



**Department of
Education**

Dennis M. Walcott, Chancellor



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

SCHOOL NAME: PS/MS 95 ~ THE SHEILA MENCHER VAN CORTLANDT

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10X095

PRINCIPAL: MR. SERGE MARSHALL DAVIS **EMAIL:** SDAVIS6@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. SONIA MENENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Serge Marshall Davis	*Principal or Designee	
James Regan	*UFT Chapter Leader or Designee	
Mildred Blanco	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
Kim Viade	CBO Representative, if applicable	
Joanna Corcella	Member/Teacher/SLT Chairperson	
Mercedes McArdle	Member/Teacher	
Holly Mair	Member/Teacher	
Yasmine Silva	Member/Parent	
Frances Monsserat	Member/Parent	
Aracely Franco	Member/Parent	

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

By June 28, 2011, all Pre-K - 8 teachers will analyze and use class performance data and student performance data to re-teach, to differentiate lesson plans and to provide students with on-going individualized assistance; as a result, students in grades 3 – 8 will increase their performance rate in 2011 NYS ELA and Math exams from 39% to 50% in ELA and 51% to 61% in Math.

Comprehensive needs assessment

- The 2011 NYS ELA & Math exams have indicated a decline on the percentage of levels 3 and 4. This goal is generated to address teacher pedagogy in order to use various teaching modalities to help our grades 3 through 8 students to acquire content knowledge and skills to increase their level of performance in the NYS ELA & Math exams this school year 2011-12.

Instructional strategies/activities

The goal will be achieved by incorporating research-based instructional strategies from various sources: school common frameworks, Professional Teaching Standards, Kim Marshall Teacher Evaluation Rubric, Danielson Framework, Revised Bloom's Taxonomy, and Depth of Knowledge. The following are actions that will be taken and/or implemented throughout this academic year:

- ◆ At the beginning of the school year, all teachers will be given a Pedagogical Needs Assessment template to write down their pedagogical strengths and areas for improvement. Once the template is submitted to the teacher's grade level supervisor the following will happen: face-to-face conference with supervisor to discuss the Pedagogical Needs Assessment, a professional development plan will be discussed, and the teacher will receive a letter from the supervisor delineating the teacher's professional development plan for the school year – instructional coach support, peer coaching, lab sites, intra-visitations, internal/external workshops.
- ◆ Weekly informal observations will be conducted to evaluate the effectiveness of the teaching and learning process.
- ◆ Periodically teachers will be asked to bring their lesson plans to common planning, faculty/grade level meetings for peer discussion and analysis
- ◆ Bi-weekly professional development and faculty/grade level meetings will address current best practices
- ◆ Periodically teachers will meet with direct supervisor to discuss student performance data in relation to teacher and class goals.
- ◆ Data meetings will be conducted to look at aggregated and disaggregated grade level reading and writing data to identify trends in relation to grade level ELA goal and school-wide ELA goal.

The goal will be achieved as evidenced by:

- ◆ Teachers will provide evaluative feedback on the cyclical professional development support that they receive – refinement of professional development will be made based on feedback.
- ◆ Teachers will submit an exit slip to supervisor, which will highlight the new information/ learning acquired by the teacher and will also discuss how the new

information/learning will be implemented into classroom instruction at the end of each grade level professional development, faculty and grade level meetings – implementation of practices learned will be monitored by supervisor during classroom visits.

- ◆ Student performance data (i.e., teacher generated quizzes, uniform unit exams, ELA simulations, interim assessments – Acuity, projects) will help to measure teacher’s impact on student learning.

Strategies to increase parental involvement

Our school will have on-going workshops and provide parents with pertinent educational information via our Monthly Newsletter and bi-monthly learning walk. We will use these aforementioned approaches to:

- provide assistance to parents in understanding City, State, and Federal standards and assessments.
- provide materials and training to help parents work with their children to improve their achievement level, i.e., literacy, math, and use of technology.

Strategies for attracting Highly Qualified Teachers (HQT)

- Our school will continue to use various mediums to promote the school, school personnel will attend job fairs and prospective licensed teachers will be interviewed by a hiring committee comprised of school community constituencies (i.e., administrators, teachers, parents, etc...).
- Our school will continue to make sound fiscal decisions to create a school programming that will afford teachers common planning periods. In addition, teachers will ample opportunities to improve their practices through before school during school, and after school professional development series as well as opportunities to attend external professional development, institute, and conferences to learn research-based best practices.

Service and program coordination

- The vertical curriculum plan teams will meet regularly to refine our curriculum by aligning our units of study with the Common Core Learning Standards and to create summative assessments and rubrics. In addition, the teams will analyze student work and performance data to identify common trends and develop actionable plans to meet the needs of students as a whole group, small group, or individually.
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Budget and resources alignment

- Human Resources: Teachers, Coaches, Staff Developer (F-Status) Mentor (F-Status), Administration Budget Source: TL Fair Student, Title I SWP, Title I ARRA

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

By June 2012, the proficiency of all K through 8 grades students will improve by 15% in the NYSESLAT reading and writing components, which will demonstrate in all grades proficiency level of 37% from the previous year's proficiency level of 22%.

Comprehensive needs assessment

The ELL students have low passing percentage on the NYSESLAT; as a result of their low performance in the reading and writing components of the exam. This goal is generated to improve our students' performance in the reading and writing components, which will then improve the percentage of students who attain proficiency level.

Instructional strategies/activities**This academic year long goal will be achieved by taking these actions:**

- ◆ Part of the title III funding will be utilized to provide on-going professional development to ELL teachers in the areas of: planning for differentiated classroom, strategies for ELL to develop spelling and vocabulary, strategies for ELL to develop reading comprehension and fluency, and understanding the process of literacy development for ELL students.
- ◆ ESL teachers will collaborate in weekly common planning and bi-weekly vertical planning meetings to look at student work; refine curriculum and units of study to meet the specific needs of students.
- ◆ Formal and Informal observations will memorialize teacher's in depth understanding of second language acquisition, balanced literacy and bi-literacy instructions.
- ◆ ESL teachers will track student progress by analyzing all formative and summative assessments to refine teaching, create guided/flexible groupings.
- ◆ Part of title III funding will be used to provide additional instructional services (i.e., after-school and/or Saturday Academy) to beginner, intermediate, and advanced students.

This goal will be achieved as evidenced by:

- ◆ Fountas & Pinnell results of baseline, mid-line, and end-line will be used to demonstrate student's progress.
- ◆ Conferencing notes to track on student's proficiency or mastery level of reading and writing skills and strategies taught.
- ◆ Units of study assessments results to continually address the reading and writing needs of students.
- ◆ Student portfolios will demonstrate reading and writing growth.
- ◆ Teacher's lesson plans to determine if learning objective is standard-based and if it is crafted to meet the needs of varied learners in the classroom.
- ◆ Classroom visits to observe delivery of instruction, discussions about reading and writing, and evaluate the rigor of assigned activities.

Strategies to increase parental involvement

- Our school will continue its commitment to inform and educate the parents of ELL students by providing on-going workshops: Curriculum & Assessments, Parenting skills, Migration issues, ARIS, etc...
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.

Strategies for attracting Highly Qualified Teachers (HQT)

- Our school will continue its commitment to teacher development by implementing weekly common planning in our school programming, by providing our staff with needs-based professional development, by building staff capacity through peer coaching model, lab sites, intra-visitations, before school, during school, and after school professional developments.
- Our school will continue to use our highly qualified allocation to support staff in meeting their certification requirements – professional development hours, coursework, and/or external professional development to enhance their instructional strategies.

Service and program coordination

- Our school will enlist the service of an educational organization (i.e., Education Ventures) to facilitate on-going workshops to teachers
- Our school will offer after school program to our ELL students to address their specific needs in reading and writing.

Budget and resources alignment

Human Resources: Teachers, Administration, Parents(Home Support), Educational Consultants (Education Ventures) Budget: Title III, TL Fair Student , Title I SWP, Title I ARRA

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

By June 2012, all students will engage in a minimum of one rigorous literacy and one mathematics performance task aligned to a CCLS unit of study as evidenced by student work products, informal/formal observation reports, and data assessments reports.

Comprehensive needs assessment

This goal is generated to meet the Citywide Instructional Expectations for this academic and to measure our students' readiness level for higher education.

Instructional strategies/activities

This annual goal will be achieved by engaging in the following strategies:

- ◆ Title I SWP funding will be used to afford teachers, administrators to meet in vertical planning teams before and after school to continue the work of building instructional coherence through the refinement of a thinking curriculum, units of study aligned with CCLS.
- ◆ Teacher team meetings (i.e., weekly common planning, PD, and Lunch & Learn) will be orchestrated to discuss the successes and challenges of units of study through open discussion, analysis of student work, and lesson plans.
- ◆ Teachers, instructional coaches, and administrators will meet in vertical planning teams, and common planning to analyze and evaluate existing/generic performance task rubric, which will guide them to create performance task specific rubrics.
- ◆ Vertical planning teams will develop and incorporate a performance task within each literacy and mathematics units of study, which will require students to demonstrate their content knowledge, skills, and meta-cognitive level.

Instructional coaches will strategically co-teach with literacy and mathematics teachers to effectively deliver lessons that will provide students with the skills and strategies needed to demonstrate learning.

The goal will be achieved as evidenced by:

- ◆ Student work products – will help to measure essential learning outcomes.
- ◆ Classroom observation reports – will enable supervisors to analyze and evaluate skills and strategies taught
- ◆ Low Inference observation logs – will afford the instructional coaches to reflect with teachers on their teaching practices
- ◆ Data reports – will help to determine the achievement gap within gender and will inform of teacher's impact on student learning.

Strategies to increase parental involvement

Our school through the School Leadership Team in partnership with Parent Association will do the following:

- Engage our 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

- 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 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.

Strategies for attracting Highly Qualified Teachers (HQT)

- Our school will continue its commitment to teacher development by implementing weekly common planning in our school programming, by providing our staff with needs-based professional development, by building staff capacity through peer coaching model, lab sites, intra-visitations, before school, during school, and after school professional developments.
- Our school will continue to use our highly qualified allocation to support staff in meeting their certification requirements – professional development hours, coursework, and/or external professional development to enhance their instructional strategies.

Service and program coordination

Our school will offer our students opportunities to attend Saturday Academy to address their needs in reading, writing, and mathematics. In addition, the school has partnered with a Community Based-Organization – Mosholu Montefiore Center to provide before school and after school literacy and mathematics enrichment programs to ours students through the 21st Century grant.

Budget and resources alignment

- Human Resources: Administrators, Instructional Coaches, Teachers School Leadership Team, Parent Association, Parent Coordinator, Teachers, CBO
- Budget Source: Title I SWP

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

The school annual average attendance will exceed 90%

Comprehensive needs assessment

The school attendance was 90.6% last school year. Comparatively to our peer schools, our school attendance rate was among the lowest, which adversely affected our overall score in the Progress Report.

Instructional strategies/activities

This goal will be achieved by implementing and monitoring the following strategies:

- ◆ Daily outreach will be performed through an automated system to inform student families of absenteeism and lateness
- ◆ Classes with 100% attendance will be recognized in our school daily bulletin board and will receive a congratulatory remarks during our morning announcement over the PA system
- ◆ The class with the highest attendance rate for the month will receive a party of choice (i.e., pizza party, ice cream party, etc.)
- ◆ Monthly attendance certificate will be distributed to students with perfect attendance.
- ◆ Monthly attendance meetings will be conducted to monitor and discuss ways to maintain or improve attendance
- ◆ Daily attendance reports from ATS will be given to principal, guidance counselors, social worker, parent coordinator and other related personnel to verify data and make parental outreach.
- ◆ Daily attendance will be taken in the AM and PM – the PM attendance: Teachers will also use the change form to make changes and AIDP personnel will make attendance changes when necessary.
- ◆ The school has launched the “3-G Buck” campaign to reward its students for: good attendance, good grades, and good citizenship. Students will have ample opportunities to earn “3-G Bucks” for good attendance, which will enable them to redeem prizes in our school boutique.

The goal will be achieved as evidenced by:

- ◆ Attendance team meeting agendas – which will demonstrate topics discussed
- ◆ Parental Outreach transcripts via the automated system
- ◆ Face-to-face with parents
- ◆ Guidance Counselors’ and Social Worker’s logs
- ◆ Attendance data
- ◆ Artifacts of attendance celebrations

Strategies to increase parental involvement

- Our school will inform parents of their children attendance and/or lateness daily through our automated system – Global Connect.
- Our school will remind our parents through our monthly newsletter to ensure that their children come to school regularly and on time
- Our school will conduct conferences with parents to educate them on all attendance issues

Strategies for attracting Highly Qualified Teachers (HQT)

- Our school will continue its commitment to teacher development by implementing weekly common planning in our school programming, by providing our staff with needs-based professional development, by building staff capacity through peer coaching model, lab sites, intra-visitations, before school, during school, and after school professional developments.
- Our school will continue to use our highly qualified allocation to support staff in meeting their certification requirements – professional development hours, coursework, and/or external professional development to enhance their instructional strategies.

Service and program coordination

Our school’s guidance counselors and social worker will conduct on-going counseling sessions with students with excessive absences to discuss the pros and cons of poor attendance. Our school has established the following celebratory programs: Perfect Attendance Breakfast, Class party for the class with highest monthly attendance rate, and individual attendance certificate for students with 100% attendance for a month.

Budget and resources alignment

- Human Resources: Administrators, Guidance Counselors, Social Worker, Parent Coordinator, Secretaries, School Aides, Teachers, and Parents
- Budget Source: AIDP, Title I SWP

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	9		3	
1			N/A	N/A	15		5	
2			N/A	N/A	10		4	
3	54	62	N/A	N/A	17		6	
4	66	48			12		6	
5	76	60			20		4	
6	90	90			32		7	
7	105	68			35		9	
8	104	74			38		12	
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Based on the results of various assessments: formal and informal , NYS ELA & Math exams, Acuity, Fountas & Pinnell Benchmark, summative unit assessments, portfolios, conferencing notes, student reflection notebooks, teacher observations and articulation between classroom teachers and AIS teachers, students-at-Risk will receive AIS skill-based intervention during regular instructional day as well as after school and/or Saturday programs. Reduced class size across grade levels for self-contained classes, K-3 and 4-6, as well as departmentalized classes 7-8 will promote the effectiveness of small group and one-to-one work for Tier I differentiation and modification of instruction by the ELA teacher during the regular academic day. A Tier II push-in/pull-out program will provide students in K-8 with the academic assistance needed in an on-going basis during the academic year. Students-at-Risk in departmentalized class situations in grades 7 and 8 will receive intense push-in AIS intervention to build content knowledge, vocabulary, and reading skills/comprehension as well as test sophistication practice plus intervention toward proficiency to mastery on specific literacy skills based in their respective, specific formal and informal data. The SETSS push-in/pull/out program will also support students during class time in small-group and one-to-one interventions during independent practice time and in small groups outside regularly scheduled ELA class time to address those specific interventions indicated on their IEPs. Across grade levels, students' formal and informal assessments data will drive on-going ELA instruction via the ELA curriculum developed to address the New York State standards (aligning with expectations outlined in the Common Core Learning Standards) with modification for ELLs and students with IEPs. Weekly common planning meetings will facilitate rich discussion among teachers' vis-à-vis teaching, learning, {and classroom inter-visitations}; meaningful differentiation and modification for students in all subgroups to include general education, Bilingual/ESL</p>

	<p>students and students with IEPs. Targeted Level I and Lower level 2 performing students, based on their performance on the 2011 NYS ELA, will be closely monitored and periodically re-assessed according to intervention protocols and guidelines (i.e., PIPP). Periodic Progress Reports are sent home to keep parents informed of student progress. Tier II interventions will continue with in-house and community partnership after school and Saturday intervention programs from January 2012 through April 2012. A school-wide initiative is to continue to analyze our student performance data in order to make well-informed teaching and administrative decisions to maintain student academic progress and to help students on achieving proficiency status in all standardized exams. Every effort will be made to make data transparent to the teaching/learning community so that students will understand their assessment profile, set goals and become proactive in their respective skill-based programs.</p>
<p>Mathematics</p>	<p>Reduced class size for students among the K-2; 3-6; and 7-8 class settings will accommodate small group instruction for Tier I differentiation and modification during independent practice in general education and special education classes from grades K-8. A Tier II push-in/pull-out program for Level 1 and Low Level 2, based on student performance on the 2011 NYS Mathematics Exam will be implemented to provide the identified sub-groups with intervention in specific skill areas indicated by formal and informal assessment data. A similar type program will provide SETSS intervention designed specifically to accommodate students' respective IEPs. The free standing ESL classes will receive modification within the mathematics program via articulation between and among the ESL and math teachers. The school and its Community Based Organization (Mosholu Montefiore Community Center) will establish after school and Saturday programs to provide the targeted sub-groups (i.e., ELL and Special Education) with additional academic support to address their deficiencies through small group, flexible group, and one-on-one instructional setting. Standard-based in-house curriculum refinement for AIS programs will be driven by NYS ELA and Math results, Acuity Predictive/ITA assessments, unit and daily class assessments, teacher observations during class time and articulation with the AIS teacher. Periodic Progress Reports are sent home to keep parents informed of student progress. Level 1 and Lower level 2 performing students, based on their performance on the 2011 NYS Mathematics assessment will be closely monitored and periodically reassessed according to intervention protocols and guidelines (i.e., PIPP). A school-wide initiative will be to collect, evaluate and disaggregate meaningful, on-going data to help our teachers to make decisions that will enable them to increase student learning (i.e., value-added), which will be evident in student increased NYS Math scale score. Every</p>

	<p>effort will be made to make data transparent to the teaching/learning community so that students will understand their assessment profile, set goals and become proactive in their respective skills-based program.</p>
<p>Science</p>	<p>The workshop model will provide a venue for Tier I intervention during small group and one-to-one session across grade levels with emphasis on the upper grade levels. The revised New York State Science Curriculum for grades 6-8 has necessitated steps via recruitment and hiring practices, training and professional development, and curriculum and lesson planning to increase the knowledge base of instructional staff in the physical, life and earth science areas. The science textbook used is the Glencoe edition for NYC. In-house curriculum to meet NYS Standards has been developed to build and develop science literacy among the middle school students in physical, life and earth sciences. On-going data from in-house grade-level unit tests, hands-on activities by using our newly constructed outdoor garden and lab demonstration set-up, and class quizzes, conference notes, daily academic performance, teacher observations and articulation between and among teachers as well as outside professional development and parental involvement (i.e., parent workshops) will help key players to see the respective student skills profile as he or she develops science literacy among the core areas between grades 6 and 8. Tier II level intervention will occur with science teacher articulation for purposes of instructional and testing differentiation and/or modifications specific for students in honors, free standing ESL or in general or special education settings that serve students with IEPs. Tier II small group and one-to-one intervention will be provided for students during the academic day in preparation for the Grade Eight Regents examination. Technology will further support students in the middle school with particular emphasis on hands-on laboratory settings.</p>
<p>Social Studies</p>	<p>The 7th and 8th grade NYS 20-month U.S. History curriculum will be supported by the new student text, American History, and extensive support materials on flash drive from McDougal Littell as well as on site professional development from the company. The 2-year seamless program will be reinforced by the creation of the NYS standards-based in-house social studies curriculum aligned to the 7th and 8th grade ELA curriculum. This 20-month study, with emphasis on the human condition and social values, will support the social curriculum to bring depth and dimension to the study of social issues that span time and cultures. Students' standards-based reading, writing, listening and speaking skills mastered in the ELA/ESL classes will be transferred to meaningful practice in their developing social studies literacy skills. The social studies curriculum will be aligned with the ELA units to build and support</p>

	<p>standards-based literacy skills necessary for daily reading comprehension and performance as well as preparedness for the rigor of the NYS Grade 8 Social Studies assessment at the culmination of the 20-month course. Furthermore, students will be responsible for the completion an “exit project” due the latter part of May/the first week in June. ESL teacher articulation and assistance with test preparation methodologies will ensure students’ test readiness and a holistic understanding of the human condition as it is revealed in historical time periods and settings</p>
<p>At-risk Services provided by the Guidance Counselor</p>	<p>Our guidance department, which consists of three full-time guidance counselors and one full-time social worker, are available to service the social emotional needs of our students and help to alleviate any issues, which interfere with their academic success. Their goal is early identification of at-risk students. These children are identified by classroom teachers, the attendance coordinator, school administration, the dean, the parent coordinator, and the parents. Intervention may include establishing contact and rapport with parents, students and their families. In addition, the counselors arrange AIS services within the school building that includes peer tutoring. Learning Leaders, academic coaches, consultant teacher services, at-risk resource room and at-risk counseling from members of the School IEP Team. The counselors work closely with the staff of the Montefiore School-Based Clinic, which provides medical and mental health services. Our guidance counselors also make referrals to community agencies when necessary.</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>Our guidance department, which consists of three full-time guidance counselors and one full-time social worker, is available to service the emotional needs of our students and help alleviate any issues which interfere with their academic success. Their goal is early identification of at-risk students. These children are identified by classroom teachers, the attendance coordinator, school administration, the dean, the parent coordinator, and the parents. Intervention may include establishing contact and rapport with parents, students and their families. In addition, the counselors arrange AIS services within the school building that includes peer tutoring. Learning Leaders, academic coaches, consultant teacher services, at-risk resource room and at-risk counseling from members of the School IEP Team. The counselors work closely with the staff of the Montefiore School-Based Clinic, which provides medical and mental health services. Our guidance counselors also make referrals to community agencies when necessary.</p>

At-risk Services provided by the Social Worker	Our school social worker provides “At-risk” services to our pre-k through grade eight students. The provider builds the foundation of the home and school partnership to monitor the well being of our students is crucial to students’ social and academic prowess.
At-risk Health-related Services	The on-site Montfort Hospital clinic gives families direct access to primary physical and mental health care, dental screening services and routine nutrition counseling.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting 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.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 10X095 **School Name:** PS/MS 95 ~ The Sheila Mencher Van Cortlandt School

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

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

Category: Basic Focused Comprehensive

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

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

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

The school's improvement identification is due to the performance of our ELL and Students with Disabilities on the NYS English Language Arts exam. Reading and writing skills are the main causes of why the ELL and SWD sub-groups did not meet their respective performance objective.

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

ELL and SWD students are struggling with the reading and writing components of the ELA exam. We will have an after school program that will address the needs mentioned above. The program will be two days a week for 120 minutes each day. Grades 3 through 8 ESL/Bilingual and SWD students will be targeted to attend the program. The program will run from December through May. We will use the I-Ready Reading Program (i.e., focuses on five domains: phonemic awareness, phonics, vocabulary, and reading comprehension) and Empire State NYSESLAT for ESL/ELL by Continental Press, which addresses the four modalities: Reading, Writing, Listening and Speaking to support our instructional program. In addition, we will have a Saturday Academy Program, which will begin in January and end in April 2012 to address the aforementioned academic issues.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

We will provide on-going professional development to ELL and SWD teachers in the areas of: planning for differentiated classroom, strategies to develop spelling and vocabulary, strategies to develop reading comprehension

and fluency, understanding the process of literacy development. In addition, ELL and SWD teachers will be given opportunities to attend workshops and/or annual conferences presented by ASCD, Solution Tree, and Heinemann on the subject of Literacy Intervention.

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

Our school has a teacher mentor along with instructional coaches to support our teachers' pedagogical development. We use the Professional Teaching Standards, Danielson Framework, Kim Marshall Teacher Evaluation Rubric, Revised Bloom's Taxonomy, and Webb's Depth of Knowledge to inform and educate our teachers on best teaching practices and ways to effectively plan and deliver rigorous instruction to meet needs of their varied learners.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

The school will communicate this information to parents in various formats: letter in parents' home language, automated voice message (i.e., Global Connect), parent conferences. The school will provide parents with ample opportunities to attend curriculum workshops, and other workshops to support their children's academic and social growth.

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Bob Cohen	District 10	Borough Bronx	School Number 95
School Name Sheila Mencher Van Cortlandt School			

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

Principal Serge Davis	Assistant Principal Omara Flores
Coach type here	Coach type here
ESL Teacher James Regan	Guidance Counselor type here
Teacher/Subject Area Jessica Rivera/Bil. Teacher	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	4	Number of certified bilingual teachers	5	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	1
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	1244	Total Number of ELLs	246	ELLs as share of total student population (%)	19.77%
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Part II: ELL Identification Process

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

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

Part II. ELL Identification Process

1. When new students are registered at PS/MS 95, the school's registration team looks to see if student is new to the public school system. If the student is new, we have the parent/guardian complete a Home Language Identification Survey. After the survey is completed, we assess it to see if the student can possibly be identified as an ELL. The student and parent are then interviewed in English or in Spanish by the Bilingual/ESL Coordinator/Assistant Principal, Ms. Flores. If the parent speaks another language, we seek someone who can assist with translation. If student is identified as an ELL, parents are briefed on the program choices available (Transitional Bilingual, Dual Language, and Free Standing ESL) and are given a parental choice selection form for them to read and sign. Parents are also invited to a meeting with the Bilingual Coordinator/Assistant Principal and the Parent Coordinator to inform them of the programs available for their child in and out of our school. Parents are provided with program information in their language. When the LAB-R is administered by the ESL Teachers within ten school days from registration, the student placement is then confirmed with the raw score of the test. All new entrants whose HLIS responses indicate Spanish and scores at or below LAB-R cut scores is administered the Spanish LAB by the Bilingual Teacher only once within the ten days of enrollment. Students who are identified as ELL's by the LAB-R, then must take the NYSESLAT in the spring. We determine who takes the NYSESLAT by running reports from ATS. The reports we refer to are the RLER, RLAT, RNMR and RMSR and compare them to the BESIS to make sure all students are tested. We document the information of students who need to be administered the NYSESLAT on the RCAL. The RCAL report, is utilized as a check off list as we administer the Speaking, Listening, Reading and Writing components of the NYSESLAT for each student. Once the proficiency levels are identified by either the LAB-R or NYSESLAT, the parents are notified if they passed or not utilizing the Entitlement letters. A class list is kept and is checked off when forms are returned by parent. The ESL teachers are in charge of calling parents and reminding them of the importance of the forms. The ELL's are annually evaluated using the NYSESLAT data. We look at the levels in order to form groups. We utilize the combined modality report in order to plan instructions for ELL's and to see the needs of students to provide them with after school programs as well.

2. The structures we have recently put in place in order to make sure that parents are well informed is to allow parents to view the informational video in the parent coordinator's office along with a pedagogue from the registration team. This is after the Home language interview takes place. After this, parents are encouraged to ask questions. Information is explained again and parents then fill out the Parent Selection Survey. If the parent chooses a program that is not available at our school, we advise the parent of this information and share that we will keep the parent selection form as noted and if we register 15 students in two continuous grades, we will open up a class. This information is given when parent registers their child. When parents are not able to stay to view the information, they are invited to return to complete the process.

3. The Entitlement letters are distributed after we get information from the rough score of the LAB-R and when the NYSESLAT test scores are received. The ESL teachers and Assistant Principal ensure parents receive these letters and that a copy is filed. The Parent Survey and Program Selection forms are now done during registration, which assures their return. Parents are encouraged to fill them

out before they leave. These letters are filed in students cum folder and in Assistant Principal's office. We inform parents that if the form is not returned, the default program for their child is the Bilingual Transitional Education program.

4. When a child is identified by a HLIS to be a possible ELL, the child and parent are interviewed and then child is administered the LAB-R. When parents have selected the program for their child after we have informed them of the possible choices and what may be best for their child through the interview in their language, we then assign a class for the child. The parents fill out the selection form and a copy is kept in student cum file and in Assistant Principal's office. When a language is other than English or Spanish, we look for an interpreter. Many times, parents bring one with them if not we reach out to staff members for translation. If we were to come to a language we do not have a translator for, we will call the translation unit that is available to us. When students do not achieve proficiency on the LAB-R, LAB-R Spanish or NYSESLAT, parents are notified of their continued entitled through letters sent home.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, the program choice trends have been that the majority of parents with children in grades K-4 choose a Bilingual Program if Spanish is their first language. During our interviews, parents state that they prefer the TBE program instead of ESL because they feel that they can better help their children at home when it comes to their homework. Many parents have also stated that they prefer Bilingual programs because they do not want their child to forget their native language. Assistant Principal informs parents that they themselves can also help maintain their child's Native language at home. Professional Development is provided by Assistant Principal and parent coordinator providing parents with strategies they can use at home to maintain their child's Native Language. From grades five through eight, no parents have chosen TBE for their children but as we inform them of their choices, they prefer ESL because they state they want their children to now be fully immersed in English as a second language. They always refuse a TBE program in grades 5-8 because they want to keep their child at our school and would rather go with their second choice which is ESL.

6. The program models offered at PS/MS 95 are aligned with the parental requests. The majority of our new to public school registrants are elementary school age. We explain to parents the educational choices they have for their children. Their parents if Spanish speaking, prefer a bilingual program. Our school does not offer a bilingual program in grades five through 8; however, we track the Parent Selection Survey to determine if we have 15 or more students in two continuous grades to open a bilingual class. For grades five through eight, our school trend is that parents of grades 5-8 students prefer the ESL program.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual	1	1	1	1	1									5

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Education (60%:40% → 50%:50% → 75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained						1	1	1	1					4
Push-In	1	1	1	1	1	1	1	1	1					9
Total	2	2	2	2	2	2	2	2	2	0	0	0	0	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	246	Newcomers (ELLs receiving service 0-3 years)	138	Special Education	30
SIFE	0	ELLs receiving service 4-6 years	60	Long-Term (completed 6 years)	18

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	64	0	8	18	0	7	20			102
Dual Language										0
ESL	74	0	6	42	0		28	0	13	144
Total	138	0	14	60	0	7	48	0	13	246

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	22	24	23	26	19									114
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other														0
TOTAL	22	24	23	26	19	0	114							

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	33	22	28	19	21	20	9	13	12					177

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
Chinese														0
Russian														0
Bengali	3	0	1	1	0	0	1	0						6
Urdu	1	2	1	0	0	0	0	0						4
Arabic	1	0	0	0	0	1	0	0	1					3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian									1					1
Other	1	1	0	1	1	4	0	0						8
TOTAL	39	25	30	21	22	25	10	13	14	0	0	0	0	199

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?

Part IV: ELL Programming

A. Programming and Scheduling Information

1. Instruction at PS/MS 95 is delivered through the use of several models. We have five self-contained Transitional Bilingual classes in grades K-4. Our fourth grade bilingual class is an ICT model. We utilize push-in, pull-out and self-contained models for our ESL classes.

A. Programming and Scheduling Information

In grades K-8, we have a push-in and pull-out model. In grades five through eight, we have one self-contained ESL class on each grade. The students are heterogeneously grouped on each grade. The classes have mixed proficiency levels. During the push-in model in grade K-4 teachers push in to the Literacy Block. During the pull-out model, teachers try to pull out during content subject areas.

2. When our NYSESLAT scores are received as well as the rough scores from LAB-R, we carefully plan for the students' placement. Students in transitional bilingual classes receive Native Language Arts through the content of either science or social studies for 45-90 minutes per day depending upon the number of mandated units for the group of students. They receive 360 minutes of ESL and 90 minutes of ELA instruction. The students receiving ESL in the self-contained classes are grouped in their classes by their modality score report. The students in the push-in and pull-out classes are also grouped in this manner in order for them to get the amount of minutes mandated by Part 154. The Beginners and Intermediate groups receive 360 minutes of ESL, the Advanced groups receive 180 minutes of ESL Instruction all utilizing ESL Methodologies as their learning is scaffolded using our curriculum plans.
3. The content areas in TBE classes are delivered through student's native language, which in our case is Spanish, or in English utilizing ESL strategies. Teachers use ESL strategies such as scaffolding, TPR and differentiated instruction. Classrooms libraries include books in English as well as student's native language in order to make content more comprehensible. Introduction and development of academic discourse such as hypothesizing, evaluating, inferring, predicting, and classifying all assist students through the English language transition time utilizing contextualized tasks that encourage thinking, reading, writing and speaking. In Math, the teachers are using Everyday Math in grades K-5. The bilingual classes have the Spanish translation of the book that is used for instruction. In Social studies and Science they utilize the core curriculum textbooks that are also in Spanish. The TBE teachers utilize the content areas to support the NLA.
4. ELL's are appropriately evaluated in their native language by their classroom teacher. Students are administered a baseline in their native language. Teacher assesses the strengths and next steps for the students. Differentiated instruction is planned as well as guided reading groups. Students are also administered "El Sol" which allows teachers to also plan for their overall reading comprehension.
5. Daily instruction is differentiated for our ELL subgroups by planning carefully with individual student data and our curriculum units in order to help students achieve English language proficiency. Students who are SIFE, newcomers, receiving service four to six years, Long term ELL's, or are identified as having special needs receive differentiated instruction from their classroom teacher. The teacher utilizes student data to plan groups that address the needs of the students. These students are also highly suggested to attend our after school program for ELL's. This will aid our students in attaining on grade performance levels on the NYS ELA as well as the NYSESLAT. Students who attend this program have another opportunity to reinforce their reading and writing skills that are also part of our regular school day through smaller group instruction. There is a focus on enriching language development along with reading and writing strategies to ascertain that our ELL's are provided with meaningful access to a rigorous academic program that reinforces the four modalities. Students with special needs who are ELL's are also invited to the same program we offer the rest of our ELL population. An afterschool program will be offered for students in all ELL subgroups. The Bilingual Coordinator and classroom teacher will identify students for the program. Once our students become proficient on the NYSESLAT, we offer them transitional support if needed provided by the ESL teachers. We continue to review our data to group students as we provide them with differentiated instruction preparing them to be on grade level or above on the ELA and proficient on the NYSESLAT.
6. Teachers of ELL-SWD's utilize the same reading and writing curriculum as the teachers on their same grade. The materials utilized such as short stories, read alouds are the same. The content area teachers utilize the same textbooks. The classroom libraries differ in the books being on the reading levels of the students since they should be on their independent reading level as assessed on Fountas & Pinnell. ELL's with disabilities tend to have difficulty with cognitive and metacognitive processes. These students generally are those who lack awareness of the skills, strategies, and resources that are needed to perform a task and who fail to use self-regulatory mechanisms to complete tasks. Teachers assist them by identifying and selecting appropriate strategies, and helping them organize information. Lessons are differentiated and teachers confer with students to help them express concepts they are having difficulty with as well as address their language skills. We take a continuous data-driven approach to improving student performance, using the data and portfolio assessments to identify and address student needs and target areas for growth on a continuous basis. Ongoing assessments are both formal and informal. To meet and exceed City and State performance standards, students are administered periodic assessments. Item skills analyses are generated from periodic assessments to help teachers focus on specific student areas in need of extra instructional support and informs instructional decisions. Other assessments, both formal and informal, will also be used to drive instruction. These assessments will help teachers within all of the content areas make appropriate decisions for students as they utilize various instructional strategies and gather

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)

A. Programming and Scheduling Information

data to plan lessons and activities that address the individual student needs of ELL-SWD's.

B. Programming and Scheduling Information--Continued

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

B. Programming and Scheduling Information --Continued

8. Our targeted intervention programs for our ELL's who are SIFE, newcomers, ELL's receiving service four to six years, Long term ELL's, or are identified as having special needs are serviced through utilizing small groups during guided reading, use of paraprofessional and through our after school program utilizing Title III funds. Interventions for ELL's in Literacy, Math, Science and Social Studies is done through small group instruction, differentiation, counseling, peer tutoring, conferencing... The program after school is two days per week for one and a half hours per day. For additional support, our ELL students will also be invited to attend our Saturday Academy that is tentatively scheduled for a total of ten Saturdays. Students will receive test prep for the ELA and NYS Math test. The language utilized is English since the program is an ESL program however; in most cases our Bilingual or ESL teachers who usually provide this service after school do speak Spanish.

9. ELL's reaching proficiency on the NYSESLAT receive additional transitional support by providing them with ESL instruction either by the ESL pull-out or push-in teacher or by providing placement in a self-contained ESL classroom. They are also provided with their appropriate testing accommodations.

10. We will be providing a Saturday Academy in which ELL students will be invited as done in the past, however this Academy will last ten weeks.

11. The program that will be discontinued for ELL's is the Tuesday/Thursday test prep program for ELA and Math. This was actually an after school program that was open to all of our below level students. Since we did not see a change in our data due to this specific program, we have decided to run the program on Saturdays that are closer to the testing dates. As we analyzed why we did not see results, we thought that on Saturdays, students can come in refreshed instead of doing this same work after school making it a long day for all involved.

12. All ELL students are provided with equal access to our school programs. In the past, ELL's were provided with being offered ELA after school twice per week and ESL twice per week. We have made some program changes after analyzing data for the programs offered, however our ELL population will now be invited to attend our Saturday Academy as the rest of our school population. At PS/MS 95, we are fortunate to have a Century 21 program from Montefiore Mosholu that offers before school and after school activities that include homework help, ESL (by licensed teacher), basketball, chess, dance and music that are also offered to our ELL population.

13. The instructional materials used for our ELL population are our curriculum units that include the four modalities for our ELL's, Story Town's ELL component that is used in grades K-3 and Rigby. We have numerous classrooms that include ELL students that have Smart boards. They are being used in an interactive manner with students. We also have purchased five sets of Rosetta Stone for ESL teachers to utilize with their beginning students.

14. Native language is supported in TBE through the content areas, through Native Language Arts, classroom libraries, glossaries, translated materials and buddy system. In our ESL classes it is supported through the use of classroom libraries, glossaries, translated materials, buddy system and in some cases with teacher who speaks student's native language.

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.
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17. What language electives are offered to ELLs?

B. Programming and Scheduling Information –Continued

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13. The instructional materials used for our ELL population are our curriculum units that include the four modalities for our ELL's, Story Town's ELL component that is used in grades K-3 and Rigby. We have numerous classrooms that include ELL students that have Smart boards. They are being used in an interactive manner with students. We also have purchased five sets of Rosetta Stone for ESL teachers to utilize with their beginning students.

14. Native language is supported in TBE through the content areas, through Native Language Arts, classroom libraries, glossaries, translated materials and buddy system. In our ESL classes it is supported through the use of classroom libraries, glossaries, translated materials, buddy system and in some cases with teacher who speaks student's native language.

15. The required services and materials provided for our ELL students are age appropriate. We utilize high interest low-level texts when

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.
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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?

B. Programming and Scheduling Information –Continued

8. Our targeted intervention programs for our ELL's who are SIFE, newcomers, ELL's receiving service four to six years, Long term ELL's, or are identified as having special needs are serviced through utilizing small groups during guided reading, use of paraprofessional and through our after school program utilizing Title III funds. Interventions for ELL's in Literacy, Math, Science and Social Studies is done through small group instruction, differentiation, counseling, peer tutoring, conferencing... The program after school is two days per week for one and a half hours per day. For additional support, our ELL students will also be invited to attend our Saturday Academy that is tentatively scheduled for a total of ten Saturdays. Students will receive test prep for the ELA and NYS Math test. The language utilized is English since the program is an ESL program however; in most cases our Bilingual or ESL teachers who usually provide this service after school do speak Spanish.

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13. The instructional materials used for our ELL population are our curriculum units that include the four modalities for our ELL's, Story Town's ELL component that is used in grades K-3 and Rigby. We have numerous classrooms that include ELL students that have Smart boards. They are being used in an interactive manner with students. We also have purchased five sets of Rosetta Stone for ESL teachers to utilize with their beginning students.

14. Native language is supported in TBE through the content areas, through Native Language Arts, classroom libraries, glossaries, translated materials and buddy system. In our ESL classes it is supported through the use of classroom libraries, glossaries, translated materials, buddy system and in some cases with teacher who speaks student's native language.

15. The required services and materials provided for our ELL students are age appropriate. We utilize high interest low-level texts when needed. The Story Town component for ELL's is age appropriate as well as the Rigby material we use. Our classroom libraries are leveled

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

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)?

No Dual Language Program

Science:

Spanish

D. Professional Development and Support for School Staff

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

D. Professional Development and Support for School Staff

1. At the beginning of each year, all teachers and Paraprofessionals receive a "Pedagogical Needs Assessment" form to fill out and inform the administration of their pedagogical strengths, needs, and areas that are a work in progress. The feedback is reviewed by the administration and a pedagogical support plan is derived from the feedback provided by the teacher. The support(i.e., lesson planning, guided reading, how to effectively confer with students, data analysis - analyzing student work, differentiated instruction, etc..) given to the teacher is provided by the coaches through a cycle and the administration monitors it. At the end of the cycle, teacher gives administration feedback in reference to the support provided.
2. Teachers who have students, who have just transitioned from elementary grades, are provided with internal and external professional development opportunities provided by our Network, BETAC, Office of ELL's, Rigby, Common Planning, or other outside providers. The majority of teachers who have ELL students in their classes have received professional development on how to incorporate ESL methodologies into their daily workshops. Professional development around differentiation has also been provided for all teachers. Teachers are expected to differentiate the instruction during the workshop model framework in order to support students learning and ensure their academic growth. We emphasize basic skills, including phonics and early literacy development. ESL students, who are in monolingual classrooms, and are no longer ELA exempt after one year, receive extra support in literacy and language development so that they are able to meet grade level standards. ESL teachers push-in to the classroom and work with small groups to support the literacy curriculum. In addition, students participate in a test sophistication program in order to familiarize them with the ELA exam. We will be utilizing Ventures Education Systems Corporation for outside professional development. The following workshops are scheduled for the teachers of our ELL population: Differentiated Instruction, Planning for the Differentiated Classroom, Strategies for English Language Learners to develop spelling and vocabulary, Strategies for English Language Learners to develop reading comprehension and fluency and Understanding the process of literacy development for English Language Learners. In addition, our school's guidance counselors in particular our grades 6-8 guidance counselors provide on-going articulation workshops to parents to inform and assist them with the transition to High School. Also, guidance counselors push-in into the classrooms to observe and present High School information to the students as well as conducting one-on-one sessions to guide students and parents in selecting their school of choice that will best meet their social and educational needs.
3. Our school will continue to offer Jose P. training to our teachers. Professional development for teachers will be around second language acquisition, calla, TPR, learning styles...

E. Parental Involvement

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

E. Parental Involvement

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

E. Parental Involvement

1. Our school offers ongoing workshops for all our parents. Our Parent Coordinator assists the Bilingual Coordinator with the compliance meetings for the Parents of our ELL population. This however is a population of parents that are usually more willing to attend professional development around various topics. We also reach out to parents to partake in our school wide learning walks arranged by the School Leadership Team. We offer on-going workshops dealing with various topics to our parents: How to improve parenting skills? How to talk with boys? Migration issues, ARIS, etc... All of these workshops are translated by parent coordinator or Assistant Principal.
2. Our school in partnership with our Community Based Organization(Mosholu Montefiore Community Center) offers ESL and GED classes on Saturdays to the parents of our ELL students. The teachers hired to teach these courses are bilingual. The Parent Association also plays a key role in supporting the academic and social/cultural areas toward the success of the English Language Learner.
3. The parent coordinator evaluates the needs of parents sending home Needs Assessment forms for Title I in English and Spanish that gives us insight as to how we can better serve our parents. There are choices given for workshops as well. The parent coordinator has also scheduled trips for parents such as the Museum utilizing Title I funds.
4. Our parental involvement activities guide families of ELL students to make the best decisions for their children. They assist with helping them complete necessary paper work and submit records that are required. Translation services are also provided for parents when needed. The diverse cultural backgrounds from which the students come from is celebrated and respectfully accommodated by the school so that new families can become part of the PS/MS 95 team in support of their children. The parent association through Title I also offers adult ESL classes for parents. Workshops for parents that support their children's academic and social growth are provided in English and Spanish in the efforts to involve them in our school community.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	

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?
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B. Programming and Scheduling Information –Continued

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9. ELL's reaching proficiency on the NYSESLAT receive additional transitional support by providing them with ESL instruction either by the ESL pull-out or push-in teacher or by providing placement in a self-contained ESL classroom. They are also provided with their appropriate testing accommodations.

10. We will be providing a Saturday Academy in which ELL students will be invited as done in the past, however this Academy will last ten weeks.

11. The program that will be discontinued for ELL's is the Tuesday/Thursday test prep program for ELA and Math. This was actually an after school program that was open to all of our below level students. Since we did not see a change in our data due to this specific program, we have decided to run the program on Saturdays that are closer to the testing dates. As we analyzed why we did not see results, we thought that on Saturdays, students can come in refreshed instead of doing this same work after school making it a long day for all involved.

12. All ELL students are provided with equal access to our school programs. In the past, ELL's were provided with being offered ELA after school twice per week and ESL twice per week. We have made some program changes after analyzing data for the programs offered, however our ELL population will now be invited to attend our Saturday Academy as the rest of our school population. At PS/MS 95, we are fortunate to have a Century 21 program from Montefiore Mosholu that offers before school and after school activities that include homework help, ESL (by licensed teacher), basketball, chess, dance and music that are also offered to our ELL population.

13. The instructional materials used for our ELL population are our curriculum units that include the four modalities for our ELL's, Story Town's ELL component that is used in grades K-3 and Rigby. We have numerous classrooms that include ELL students that have Smart boards. They are being used in an interactive manner with students. We also have purchased five sets of Rosetta Stone for ESL teachers to utilize with their beginning students.

14. Native language is supported in TBE through the content areas, through Native Language Arts, classroom libraries, glossaries, translated materials and buddy system. In our ESL classes it is supported through the use of classroom libraries, glossaries, translated materials, buddy system and in some cases with teacher who speaks student's native language.

15. The required services and materials provided for our ELL students are age appropriate. We utilize high interest low-level texts when

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?

B. Programming and Scheduling Information –Continued

8. Our targeted intervention programs for our ELL's who are SIFE, newcomers, ELL's receiving service four to six years, Long term ELL's, or are identified as having special needs are serviced through utilizing small groups during guided reading, use of paraprofessional and through our after school program utilizing Title III funds. Interventions for ELL's in Literacy, Math, Science and Social Studies is done through small group instruction, differentiation, counseling, peer tutoring, conferencing... The program after school is two days per week for one and a half hours per day. For additional support, our ELL students will also be invited to attend our Saturday Academy that is tentatively scheduled for a total of ten Saturdays. Students will receive test prep for the ELA and NYS Math test. The language utilized is English since the program is an ESL program however; in most cases our Bilingual or ESL teachers who usually provide this service after school do speak Spanish.

9. ELL's reaching proficiency on the NYSESLAT receive additional transitional support by providing them with ESL instruction either by the ESL pull-out or push-in teacher or by providing placement in a self-contained ESL classroom. They are also provided with their appropriate testing accommodations.

10. We will be providing a Saturday Academy in which ELL students will be invited as done in the past, however this Academy will last ten weeks.

11. The program that will be discontinued for ELL's is the Tuesday/Thursday test prep program for ELA and Math. This was actually an after school program that was open to all of our below level students. Since we did not see a change in our data due to this specific program, we have decided to run the program on Saturdays that are closer to the testing dates. As we analyzed why we did not see results, we thought that on Saturdays, students can come in refreshed instead of doing this same work after school making it a long day for all involved.

12. All ELL students are provided with equal access to our school programs. In the past, ELL's were provided with being offered ELA after school twice per week and ESL twice per week. We have made some program changes after analyzing data for the programs offered, however our ELL population will now be invited to attend our Saturday Academy as the rest of our school population. At PS/MS 95, we are fortunate to have a Century 21 program from Montefiore Mosholu that offers before school and after school activities that include homework help, ESL (by licensed teacher), basketball, chess, dance and music that are also offered to our ELL population.

13. The instructional materials used for our ELL population are our curriculum units that include the four modalities for our ELL's, Story Town's ELL component that is used in grades K-3 and Rigby. We have numerous classrooms that include ELL students that have Smart boards. They are being used in an interactive manner with students. We also have purchased five sets of Rosetta Stone for ESL teachers to utilize with their beginning students.

14. Native language is supported in TBE through the content areas, through Native Language Arts, classroom libraries, glossaries, translated materials and buddy system. In our ESL classes it is supported through the use of classroom libraries, glossaries, translated materials, buddy system and in some cases with teacher who speaks student's native language.

15. The required services and materials provided for our ELL students are age appropriate. We utilize high interest low-level texts when needed. The Story Town component for ELL's is age appropriate as well as the Rigby material we use. Our classroom libraries are leveled

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)?

No Dual Language Program

D. Professional Development and Support for School Staff

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

D. Professional Development and Support for School Staff

1. At the beginning of each year, all teachers and Paraprofessionals receive a "Pedagogical Needs Assessment" form to fill out and inform the administration of their pedagogical strengths, needs, and areas that are a work in progress. The feedback is reviewed by the administration and a pedagogical support plan is derived from the feedback provided by the teacher. The support(i.e., lesson planning, guided reading, how to effectively confer with students, data analysis - analyzing student work, differentiated instruction, etc..) given to the teacher is provided by the coaches through a cycle and the administration monitors it. At the end of the cycle, teacher gives administration feedback in reference to the support provided.

2. Teachers who have students, who have just transitioned from elementary grades, are provided with internal and external professional development opportunities provided by our Network, BETAC, Office of ELL's, Rigby, Common Planning, or other outside providers. The majority of teachers who have ELL students in their classes have received professional development on how to incorporate ESL methodologies into their daily workshops. Professional development around differentiation has also been provided for all teachers. Teachers are expected to differentiate the instruction during the workshop model framework in order to support students learning and ensure their academic growth. We emphasize basic skills, including phonics and early literacy development. ESL students, who are in monolingual classrooms, and are no longer ELA exempt after one year, receive extra support in literacy and language development so that they are able to meet grade level standards. ESL teachers push-in to the classroom and work with small groups to support the literacy curriculum. In addition, students participate in a test sophistication program in order to familiarize them with the ELA exam. We will be utilizing Ventures Education Systems Corporation for outside professional development. The following workshops are scheduled for the teachers of our ELL population: Differentiated Instruction, Planning for the Differentiated Classroom, Strategies for English Language Learners to develop spelling and vocabulary, Strategies for English Language Learners to develop reading comprehension and fluency and Understanding the process of literacy development for English Language Learners. In addition, our school's guidance counselors in particular our grades 6-8 guidance counselors provide on-going articulation workshops to parents to inform and assist them with the transition to High School. Also, guidance counselors push-in into the classrooms to observe and present High School information to the students as well as conducting one-on-one sessions to guide students and parents in selecting their school of choice that will best meet their social and educational needs.

3. Our school will continue to offer Jose P. training to our teachers. Professional development for teachers will be around second language acquisition, calla, TPR, learning styles...

E. Parental Involvement

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

E. Parental Involvement

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

E. Parental Involvement

1. Our school offers ongoing workshops for all our parents. Our Parent Coordinator assists the Bilingual Coordinator with the compliance meetings for the Parents of our ELL population. This however is a population of parents that are usually more willing to attend professional development around various topics. We also reach out to parents to partake in our school wide learning walks arranged by the School Leadership Team. We offer on-going workshops dealing with various topics to our parents: How to improve parenting skills? How to talk with boys? Migration issues, ARIS, etc... All of these workshops are translated by parent coordinator or Assistant Principal.
2. Our school in partnership with our Community Based Organization(Mosholu Montefiore Community Center) offers ESL and GED classes on Saturdays to the parents of our ELL students. The teachers hired to teach these courses are bilingual. The Parent Association also plays a key role in supporting the academic and social/cultural areas toward the success of the English Language Learner.
3. The parent coordinator evaluates the needs of parents sending home Needs Assessment forms for Title I in English and Spanish that gives us insight as to how we can better serve our parents. There are choices given for workshops as well. The parent coordinator has also scheduled trips for parents such as the Museum utilizing Title I funds.
4. Our parental involvement activities guide families of ELL students to make the best decisions for their children. They assist with helping them complete necessary paper work and submit records that are required. Translation services are also provided for parents when needed. The diverse cultural backgrounds from which the students come from is celebrated and respectfully accommodated by the school so that new families can become part of the PS/MS 95 team in support of their children. The parent association through Title I also offers adult ESL classes for parents. Workshops for parents that support their children's academic and social growth are provided in English and Spanish in the efforts to involve them in our school community.

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)	53	14	0	0	1	4	0	5	6					83
Intermediate(I)	11	9	15	10	6	6	3	6	14					80
Advanced (A)	3	12	15	10	13	13	7	2	8					83
Total	67	35	30	20	20	23	10	13	28	0	0	0	0	246

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	5	0	0	0	0	2	0	0	0				
	I	9	6	1	3	1	4	1	1	3				
	A	14	12	12	7	16	10	3	6	6				
	P	8	10	17	10	4	13	6	6	15				
READING/ WRITING	B	22	3	0	0	1	2	0	5	6				
	I	11	9	15	9	7	4	3	2	11				
	A	1	10	15	11	11	10	7	5	2				
	P	2	2	0	0	2	1	0	6	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	7	8	0	23
4	0	16	7	0	23
5	5	21	3	0	29
6	4	12	0	0	16
7	13	7	0	0	20
8	6	4	0	0	10
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	10	0	12	0	3	0	1	0	26
4	0	0	12	0	11	0	3	0	26
5	4	0	21	0	10	0	1	0	36
6	4	0	9	0	4	0	0	0	17
7	7	0	10	0	4	0	0	0	21
8	5	0	7	0	2	0	0	0	14
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	6	0	15	0	0	0	22
8	7	0	3	0	1	0	0	0	11
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	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)	2	10	15	9				
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.

B. Review of Assessment Data

1. In the early grades, we assess students by using various methods of formal and informal assessments for example: Baselines, Midlines and Endlines in Reading and Mathematics, Dibels, which addresses initial sound fluency, letter naming fluency, decoding, comprehension

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: PS/MS 95

School DBN: 10X095

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Serge Davis	Principal		11/23/11
Omara Flores	Assistant Principal		11/23/11
	Parent Coordinator		
James Regan	ESL Teacher		11/23/11
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 10x095 **School Name:** PS/MS 95

Cluster: 1 **Network:** 104

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

Part A: Needs Assessment Findings

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

Our school's written and oral interpretation requirements are assessed during the registration process. We evaluate the languages of the parents and students to provide the necessary written and oral translation with the assistance of the parent coordinator, staff assistance based on parent's and student's native language needs. If there's a language that a building personnel cannot translate than we seek the assistance of external DOE personnel (i.e., translation unit). To facilitate this process, the school will input pertinent information(OTELE code) on ATS, emergency cards, HLIS.

Our school is serving parents and students of the following native languages:

English - 55%

Spanish - 37%

Other - 8% (Albanian, Arabic, Bengali, Bulgarian, Cantonese, Chinese, Fanti, French, Fulani, GA, German, Gujarati, Hindi, Italian, Mandarin, Russian, Tigre, Turkish, TWI, & Urdu).

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

Our school is predominantly of students from Hispanic heritage; as a result, our school's major translation oral and/or written is in Spanish. However, we still evaluate the languages of the parents and students to provide the necessary written and oral translation with the assistance of the parent coordinator, building translator for Spanish speaking parents and students, administration and other faculty members. When necessary the school uses the translation services of the New York City Department of Education Translation and Interpretation Unit. We also use the school messenger phone service (i.e., Global Connect) to inform parents about current school's activities.

Part B: Strategies and Activities

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

PS/MS 95 will provide written translation for report cards, progress reports, Parent Association notifications, teacher to parent correspondence and monthly newsletters. Timely provision of translated documents is provided to parents on a regular basis by school staff and administrators. In addition, parents who are non-English speakers are provided with a translated Bill of Parents Rights and Responsibilities. All notifications are sent home in English and Spanish; parents of other native languages are given information to reach out to the school for further assistance or a cover letter is sent home along with the English version for the parent to seek assistance to the DOE. The school has signage and forms in accordance to our Home Language Report (RHLA).

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

Oral interpretation services are provided in-house by the school staff and administrators. Oral interpreters are available at all parent meetings and are available during parent/teacher and vital student/teacher conferences. The school sent daily communication to parents via an automated system called Globel Connect.

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

PS/MS 95 – The Sheila Mencher Van Cortlandt School will communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their child’s educational options and parents’ capacity to improve their children’s achievement. This will be monitored via careful screening at the time of student enrollment through blue emergency cards and Home Language Survey (HLS) to access all available services to ensure that language is not a barrier to building and enfranchising the school community for the ultimate academic success and well being of the child. In addition, our staff and faculty are aware of Chancellor's regulation A-663 and are also aware of school's translation protocols.

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: PS/MS95	DBN: 10X095
Cluster Leader: 1	Network Leader: 104
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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> *Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input type="checkbox"/> *5 <input type="checkbox"/> *6 <input type="checkbox"/> *7 <input type="checkbox"/> *8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 9
of certified ESL/Bilingual teachers: 6
of content area teachers: 3

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: The school Title III program will focus on addressing ELL students' needs in reading, writing, listening and speaking. Last school year's NYSESLAT data showed that our ELL students are struggling with the reading and writing components of the exam. We will have an after school program that will address the needs mentioned above. The program will be two days a week for 120 minutes each day. Grades 3 through 8 ESL/Bilingual students will be targeted to attend the program. Instruction will be delivered in English using ELL strategies and methodologies, with Native Language support. The teachers hired will be certified in either Bilingual/Bilingual Special Education, or TESOL. The program will run from December through May. Students will be assessed in accordance with ESL standards in order to gauge students' progress and refine instruction to use various modalities of teaching. We will use the i-Ready Reading Program (i.e., focuses on five domains: phonemic awareness, phonics, vocabulary, and reading comprehension) and Empire State NYSESLAT for ESL/ELL by Continental Press, which addresses the four modalities: Reading, Writing, Listening and Speaking to support our instructional 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: Through a "Pedagogical Needs Assessment" form, which teachers are asked to fill out by administration; as a result, an annual professional development plan is devised for all teachers to meet their specific pedagogical needs. Additionally, on-going professional development is provided by Ventures Education Systems to enhance teacher practices. Common planning meetings as well as Faculty and grade meetings are platform utilized to build teacher capacity on research-based practices. Teachers are also given the opportunity to attend external workshops, conferences, and/or institute. In the month of December 2011, the school will launch its professional development series to address the specific pedagogical needs of ESL/Bilingual teachers.

Part D: Parental Engagement Activities

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: The school will provide on-going parent workshops to inform and educate parents on curriculum and assessments: NYSESLAT, NYS ELA and Math exams. Also, to keep parents abreast of all pertinent ESL/Bilingual educational issues. The school will schedule a minimum of 5 workshops to address the aforementioned.

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"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		

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.
TOTAL		