermediate level get 360 minutes of instruction per week. Students who score at the advanced level get 180 minutes of instruction per week. Students will then take the New York State English as a Second Language Achievement Test (NYSESLAT) at the end of the school year. If students score below the state designated proficiency on this test they are required to remain in the program during the next school year. Students exit the program when they score at the proficient level on the NYSESLAT. The ESL teacher uses the RLER to identify students for administration of the LAB-R based on their home languages. After testing students who are entitled to receive services will also be eligible to take the NYSESLAT at the end of the school year. The students' most recent score determines eligibility for services. Students' Individual Test History (HISE) will also be used to ensure that students are not tested inappropriately. The RLAT or RNMR reports is used to determine NYSESLAT and LAB-R levels. The RLAT, RMSR and RNMR reports will be analyzed. These reports focus on a breakdown of the NYSESLAT scores in the four modalities of listening, speaking, reading and writing. Based on the results, teachers will determine where students' deficiencies lie and plan interventions to address the deficiencies identified.

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

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

4. When parents participate in the Parent Orientation and in one-on-one conferences, they receive information in their native language about the programs offered. Due to the number of English Language Learners registered at PS96 this school does not offer a Bilingual or Dual Language program. Parents are informed that they have the option of transferring their child to another school within the district provided such a program is available at the other schools in the district. Placement letters including continued entitlement letters are sent home in both the students' first language and in English. Home Language Identification Surveys (HLIS) are placed in the student's cumulative files and a copy is given to the ESL teacher who keeps it in a locked closet. Copies of entitlement letters are kept in a binder for safe keeping.

5. The ESL program continues to be the program requested by the parents based on their responses. Parents want their children to be taught in English. Parents are also aware that due to our small numbers, we currently only offer the ESL program at P.S.96. All of the parents identify the ESL program as their first choice since they want their children to be taught in English only.

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

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

#### This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	2	3	5	4	5	7	7							33
<b>Total</b>	2	3	5	4	5	7	7	0	0	0	0	0	0	33

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	40	Newcomers (ELLs receiving service 0-3 years)	36
		Special Education	5

Number of ELLs by Subgroups					
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	36	0	2	4	0	3	0	0	0	40
<b>Total</b>	<b>36</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>40</b>

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

### C. Home Language Breakdown and ELL Programs

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

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

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	2	2	4	0	2	1							13
Chinese	0	0	0	0	0	0	0							0
Russian	0	0	0	0	0	0	0							0
Bengali	0	0	0	0	0	0	0							0
Urdu	0	0	0	0	0	0	0							0
Arabic	2	5	0	4	3	1	2							17
Haitian	0	0	0	0	0	1	0							1
French	0	0	0	0	0	0	0							0
Korean	0	0	0	0	0	0	0							0
Punjabi	3	0	1	3	1	1	0							9
Polish	0	0	0	0	0	0	0							0
Albanian	0	0	0	0	0	0	0							0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other	0	0	0	0	0	0	0							0
<b>TOTAL</b>	<b>7</b>	<b>7</b>	<b>3</b>	<b>11</b>	<b>4</b>	<b>5</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>40</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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?

1. P.S.96 uses a Pull Out organizational model to deliver instruction to ELLs. Due to the small numbers in grades 2, 4, 5 and 6 the groups are mixed. Kindergarten grades 1 and 3 form individual groups even though the groups that are heterogeneously mixed based on their proficiency levels. All ELL students (newcomers and long term) are given instruction that is differentiated to suit their needs. Students are exposed to spiraling and scaffolding strategies that enhance the acquisition of language. Diverse visual and listening techniques are used so that students can make sense of new concepts, make connections to their environment and acquire academic language. Students continue to be enrolled throughout the year. Many of our students are new to the United States. As students register in our school, they are administered the LAB-R within ten days which determines their eligibility and placement.

2. Newcomers are tested using the Lab-R assessment within ten days of entering P.S.96 after informal interviews are done. Based on the results, students are given 360 or 180 minutes of instruction as mandated by CR Part 154. Parents are given the option of placing their children in schools with bilingual classes since P.S.96 only offers ESL classes. In compliance with CR Part 154, beginner and intermediate ELLs in our program will continue to receive 360 minutes per week of explicit ESL/ELA instruction. Advanced ELLs will receive 180 minutes for ESL and 180 minutes a week of ELA instruction using the Pull Out method. The ESL teacher creates a program that ensures English Language Learners receive the mandated number of instructional minutes as per CR Part 154.

3. The ESL program comprises two components; a language arts instructional program and a content area instructional component, both of which are delivered in English using ESL methodologies. Instruction takes into account the first language, culture, background knowledge and experiences of the students. Content is made comprehensible in order to enrich academic language development by the use of varied

## A. Programming and Scheduling Information

graphic organizers that take into account students learning styles and identified intelligences. P.S.96 incorporates the differentiated instruction model which focuses on meeting the needs of individual students. Students are exposed to content using the Core Knowledge Curriculum. This encourages steady academic progress as students build their academic knowledge over the school year. It also encompasses a core knowledge of diverse cultural traditions and multiculturalism that include and welcome our English Language Learners. Teacher gives explicit instruction about how students will complete tasks. They are given several opportunities to demonstrate their understandings. The teacher uses modeling, visuals and hands on techniques so that students can make connections. Other appropriate resources will also be used to match the needs of the students. Native language is supported by students being given opportunities to use bilingual glossaries and books during the regular instructional day. The ESL teacher takes into account the students' first language and they are encouraged to speak with peers in their first language in order to clarify misunderstandings. During state exams students are entitled to use bilingual glossaries and translated texts in Math and Science. Students at the beginning and intermediate levels of proficiency also participate in a computer based program "Imagine Learning". This program includes the students' first language as they navigate instruction throughout the program. Instruction is differentiated to suit the needs of ELLs when content area and topics are being covered. In order to develop their comprehension skills intense instruction on developing academic language is done making use of appropriate graphic organizers, pictures, realia and using scaffolding techniques to enhance and promote understanding and mastering of topics taught. Best practices and ESL methodologies are used to ensure that students develop their listening, speaking, reading and writing skills.

4. P.S.96 ensures that ELLs are appropriately evaluated by providing translated versions of standardized tests in math and science. They also have access to glossaries and bilingual dictionaries to enhance their language acquisition.

5a. Currently there are no SIFE students at P.S.96. However, if such students are registered their needs will be addressed by using differentiated instruction. Teaching skills and strategies will be modified to accommodate their academic profiles.

5b. Students who have been in school for less than three years are given intensive instruction in phonics and phonemic awareness (Foundations). They are also given many opportunities to develop their listening and speaking skills. They are exposed to guided reading and writing lessons and participate in all class and school wide activities. They are immersed in reading and teachers also adhere to academic rigor in all areas. P.S.96 uses a Core Knowledge Curriculum. Therefore students are exposed to explicit content areas that develop their academic language. Instruction will be differentiated to meet the needs of student. English Language Learners will receive instruction as mandated by CR Part 154. In addition, students will participate in academic intervention services (AIS), SETTS and after school programs where deemed necessary. Students reaching proficiency on the NYSESLAT will continue to be given testing accommodations for two consecutive years. Students at the beginning of proficiency level will participate in a computer based program, Imagine Learning, during the day for at least 45 minutes.

5c. Students who are in the program for four to six years will be identified based on the RLER. These students are referred to the Pupil Personnel Team (PPT). Students are then tested should the need arise and placed in SETTS classes and/or given additional academic intervention services (AIS). Title III funds will be used to form after school classes in which these students will participate focusing on identified educational deficiencies in Literacy and math.

5d. There are no long term English Language Learners at P.S.96. However should the need arise those students will continue to be exposed to rigorous instruction using ESL methodologies that would promote their language acquisition and improve their academic language. They will have access to computers, technology and varied materials that would foster literacy development using their background knowledge in prior experiences.

6. English Learners who have been identified as having special needs will receive instruction based on their IEPs. They will also receive push in/pull out services by the SETTS teacher and speech and language services where identified. The teacher will use ESL methodologies. IEP's will be reviewed and based on the findings scaffolded instruction will be provided through the use of varied graphic

### 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)
7. ELL students with disabilities are integrated with the general education students during the ESL period. They interact with the general population at lunch, during assembly programs and in school wide activities. In addition they participate in the health and physical education with the rest of the schools population.	
100%	
75%	
50%	
25%	
	Dual Language
	Page 30
100%	
75%	
50%	
25%	

## 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. English Learners participate fully in all intervention programs. They receive the required hours of instruction based on their proficiency level as per CR Part 154. In addition, students with IEPs receive instruction from the SETTTS teacher and other students receive instruction in Math and ELA from the AIS teachers. They also participate in After school programs. Using the assessments available the teacher focuses on the students academic differences and plans lessons to improve those areas. All instruction is given in English. Some English Language Learners receive speech and language services a minimum of twice per week, of thirty minutes duration in a small group setting. Students who score at a proficient level on the NYSESLAT continue to receive accommodations when testing for up to two years. Students also receive AIS services using the Push in or Pull out models where appropriate. The guidance counselor is in charge of the articulation process as students transition from one school level to another and this is inclusive of all English Language Learners. An After School Science program for students in grade 4 is conducted between January and May. All ELLs are included in this program that is held for two days per week. Students are placed in small groups or flexible cooperative learning groups as the need arises. Instruction is differentiated using scaffolding strategies and realia. Social Studies is incorporated into our Balanced Literacy program. All units of study encompasses World and American history in addition to ancient civilizations. Students are immersed in quality instruction on a daily basis since PS96 uses a Core Knowledge Curriculum where many nonfiction books, articles and topics are used as basic reading material for students. Developing academic language is emphasized and varied graphic organizers are used to ensure that ELLs grasp concepts and understand what is being taught.

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

10. P.S.96 has implemented a computer based program, Imagine Learning for our English Language Learners. In addition we are in the process of acquiring an assessment program LAS Links that would give us ongoing periodic assessments (formative and summative) geared to our ELL population. This program would give us ongoing data to help drive our instruction and in the formation of flexible groups.

11. No services/programs will be discontinued this year.

12. English Language Learners are afforded equal access to all school programs. They participate in the After School Arts program and Extended Day. All notices for programs are sent home in the student's native language and in English. Our ELLs participate in assembly programs where they act and narrate based on the class' performance. They participate in AIS groups, are given speech services when identified. This group was chosen based on the results of the NYSELAT and LAB-R assessments. It was noted that the students need to focus on the reading and writing components of the language. Our goal is to improve the language acquisition and academic language of our ELLs. When Title III funds become available ELLs will participate in all after school programs.

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

- Treasure Chest – Macmillian/McGraw Hill. Kindergarten and grades 1 and 2 use this research-based Reading/ Language Arts program. It uses effective phonemic awareness instruction and extends their understanding of narrative and informational text.
- Handprints – An Early Reading Program which focuses on phonics and phonemic awareness. Phonics and Phonemic Awareness – by McGraw Hill. Month by Month Phonics is also used to supplement other phonics programs when necessary.
- Leveled books on tapes – New Heights – Building Fluency and Comprehension audio books. This fosters reading fluency, comprehension and vocabulary development. Students read independently using books matched to their instructional level.
- Lending Libraries – students read fiction and nonfiction books which are leveled and grade appropriate (Fountas and Pinnell)
- Core Knowledge Curriculum – PS96 uses the Core Knowledge Curriculum which facilitates ELLs' understanding of all

## B. Programming and Scheduling Information--Continued

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

Beginning

Intermediate

Advanced

### 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)?

## 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.

1. Bimonthly meetings are held by the ELL Supervisor. Professional development focuses on the preparation of lesson plans that support academic rigor and high expectations for ELL students. ESL teachers and teachers of ESL students have been trained to use Smart Board technology and the internet to enhance instruction and expose students to 21st Century learning. Teachers also have common planning periods (Circular 6) where they collaborate and discuss teachers' and students' needs. They identify areas to be addressed and refocused so that instruction to ELLs is enhanced and appropriate interventions implemented. In addition, other Professional Development Workshops are posted on the internet by the Department of Education, UFT workshops and weekend courses. Teachers are exposed to regular professional development on a monthly basis by school administration which enable them to acquire additional expertise so that they can implement instruction that would enhance learning. The ESL teacher turnkeys new information to the rest of the staff. One on one conferences are conducted with the secretaries to apprise them of the current mandates and requirements for students and parents of English Language Learners. Para professionals, special education teachers, guidance counselor, parent coordinator and the assistant principal participate in our faculty conferences when professional development is conducted. The psychologist works at P.S.96 one day a week and the speech therapists, occupational therapist and physical therapist work two days a week. If present, they also participate in our professional development activities. During Circular 6 sessions and preparation periods, ELL workshops are also conducted. Professional Development workshops are planned for the entire school year by Administration. There is a Professional Development plan (Circular 6, SBO) which is conducted on Thursdays for 50 minutes. During this time teachers collaborate in teams based on grades/subject area and discuss varied topics inclusive of:

- a. Curriculum Mapping
- b. Data Analysis, using student work
- c. Questioning - Danielson
- d. Comparing CCSS to Envision Math Program
- e. Using Differentiated Instruction for ELLs
- f. Using Manipulatives in Math

There is also a monthly professional development plan for ELLs and SWD. Some of the topics include:

- a. Activating Prior Knowledge
- b. Developing Academic Vocabulary
- c. Comprehension Monitoring
- d. Scaffolding Techniques
- e. Generating Questions (DOK)

Social Studies and Science instruction are incorporated into our Balanced Literacy framework with a focus on developing academic language and comprehension monitoring.

Math topics include:

- a. Curriculum mapping - unit planning
- b. Examination of math online programs
- c. Differentiation in math for ELLs.
- d. Performance based assessments
- e. Alignment of mathematical practices to standards

2. The guidance counselor focuses on articulation procedures for students transitioning from elementary to middle schools. Workshops will be conducted for parents focusing on middle school application processes for various schools.

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2. The guidance counselor focuses on articulation procedures for students transitioning from elementary to middle schools. Workshops will be conducted for parents focusing on middle school application processes for various schools.

3. Professional Development is scheduled by administration for the entire school year. A portion of all the professional development includes ELL training for staff in using ESL methodologies and strategies to use with English Language Learners. On Election Day a great portion of training is devoted to staff (two hours). During Circular 6 (45 minutes) which is held once per week, teachers are also exposed to ESL methodologies to be used with the English Learners in their classrooms. Teachers are also exposed to 50 additional minutes participating in collaborative teams once per week (UFT, SBO) where part of the focus is on different skills, strategies and best practices which would foster the language acquisition of ELLs. Teachers will document their time as they use a Sign-In sheet which would determine the number of minutes and the topics covered toward the 7.5 hours of training requirement. These sign in sheets would be kept by Administration as evidence of participation. Some of the topics for ESL professional development include:

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

## Native Language Usage and Supports

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	Freestanding ESL		
	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.

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2. Differentiated Instruction Modules 1 through 5

## E. Parental Involvement

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

1. Parents at P.S.96Q are involved in many school activities. They assist at morning line up, taking students to classes when they are late and collecting attendance scan sheets. In addition, they assist teachers in all grades, organizing folders, leveling books and other classroom activities. These parents have had training with Learning Leaders. All activities include parents of ELLs. The Parent Association coordinates taking of school pictures, other fund raising activities and plan future events with the parent coordinator. Five parents are members of the school leadership team and the Language Allocation Team. Parents participate in monthly workshops that focus on different topics that are relevant to their needs.

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

3. The Parent Coordinator conferences with parents on a daily basis identifying their specific needs and addressing their concerns. In addition, parents complete surveys, questionnaires and submit inquiries and concerns in a suggestion box which is placed in a strategic location in the building. The Parent Coordinator assists parents with their concerns about their children and other family members. She is the liaison between staff, administration and parents. She coordinates parent workshops, school events and assists the Parent Association with training, meetings, information and materials. She assists the ESL teacher with Parent Orientation sessions mandated by the Department of Education. Recently parents participated in a Family Fun Day for the opening of our new school yard.

4. The Parent Coordinator helps to coordinate an ESL After School program for parents (21 and over). Last year this class took place once per week from 4:00pm-6:00pm. and then was given an additional day (twice per week) by the request of parents. A tentative date for the beginning of these classes would be the first week of December. In order to recruit parents for these programs, letters are sent out and notices are posted in business places in the community.

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

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

10. P.S.96 has implemented a computer based program, Imagine Learning for our English Language Learners. In addition we are in the process of acquiring an assessment program LAS Links that would give us ongoing periodic assessments (formative and summative) geared to our ELL population. This program would give us ongoing data to help drive our instruction and in the formation of flexible groups.

11. No services/programs will be discontinued this year.

12. English Language Learners are afforded equal access to all school programs. They participate in the After School Arts program and Extended Day. All notices for programs are sent home in the student's native language and in English. Our ELLs participate in assembly programs where they act and narrate based on the class' performance. They participate in AIS groups, are given speech services when identified. This group was chosen based on the results of the NYSELAT and LAB-R assessments. It was noted that the students need to focus on the reading and writing components of the language. Our goal is to improve the language acquisition and academic language of our ELLs. When Title III funds become available ELLs will participate in all after school programs.

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

- Treasure Chest – Macmillian/McGraw Hill. Kindergarten and grades 1 and 2 use this research-based Reading/ Language Arts program. It uses effective phonemic awareness instruction and extends their understanding of narrative and informational text.
- Handprints – An Early Reading Program which focuses on phonics and phonemic awareness. Phonics and Phonemic Awareness – by McGraw Hill. Month by Month Phonics is also used to supplement other phonics programs when necessary.
- Leveled books on tapes – New Heights – Building Fluency and Comprehension audio books. This fosters reading fluency, comprehension and vocabulary development. Students read independently using books matched to their instructional level.
- Lending Libraries – students read fiction and nonfiction books which are leveled and grade appropriate (Fountas and Pinnell)
- Content area books – P.S.96 uses the Core Knowledge Curriculum which facilitates differentiated instruction and small group instruction. It exposes ELL students to a wide range of visual and text features that support their acquisition of language and is knowledge based. Students read books on tape matched to their instructional levels using headphones. Students confer with teachers before and after

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## 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.

All instruction is standards based using ESL methodologies and strategies. Pull-out instruction focuses heavily on reading and writing. Varied strategies are used to build vocabulary concepts with the use of visual aids to build bridges from the spoken word to the written word. Instruction across all content areas incorporates scaffolding techniques that build on student's strengths both in language acquisition and conceptual development. Teachers will also focus on developing students' independence and confidence as second language learners in order for them to meet national and state standards. They will be exposed to challenging, content based language development and learning strategies that would help them achieve their goals.

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

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

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

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

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

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

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

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

### 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)?

### 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.

1. Bimonthly meetings are held by the ELL Supervisor. Professional development focuses on the preparation of lesson plans that support academic rigor and high expectations for ELL students. ESL teachers and teachers of ESL students have been trained to use Smart Board technology and the internet to enhance instruction and expose students to 21st Century learning. Teachers also have common planning periods (Circular 6) where they collaborate and discuss teachers' and students' needs. They identify areas to be addressed and refocused so that instruction to ELLs is enhanced and appropriate interventions implemented. In addition, other Professional Development Workshops are posted on the internet by the Department of Education, UFT workshops and weekend courses. Teachers are exposed to regular professional development on a monthly basis by school administration which enable them to acquire additional expertise so that they can implement instruction that would enhance learning. The ESL teacher turnkeys new information to the rest of the staff. One on one conferences are conducted with the secretaries to apprise them of the current mandates and requirements for students and parents of English Language Learners. Para professionals, special education teachers, guidance counselor, parent coordinator and the assistant principal participate in our faculty conferences when professional development is conducted. The psychologist works at P.S.96 one day a week and the speech therapists, occupational therapist and physical therapist work two days a week. If present, they also participate in our professional development activities. During Circular 6 sessions and preparation periods, ELL workshops are also conducted. Professional Development workshops are planned for the entire school year by Administration. There is a Professional Development plan (Circular 6, SBO) which is conducted on Thursdays for 50 minutes. During this time teachers collaborate in teams based on grades/subject area and discuss varied topics inclusive of:

- a. Curriculum Mapping
- b. Data Analysis, using student work
- c. Questioning - Danielson
- d. Comparing CCSS to Envision Math Program
- e. Using Differentiated Instruction for ELLs
- f. Using Manipulatives in Math

There is also a monthly professional development plan for ELLs and SWD. Some of the topics include:

- a. Activating Prior Knowledge
- b. Developing Academic Vocabulary
- c. Comprehension Monitoring
- d. Scaffolding Techniques
- e. Generating Questions (DOK)

Social Studies and Science instruction are incorporated into our Balanced Literacy framework with a focus on developing academic language and comprehension monitoring.

Math topics include:

- a. Curriculum mapping - unit planning
- b. Examination of math online programs
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1. Successful Strategies for English Language Learners
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2. Differentiated Instruction Modules 1 through 5

## 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?

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## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	7	1	2	0	2	3							17
Intermediate(I)	2	0	1	2	1	2	0							8
Advanced (A)	3	0	1	7	3	1	0							15
Total	7	7	3	11	4	5	3	0	0	0	0	0	0	40

### NYSESLAT Modality Analysis

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1	1	1	0	3
5	2	0	1	0	3
6	0	0	0	0	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	0	3	0	1	0	0	0	4
5	4	0	0	0	1	0	0	0	5
6	3	0	0	0	0	0	0	0	3
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	2	0	2	0	1	0	0	0	5
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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.

1. PS96 uses ECLAS, Terra Nova and Woodcock Johnson assessment tools to assess the literacy skills of ELLs in the lower grades (K-2). In grades 3-6 ongoing periodic assessments, RAI, ITI and other informal assessments, running records (Fountas & Pinnell) continue to be utilized. ELLs are also administered the LAB-R. In order for English Language learners to advance from one proficiency level to the next, raw scores are combined into listening and speaking, reading and writing. Students must score at the higher proficiency level in order to be

## 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.

All instruction is standards based using ESL methodologies and strategies. Pull-out instruction focuses heavily on reading and writing. Varied strategies are used to build vocabulary concepts with the use of visual aids to build bridges from the spoken word to the written word. Instruction across all content areas incorporates scaffolding techniques that build on student's strengths both in language acquisition and conceptual development. Teachers will also focus on developing students' independence and confidence as second language learners in order for them to meet national and state standards. They will be exposed to challenging, content based language development and learning strategies that would help them achieve their goals.

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

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

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

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

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

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

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

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

# Part VI: LAP Assurances

<b>School Name: <u>PS96</u></b>		<b>School DBN: <u>27Q096</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joyce Barrett-Walker	Principal		10/26/11
Brenda Clyburn	Assistant Principal		10/26/11
Huda Knott	Parent Coordinator		10/26/11
Brenda Duncan	ESL Teacher		10/26/11
Junior Lewis	Parent		10/26/11
Maureen McGuire	Teacher/Subject Area		10/26/11
Marjorie Jackson	Teacher/Subject Area		10/26/11
Judith Inniss	Coach		10/26/11
Michelle Costanzo	Coach		10/26/11
Jan McDougal	Guidance Counselor		10/26/11
William Colavito	Network Leader		10/26/11
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: 27Q096 School Name: PS96

Cluster: 5 Network: CFN531

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

**Part A: Needs Assessment Findings**

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

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

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

Feedback from our community of parents of English Learners has been very positive. Many of our non-English speaking parents attend Parent Association meetings and Parent Teacher Conferences. They are usually accompanied by someone who can communicate in English. They welcome being part of our school community. Parents also have a good rapport with the Parent Coordinator and consistently liase with her and provide feedback to her. Using the Adult Preferred Language Report (RAPL) and the (RHLLA), the ESL teacher identifies the parents who require written translations and/or oral interpretation. There are 17 students whose parents speak Arabic, 13 who speak Spanish ,9 who speak Punjabi and 1 who speaks Haitian/Creole and they receive correspondence in their home language and in English. On occasions ,parents

request that letters should be sent only in English which augers well for the future. The administration is aware of these procedures since all correspondence sent to parents must be given prior approval by the principal.

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

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

The procedures currently in place ensure that Non-English speaking parents are apprised of pertinent information that is distributed in a timely manner. The school 's pupil accounting secretary is given notices that are to be sent home. They are then sent via e-mail to the DOE Translation and Interpretation Unit @translations@schools.nyc.gov. Within approximately seven days the secretary receives the translated notices, letters, reports, etc. via e-mail. The school secretary downloads the information, and sorts and places them in the appropriate teachers' mailboxes. Additional copies are given to to Parent Coordinator to disseminate where necessary and applicable. The Bill of Rights and Responsibilities is posted in English and the first languages spoken at PS96 in the hallway next to the offices. In addition, parents have access to this document at Parent Teacher Conferences and will be given a copy upon request.

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

The school will provide oral interpretation services utilizing the Translation and Interpretation Unit at (718) 752-7373 Ext.4. The school's pupil accounting secretary has a list of all English Learners with information regarding their current grade, class and teacher. The school currently has access to oral translation services in Spanish, Punjabi and Bengali given by school aides and teachers. Languages for which there are no oral interpretation services available will be directed to the Parent Coordinator who will then call the Translation and Interpretation Unit. At group and one-on-one meetings, the school makes use of teachers and school aides who speak Spanish, support staff who speak Haitian Creole and volunteer parents and students who speak Arabic and other identified languages.

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

The school will fulfill Section V11 of Chancellor's Regulations A-663 by displaying the Department of Education's A-663 Important Notice for Parents regarding Language Assistance Service in the office and Parent area. This document will be situated in a prominent location in each area and will be given to parents upon request.

## 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: <u>PS96</u>	DBN: 27Q96
Cluster Leader: <u>D. Maldonado</u>	Network Leader: <u>J. Blaize</u>
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> 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 checked="" 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: 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 checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>1</u> # of certified ESL/Bilingual teachers: <u>1</u> # of content area teachers:

**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: Form TIII – A (1)(a)

Grade Level(s) 3- 6      Number of Students to be Served:      20      LEP      Non-LEP  
Number of Teachers      (2) After-School Program      Other Staff (Specify)      (4) Saturday Program

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for Limited English Proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Direct Instruction Supplemental Program Information

The English as a Second Language program at Public School 96Q provides services for 40 students in grades Kindergarten through 6. The ESL students at PS96Q speak 4 different languages. There are 13 students whose home language is Spanish, 17 students who speak Arabic, 9 students who speak Punjabi, and 1 student who speaks French/Creole. The direct instruction component of the program will consist of an After School program. A Saturday program will also be done, however this program would include all students , inclusive of English Language Learners and will not be funded by Title 111.

The objective of the program is to assist students to become proficient in English language utilizing a variety of instructional skills and strategies and also improve their math skills. The students will be provided with intense instruction in listening, speaking, reading and writing taking into account their learning styles and identified intelligences. Students will participate in intense instruction that is differentiated to suit their needs. They will be exposed to scaffolding strategies that enhance acquisition of language and mastery in math. Content will be made comprehensible in order to improve their academic language development. Varied graphic organizers will be used.

## Part B: Direct Instruction Supplemental Program Information

Students will participate in the After School ESL program on Tuesday and Wednesday from 3:30 pm to 5:00 pm. ELLs in grades 3-6 will participate. There will be approximately twenty(20) students in this program. Forty-eight (48) sessions will be conducted with a duration of one and one-half hours per session. A licensed ESL teacher and a Common Branch teacher would be instructing the students in this After-School program. This sub-group was chosen because approximately 87% of the students in grades 5 and 6 are at the beginning or intermediate level of proficiency and need additional intense instruction to assist them in meeting state standards. Approximately 66% of third and fourth graders are at the advanced level and they too need additional instruction to become proficient and meet or surpass State Standards. The ESL provider will reinforce effective practices introduced during the day and assist students in developing mastery of identified deficiencies. The After School program will begin on November 22, 2011 and end on May 23, 2012.

There will also be a Saturday program that would begin in January 7, 2012 and end on March 31, 2012. This program will be offered to students in grades 3-6, inclusive of our English Language Learners. Twenty-five percent of the ELL population will be included in this program. Title 111 funds will not be utilized to support this program. There will be twelve (12) sessions , each with a duration of two and one-half hours. The language of instruction will be English, however the students' native language will be utilized in order to promote and encourage comprehension where necessary. Students will have access to bilingual glossaries and books. Groups will be based on their proficiency levels, however they will be flexible according to topics and themes taught. These programs will support and assist the LEP students to meet the Performance Standards in the content areas and ultimately become college ready. There will be four (4) teachers who will be instructing students in this Saturday Tutorial Program. They all possess Common Branch licenses.

The instruction for the LEP students in the Afterschool Program is provided by the ESL teacher who possesses an ESL license and another teacher who has a Common Branch license. The focus would be on developing social and academic language skills in the areas of speaking, listening, reading and writing. Math instruction would engage the ESL students in using manipulatives, tools and technologies in problem solving activities. The teacher is trained in working with LEP students using ESL methodologies like scaffolding and differentiating instruction to meet the needs of the students. In addition, data analysis from (LAB-R, NYSESLAT, ELA, and Math Assessments), running records, observations and teacher generated assessment tools will be used to identify strengths and weaknesses and drive instruction. Students work in whole class and /or small group projects while teacher demonstrates and models activities.

Materials to be used include test preparation books in both reading and math. A computer generated program "Imagine Learning "is individualized to meet the students' needs and uses the students native language as a scaffold when necessary. In addition, students will listen to audio books, use Leap Pads and the computer to augment and enrich the program. The teacher will focus on developing students' academic language in order for them to communicate effectively in English.

In order to make instruction more comprehensible for our English Language Learners, the teachers will demonstrate, model, use a variety of graphic organizers, simplify and paraphrase instructional language and focus on direct teaching of key vocabulary. Since most classrooms are composed of students with

### Part B: Direct Instruction Supplemental Program Information

varying levels of English proficiency, the teachers will focus on differentiating instruction based on the needs of the students. In addition, Leap Pads, audio books and computers will be used to augment and enrich this program.

### 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:

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

Bi-monthly meetings are held by the Network ELL supervisor. The workshops focus on instruction that would support academic rigor and high expectations for ELLs. Teachers are exposed to regular professional development on a monthly basis by school administration, thus enabling them to acquire additional expertise in implementing instruction to enhance learning. The ESL teacher turnkeys new information to the rest of the staff. In addition, workshops given by the DOE are posted on the internet and made available to teachers. Teachers also participate in class intervisitations that give them extra exposure to best practices and up to date methodologies. Professional development for teachers is scheduled by administration for the entire year. A portion for most of the workshops includes training for staff in using ESL methodologies. Some of the topics covered include:

Using the Workshop Model

Questioning Techniques

Developing Academic Language

### Part C: Professional Development

Differentiated Instruction

Assessment for ELLs

Stages of Second Language Development

Common Core Standards

Curriculum Mapping

The ESL teacher and the Math and Literacy Facilitators also conduct workshops to faculty members.

The ESL teacher conducts workshops for classroom teachers to share methodologies and best practices that will reinforce the program in the classrooms. Classroom teachers also link with the ESL teacher during Circular 6 and common planning time to discuss individual students. The ESL teacher also provides professional development for faculty members during mandated Professional Development Days and on Election Day.

The ESL teacher is a member of the school's Inquiry Team where the progress of the identified are closely monitored using data to identify needs and drive instruction in order to improve students' mastery in Literacy and math. The results in Acuity on ELA/Math, Predictive, ITA's Terra Nova, and practice exams are assessed and instruction is tailored to meet individual student's needs.

### 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:

Parental Involvement Program

PS 96Q provides classes for parents of English Language Learners twice per week. This class meets on Tuesdays and Wednesdays from 5:00-7:00pm. The program will begin on December 13, 2011 and end on May 23, 2012. It will be taught in English. Title III funds will be used to pay the teacher at per session rates and to purchase needed supplies. This program was implemented in order to support and facilitate the language acquisition skills of parents. They in turn will be able to assist their children, improve their communication skills and consequently improve the education and achievement of our English Language Learners. Instruction is provided by an ESL teacher who uses ESL methodologies and strategies to improve the social and academic language of parents thereby empowering them to

**Part D: Parental Engagement Activities**

function in our competitive society. Title III funds will also be used to pay for refreshments and snacks for parents during workshops.

Parents are also given training in utilizing the ARIS system in order for them to obtain specific information about their child's assessments, academic progress and other pertinent information. Instruction will also focus on teaching the parents Life Skills inclusive of completing bank checks, applications from varied agencies (library, schools, hospitals, etc.), writing formal and informal letters and skills relevant to their needs. Math and Literacy skills will also be addressed based on their needs.

In order to recruit parents for the program letters are sent to them in their first language and in English. Notices will also be posted at the entrance of the school and in business places that are in close proximity to PS96.

Parents of ELLs also participate in monthly workshops that focus on different topics relevant to their needs. They are also involved in school events. Some of these workshops include

Parent Development

Stress Management

Conflict Resolution.

They also participate in workshops that give them information about ELA and Math tests strategies.

**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 fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials		

**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.
<ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		