



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** JOSEPH C. LANZETTA

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

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

**SUPERINTENDENT:** LUZ CORTAZZO

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Betty Lugo	*Principal or Designee	
Sylvia Dadzie	*UFT Chapter Leader or Designee	
Ruth Costa	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Tomica Ferguson	Member/Secretary	
Marci Solomon	Member/Chair	
Jacqueline Camacho	Member/Co-Chair	
Jean Waugh	Member/Timekeeper	
	Member/	
	Member/	
	Member/	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## 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 2013, P.S. 96 will develop a physical and social environment that is conducive to academic achievement as evidenced by an increase in the school's Progress Report under the environment section and a decrease in the number of suspensions based on classroom and social incidents by 5%.**

### **Comprehensive needs assessment**

- ✓ School did not meet AYP ( Adequate Yearly Progress) as a result now is a School in Needs of Improvement Year 1-Comprehensive
- ✓ School did not meet year AYP for the following subgroups in ELA and mathematics (elementary and middle school) for Black/African American, Hispanic/Latino, students with disabilities, and economically disadvantaged
- ✓ Student Performance grade of the school's Progress Report is a D
- ✓ level of suspensions
- ✓ low attendance rates
- ✓ reduced enrollment
- ✓ 2011-2012 Learning Environment Survey

### **Instructional strategies/activities**

- ✓ Create a discipline and school culture committee which meets regularly composed of teachers, support staff, psychologists, and school social-workers
- ✓ 4R's (Reading, Writing, Respect and Resolution) social emotional program used school-wide
- ✓ Provide professional development to teachers via Morningside Center for Teaching Social Responsibility, assistant principal, Network 408, and DOE Special Education Support Specialist on building community and discipline
- ✓ Develop and implement a school-wide discipline plan incorporating the voices of teachers and staff across grade levels and disciplines.
- ✓ Implement a peer-mediation and mentoring program between the middle school and elementary school.
- ✓ Incorporate a school-wide culturally responsive character education program implemented weekly by teachers throughout all grade levels.
- ✓ Employ a school-wide incentives program for students as a motivational tool.
- ✓ Design a model classroom that exemplifies a physical environment conducive to learning.
- ✓ Collaborate with the custodial engineer and partner with local non-profit organizations to improve the appearance of the physical plant.
- ✓ Peer mediation through trained peer mediators in grades 4-7 to provide mediations for students in pre-k through grade 8

### **Strategies to increase parental involvement**

- ✓ Principal and Parent Coordinator create a monthly calendar for parents and families with activities for the month which include workshops around how to help ensure their child's success, Common Core Learning Standards, state exams, the 4Rs (Reading, Writing, Respect and Resolution) social-emotional curriculum, health, ESL classes and opportunities to visit classrooms.
- ✓ Created a Parent Resource Room where parents are welcome throughout the day to meet with the Parent Coordinator and Parent Association members. This room has parenting books which parents could borrow.
- ✓ Send out email and robo-calls and texts informing parents of upcoming events and meetings.
- ✓ Send home regular communication both in English and Spanish.
- ✓ See the attached Parent Involvement Policy

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy yes Title I \_\_\_\_\_ Title IIA yes Title III yes Grants yes Other

If other is selected describe here:

- ✓ School will also use funding made available through corporate partnerships
- ✓ Facilitate a school schedule that allows for school culture and discipline committee time to meet

**Service and program coordination**

- ✓ Faculty and staff will receive social emotional learning curriculum professional development
- ✓ Students in grades kindergarten through grade eight will be provided after school programming that includes homework support, leadership classes, musical theater, chess instruction, and baseball training provided the Harlem Y, Urban Dove and Manhattan Youth Baseball.
- ✓ Students in grades kindergarten through 8 will be provided after school and summer programming that includes homework support, character development, and sports activities. Students have the opportunity to participate in a day camp at our school and sleep way camp during the summer months.

## **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 2013, teachers across the grades will collaborate in teams to develop and align curriculum around the English Language Arts and Math Common Core standards as evidenced by teachers developing an ELA and math unit of study aligned to the common core standards with corresponding tasks, activities, and rubrics.**

### **Comprehensive needs assessment**

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

### **Instructional strategies/activities**

- ✓ Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - ✓ strategies/activities that encompass the needs of identified student subgroups,
  - ✓ key personnel and other resources used to implement these strategies/activities,
  - ✓ steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, timeline for implementation.
- ✓ Teachers will divide into teams monthly to examine student work and data according to student subgroups (e.g. ELLS, SWD, students approaching standards, and students exceeding standards) with regards to the common core.
- ✓ The common core teacher team will partner with the Network on a monthly basis to provide professional development on the common core to school staff.
- ✓ Outside professional development will be provided to teachers to assist in curriculum mapping and backwards design with regards to common core during common grade level meetings, weekly teacher team meetings, and optional lunch periods.
- ✓ The Common Core teacher team and grade teams will meet regularly to share best practices, review student work, plan curriculum, and communicate information to school staff through various mediums (workshops, common planning time, and email).
- ✓ Grade level teams will meet weekly to discuss the work/findings of the common core teams during common grade planning times and identify strategies for differentiating instruction in order to meet the needs of all learners.
- ✓ The common core and data team will collaborate to develop best practices based on student data with relation to the common core benchmark tasks.
- ✓ Teachers will participate in gap analysis work to create supplemental lessons based on student needs in relation to the common core initial task.
- ✓ ELA and math common core instructional leads participate in monthly common core meetings by our Network
- ✓ A Syllabus for middle school was created and distributed for students and parents to serve as a guide of the units of study covered throughout the school year.
- ✓ A workshop was held in November 2012, to help parents become familiar with the differences of old NYS Standards and how the new Common Core standards are more rigorous. Examples were shown to parents showing how curriculum is aligned to common core standards. A second workshop was held for parents to guide them in supporting their children in preparation of the Common Core aligned exams.

### Strategies to increase parental involvement

- ✓ Principal and Parent Coordinator create a monthly calendar for parents and families with activities for the month which include workshops around how to help ensure their child's success, Common Core Learning Standards, state exams, the 4Rs (Reading, Writing, Respect and Resolution) social-emotional curriculum, health, ESL classes and opportunities to visit classrooms.
- ✓ Created a Parent Resource Room where parents are welcome throughout the day to meet with the Parent Coordinator and Parent Association members. This room has parenting books which parents could borrow.
- ✓ Send out email and robo-calls and texts informing parents of upcoming events and meetings.
- ✓ Send home regular communication both in English and Spanish.
- ✓ See the attached Parent Involvement Policy

### Budget and resources alignment

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy    yes    Title I    \_\_\_\_\_ Title IIA    yes    Title III    \_\_\_\_\_ Grants    yes    Other

If other is selected describe here:

- ✓ Title 1 and 3 funds to provide professional development and to offset Saturday Academy and before school and after school tutoring and support
- ✓ Network Staff- support specialists, achievement coaches
- ✓ DOE special education support specialist
- ✓ Facilitate a school schedule that allows for common planning, gap analysis, and core curriculum work

### Service and program coordination

- ✓ Hunter College will provide tutoring services to students in grades 3 through 5
- ✓ Special education specialist Jessica Bowen would provide special education teachers support in the areas of differentiation, small group instruction and planning effectively.

### **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 2013, P.S. 96 will increase the number of students that reach or exceed proficiency (levels 3 or 4) in English Language Arts and Mathematics as evidenced by an increase of 5% in student performance for grades three through eight on the state exams.**

#### **Comprehensive needs assessment**

- ✓ School did not meet AYP ( Adequate Yearly Progress) as a result now is a School in Needs of Improvement Year 1-Comprehensive
- ✓ School did not meet year AYP for the following subgroups in ELA and mathematics (elementary and middle school) for Black/African American, Hispanic/Latino, students with disabilities, and economically disadvantage
- ✓ Grade of D in the area of student performance in the school's Progress Report

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

- ✓ Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - ✓ strategies/activities that encompass the needs of identified student subgroups,
  - ✓ key personnel and other resources used to implement these strategies/activities,
  - ✓ steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - ✓ timeline for implementation.
- ✓ Develop a data team which meets weekly and consists of teachers across grade levels to analyze data and share findings with faculty.
- ✓ Create a schedule that allows for grade teams to meet in order to analyze data, plan curriculum, and share best practices around the needs of the students.
- ✓ Teachers will regularly utilize data to plan, drive, and adapt instruction.
- ✓ Students will be assessed regularly and develop quarterly goals based on findings.
- ✓ Implement flexible grouping for AIS based on instructional data in order to meet the needs of different learners.
- ✓ Utilize periodic and benchmark assessments to track student progress and communicate progress to students through one on one conferencing.
- ✓ Differentiate instruction by incorporating research-based practices to meet the ELA and math needs of the students.
- ✓ Learning leaders work one-to-one with individual students who are struggling in ELA.
- ✓ After an initial STAR Reading Assessment, students continuously take quizzes, using a program called Accelerated Reading to monitor comprehension.
- ✓ Early morning Dog Program, where students read with a volunteer and their canine friend.
- ✓ AUSSIE Consultants helped create a new school-wide ELA curriculum.
- ✓ Ongoing math curriculum creation aligned to the new Common Core standards.
- ✓ A workshop was held in November 2012, to help parents become familiar with the differences of old NYS Standards and how the new common core standards are more rigorous. Examples were shown to parents showing how curriculum is aligned to common core standards.

#### **Strategies to increase parental involvement**

- ✓ Principal and Parent Coordinator create a monthly calendar for parents and families with activities for the month which include workshops around how to help ensure their child's success, Common Core Learning Standards, state exams, the 4Rs (Reading, Writing, Respect and Resolution) social-emotional curriculum, health, ESL classes and opportunities to visit classrooms.
- ✓ Created a Parent Resource Room where parents are welcome throughout the day to meet with the Parent Coordinator and Parent Association

- members. This room has parenting books which parents could borrow.
- ✓ Send out email and robo-calls and texts informing parents of upcoming events and meetings.
- ✓ Send home regular communication both in English and Spanish.
- ✓ See the attached Parent Involvement Policy

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 \_\_\_\_\_ Tax Levy    yes    Title I    \_\_\_\_\_ Title IIA    yes    Title III    \_\_\_\_\_ Grants    yes    Other

If other is selected describe here:

- ✓ Title 1 and 3 funds to provide professional development and to offset Saturday Academy and before school and after school tutoring and support
- ✓ Network Staff- support specialists, achievement coaches
- ✓ DOE special education support specialist
- ✓ Facilitate a school schedule that allows for common planning, curriculum mapping, gap analysis, and core curriculum work

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- ✓ School will provide tutoring services via Title 3 allocations
- ✓ Hunter College will provide tutoring services to students in grades 3 through 5

## 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**

**By June 2013, P.S. 96 will increase parental involvement in school activities by 10% as evidenced by family participation at conferences, school functions, parent workshops, and the learning environment survey response.**

#### **Comprehensive needs assessment**

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

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

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

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

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

#### **Strategies to increase parental involvement**

- ✓ Principal and Parent Coordinator create a monthly calendar for parents and families with activities for the month which include workshops around how to help ensure their child's success, Common Core Learning Standards, state exams, the 4Rs (Reading, Writing, Respect and Resolution) social-emotional curriculum, health, ESL classes and opportunities to visit classrooms.
- ✓ Created a Parent Resource Room where parents are welcome throughout the day to meet with the Parent Coordinator and Parent Association

- members. This room has parenting books which parents could borrow.
- ✓ Send out email and robo-calls and texts informing parents of upcoming events and meetings.
- ✓ Send home regular communication both in English and Spanish.
- ✓ See the attached Parent Involvement Policy

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 \_\_\_\_\_ Tax Levy    yes Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

- ✓ Title 1 parent involvement funds to fund school messenger services and offset costs of parent workshops and activities

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- ✓ School uses services from local community based organizations like Union Settlement and STRIVE to provide services, workshops, and opportunities for our parents

## ANNUAL GOAL #5 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 #5**

**By June 2013, P.S. 96 will promote opportunities for our students to work and improve academic and social behaviors that promote college and career readiness through service-learning opportunities.**

#### **Comprehensive needs assessment**

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

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

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - e) strategies/activities that encompass the needs of identified student subgroups,
  - a) key personnel and other resources used to implement these strategies/activities,
  - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - c) timeline for implementation.
  
- ✓ Implementation of a middle school student counsel.
- ✓ An 8<sup>th</sup> grade honors math program was started this year
- ✓ A 7<sup>th</sup> grade science program targeted for girls through a partnership with the New York Academy of Medicine
- ✓ Reading Buddies between general education and special education classes
- ✓ SLT has planned a career fair for middle school students
- ✓ College visits with middle school students graders will begin spring.
- ✓ Monthly “Coffee with the Principal” meetings have begun to strengthen the bonds between administration and parents.
- ✓ A Scholar Dollar Program was initiated earlier this year to reward positive social and academic behaviors of all grades.
- ✓ All classes are required to have weekly Class Counsel meetings to discuss strengths and challenges within each class.
- ✓ A penny drive and food donation program helped promote social awareness in our community.
- ✓ A spring college day to help students become familiar with various colleges in NYC and out of the region.

#### **Strategies to increase parental involvement**

- ✓ Principal and Parent Coordinator create a monthly calendar for parents and families with activities for the month which include workshops around how to help ensure their child’s success, Common Core Learning Standards, state exams, the 4Rs (Reading, Writing, Respect and Resolution) social-emotional curriculum, health, ESL classes and opportunities to visit classrooms.
- ✓ Created a Parent Resource Room where parents are welcome throughout the day to meet with the Parent Coordinator and Parent Association members. This room has parenting books which parents could borrow.
- ✓ Send out email and robo-calls and texts informing parents of upcoming events and meetings.
- ✓ Send home regular communication both in English and Spanish.
- ✓ See the attached Parent Involvement Policy

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    yes Grants    \_\_\_\_\_ Other

If other is selected describe here:

- ✓ Partner with community-based and corporate organizations to provide community service opportunities.
- ✓ Coordinate opportunities for students to be involved in community service work in the school building and in the community.
- ✓ Increased academic readiness for the intellectual challenge of college
- ✓ Teaching into character strengths, self-control, self- advocacy, optimism, and gratitude, which enable students to stick with schooling even in the face of considerable obstacles.

**Service and program coordination**

- ✓ Guidance counselor and middle school teachers will provide workshops to middle school students and coordinate community service activities.
- ✓ The middle school Student Council and Penny harvest Committee lead by students and coordinated by teachers will provide opportunities for the entire school community to be involved in community service.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Wilson, Great Leaps, Rewards Phonics program, Raz-Kids, Book clubs, Baseball program that incorporates homework tutoring	Small group, one-to-one, and tutoring	During the school day, after school, and Saturday academy
Mathematics	Skill and strategy instruction based on data, I-Zone, and Great Leaps	Small group, one-to-one, and tutoring	During the school day, after school, and Saturday academy
Science	Skill and strategy instruction based on data, writing in the science genre, and Super Saturdays (field trips to the library to conduct science research)	Small group	During the school day and after school
Social Studies	Skill and strategy instruction based on data and non-fiction book clubs	Small group	During the school day and after school

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Crisis intervention, conflict resolution strategies, self-esteem and self-confidence building, study skills, leadership development, civic engagement, and high school articulation, Asthma-related workshops</p>	<p>Large group, Small group, and one-to-one</p>	<p>During the school day and after school</p>
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### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

A committee was formed to review prospective resumes to fill the vacancies at our school. Teachers were called in for an interview, in which this committee asked questions previously compiled. After that, the individuals were called in to teach a sample lesson. Their performance was graded using a rubric, and the team discussed each candidate before making a final decision. Prospective teachers needed to be familiar with the new common core standards.

Additionally, the principal and the assistant principal attended several job fairs during the summer to seek out prospective teachers for our school.

Some teachers were recruited from Hunter College, which supplies us with the majority of our student teachers. From this pool of student teachers, the most effective and knowledgeable ones are selected for potential employment.

To ensure that current staff becomes highly qualified, professional development is provided for teachers via Network and DOE support specialists and consultants.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

***PS 96 Joseph Lanzetta* Scholars Academy  
Parent Involvement Policy**

In acknowledgement of much reliable research proving that parental involvement raises the academic achievement of students, ***PS 96 Joseph Lanzetta*** encourages involvement of parents through an active Learning Leaders Volunteer Program and an active Parent Association. Parents are encouraged to assist in such activities as: Classroom assistance, tutoring, workshops, and parent teacher conferences and parent literacy & math workshops. A calendar that includes activities of all of the school's leadership groups is to be produced monthly. This calendar will include at least one family activity per school month.

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

1. An annual orientation meeting where parents will meet their child's teacher and be educated about their rights and responsibilities and encouraged to be involved in their child's education.
2. A flexible number of meetings and activities throughout the year to assist parents in understanding the federal and state academic content and student achievement standards, as well as local academic assessments. The parent coordinator in conjunction with administrators and staff will arrange meetings to focus on how parents and teachers can work together to monitor their child's progress in order to improve student

achievement. This includes providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology.

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

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.

Every effort will be made to communicate with parents in a format and language that is free of educational jargon and easily understandable by all. Parents and community member are always to be made welcome at **PS 96 Joseph Lanzetta** Elementary 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 to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

### **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.

### **SCHOOL-PARENT COMPACT**

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

This school-parent compact is in effect during the 2012/2013 school year.

### **REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

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

#### **School Responsibilities**

**The Joseph Lanzetta PS/MS 96 will:**

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
  - *Instruction is differentiated for all students based on their data-derived performance levels*
  - *Implementing a curriculum aligned to the Common Core standards*
  - *Using learning time effectively*
  - *After-school tutorials are provided to small groups 2 times a week for 50 minutes*
  - *Saturday Academy is conducted Sept-May in prep for standardized tests*
  - *Class projects are designed with a multidisciplinary focus*
  - *Literacy is taught via Reading workshop and Phonemic awareness programs*
  - *Everyday Math curriculum uses manipulative: to teach concepts as much as possible*
  - *Science core curriculum is taught using the inquiry-based, hands-on approach*
  - *Technology is integrating into the subject areas via projects and interest research*

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

*Parent-Teacher conferences will be held on November 2012 and March 2013. Afternoon and evening conferences will be held in one day. Teachers will be prepared with students' grade, portfolios, and they will instruct parents how to help their children at home. Parent Association in collaboration with Parent will provide CBO' (Community Base Organizations) to inform parents of what is offered in the community.*

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

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

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

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

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

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

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

## **Parent/Guardian Responsibilities**

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

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

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

Advisory Committee, the District-wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

**Student Responsibilities (revise as appropriate to grade level)**

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

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

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

\_\_\_\_\_  
School

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

***PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED***

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2012-13**

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 <b>Lucius Young</b>	District <b>04</b>	Borough <b>Manhattan</b>	School Number <b>096</b>
School Name <b>P.S.96M</b>			

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

Principal <b>Betty Lugo</b>	Assistant Principal <b>James Konstantinakos</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Natalie Camen</b>	Guidance Counselor <b>Lourdes Rodriguez</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Sonia Kemp</b>
Related Service Provider <b>Andrea Kelson</b>	Other <b>type here</b>
Network Leader <b>Lucius Young</b>	Other <b>type here</b>

### 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	<b>1</b>	Number of certified bilingual teachers	<b>2</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>1</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>500</b>	Total Number of ELLs	<b>84</b>	ELLs as share of total student population (%)	<b>16.80%</b>
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## Part II: ELL Identification Process

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

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

2Paste response to questions 1-6 here 1.

PS/MS 96 is a PK-8 school located in District 4 in East Harlem. There are 500 students enrolled in the school. There are 14.45% of our students are ELL's with the majority from the Caribbean (Puerto Rico, Dominican Republic), and Central America (Mexico, Ecuador, and El Salvador. We have a total of 84 ELL students currently in our k-8 program. They are being serviced in a push in and/or push out model. The Lao team is comprised of Betty Lugo, Principal, Natalie Camen ESL teacher, Andrea Kelson, SETTS teacher, Lourdes Rodriguez, guidance counselor and Sonia Kemp, parent coordinator. Our team carefully reviewed data to plan and create the Language Allocation Policy to use as a tool to drive individualized instruction for our English Language Learners (ELL's). Our drafted plan was created so that every student is provided with a strong foundation which will assist them in achieving academic achievement. We presently have one teacher who is permanently state certified in ESL.

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

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

During the following spring, the student will be given the NYSESLAT exam to see if the student needs to remain in the ESL program for future support in our school.

There are many steps that are taken annually to evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT). Students use a variety of test preparation materials and classroom activities to help them prepare for this exam. The students practice their listening skills when they are being read a short story and are asked questions about who said what and why it was said. In the speaking part, the students will be asked different questions and they will have to verbally respond back with an answer. In the reading part, students will be asked to read a short passage and respond correctly by choosing the best answer on the response sheet. In the writing section, the students will be asked various questions and they will be told to write the correct answer in the answer booklet. Students are evaluated on how well they respond to the correct answer. They are able to get a variety of scores with 0 being the lowest and 6 is proficient. The students are evaluated on the speaking section by the ESL teacher. She does this as the student responds to each question. The writing section is scored by a testing team of teachers who are trained to score this section. The ESL teacher is not allowed to be part of this team. The reading and listening sections are sent to be scored outside of the school.

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

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

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

Transitional bilingual education program

Yes

No

If yes, indicate language(s):

Dual language program	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0													0
<b>Dual Language</b> <small>(50%:50%)</small>	1													1
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0													0
<b>Push-In</b>														0
<b>Total</b>	1	0	0	0	0	0	0	0	0	0	0	0	0	1

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups				
All ELLs	84	Newcomers (ELLs receiving service 0-3 years)		Special Education
SIFE	0	ELLs receiving service 4-6 years		Long-Term (completed 6 years)

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language	8									8
ESL										0
<b>Total</b>	8	0	0	0	0	0	0	0	0	8

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

**C. Home Language Breakdown and ELL Programs**

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

**Dual Language (ELLs/EPs)**

**K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP
Spanish	18																		18	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>18</b>	<b>0</b>	<b>18</b>	<b>0</b>																

**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
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 4

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 1      Asian:          Hispanic/Latino:  
 Native American:          White (Non-Hispanic/Latino):          Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	14	10	4	8	10	8	7	10					76
Chinese														0
Russian														0
Bengali		1						1						2
Urdu														0
Arabic	1	1	1			1								4
Haitian														0
French			1	1										2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>6</b>	<b>16</b>	<b>12</b>	<b>5</b>	<b>8</b>	<b>11</b>	<b>8</b>	<b>8</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>84</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

## A. Programming and Scheduling Information

5Paste response to questions 1-7 hereA. Part 4 ELL Programming and Scheduling Information

1. (A.) P.S. 96 delivers instruction to our ELL's through a free standing ESL Push in and Pull out Program. The ESL teacher services grades k-8. She pushes in for some 6th and 8<sup>th</sup> grade students.

(B.) Our classes are homogeneously grouped in this grade, making the push in program an effective technique to follow. The ESL teacher can provide more English language support to these students in their classroom, while assisting the ESL students in meeting the content standards. In grades K-8 the students are spread among both general and special education making it difficult to follow this model. For these grades the ESL teacher pulls these students out to give them more individualized instruction to meet their needs. We have groups of ELL's students which are mandated for either 360 minutes for the beginner/intermediate or 180 minutes for the advanced students. The kindergartens proficiency levels are either a beginner or advanced level as per their Lab-R scores. In this grade we have adapted the pull out model. The beginners will be serviced for 360 minutes a week and the advanced students will participate in 180 minutes a week. In first grade most of the students are at the beginners level. They will be given 360 minutes a week and the advanced students will participate in 180 minutes of ESL services. Our second grade ELL's scored mostly in the beginning to intermediate level. They will be given 360 minutes of ESL services a week. In third grade most of the students scored in the intermediate level. These students will be serviced 360 minutes a week while the rest of the students will be serviced 180 minutes a week. The fourth through eighth grades have a varied ESL level. They fall between beginning through advanced groups. They will be grouped according to their level. We also have a kindergarten dual language program. The students are being taught in both spanish and english. Estrelita is the phonics program that is being used every day. The dual language program will continue next year but we will be adding first grade. Each year another class will be added.

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

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

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

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

## A. Programming and Scheduling Information

- b. The plans for ELL's who are newcomers are as follows: They are given small group instruction based on their score on the LAB-R exam and then again on the NYSESLAT in the spring. Many multisensory activities are used for the students. A great deal of visuals and repetition are used. A known ESL for beginners which is used a great deal is TPR-Total Physical Response. The children are doing a variety of lessons which include movement and rhythmic poetry. These students are included in the After School ESL program to enhance the English language.
- c. The plan for ELL's receiving service 4 to 6 years is as follows: These students will be included in the Saturday Academy ESL program as well as the extended day. The students will use a variety of multisensory activities including a computer program to enhance their skills. These students will be involved in the ESL program as many times as it is mandated.
- d. The plan for long term ELL's (completed 6 years) is as follows: These students will use a variety of computer programs to enhance their knowledge of the English language. They will practice the skills such as reading, writing, listening or speaking for the NYSESLAT exam. They will be placed in a small group that will enable them to succeed.
- e. The plan for ELL's identified as having special needs is as follows: These students will use a variety of multisensory activities. They will use a many methods of ESL such as Total Physical Response. They will also be given practice in the area that is causing them to have difficulty.
5. There are many targeted programs for ELLs in ELA, math, and other content areas. The range of intervention services that are offered in the school are as follows: The ESL classroom is a print rich environment and provides students with centers to develop different skills of all ELL's.
- a. We do not have any SIFE students at the present time.
- b. The plan for ELLs who are newcomers is that they will be getting ESL services 360 minutes per week. They will be receiving services 5 days a week. They will be participating in the Saturday Program as well as the Extended Day. They also will be using a computerized accelerated ESL program to help them with their listening, speaking, reading, and writing skills.
- c. Students will attend the Saturday Program as well as the Extended Day. The students will practice their listening, speaking, reading and writing. The students proficiency levels will be carefully examined to see what are the areas of most difficulty.
- d. Students will attend the Saturday Program as well as the Extended Day. The students will practice their listening, speaking, reading and writing. Students will be evaluated based on a review of the NYSESLAT, ELA and other areas to determine what skills they need to improve.
6. The plan for continuing transitional support (2 Years) for ELLs reaching proficiency on the NYSESLAT is as follows: These students will be carefully looked at to see how well these students have maintained their level of proficiency. The ESL program is aligned with the Common Core Standards. Lessons are aligned with what the teachers are working on with their students in their classroom.
7. The improvements/programs that will be considered for the upcoming school year is as follows:

### 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 speak. Do not include:

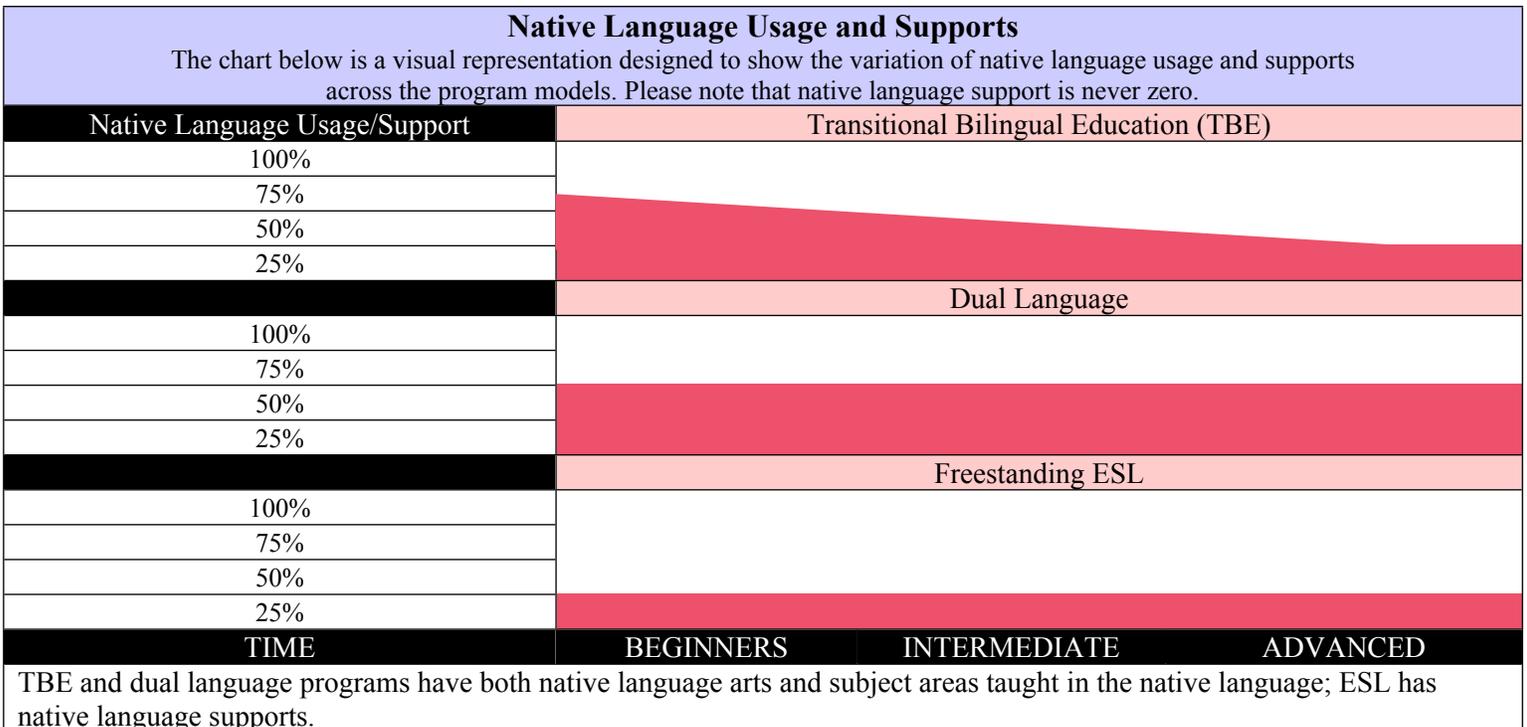
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				



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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## 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?

Paste response to questions 8-17 here 8. The programs/services for ELL's that will be discontinued are...none of them.

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

10. A new Saturday Academy program just fot the ELLs will be utilized this year. Students from various grades will be invited to attend.

The native language support is delivered in each program model. The students are immersed in English during ESL services. In the dual language program, Spanish is the native language that is supported.

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

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

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

Paste response to questions 8-17 here

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here The dual language program that we have at PS/MS 96 is self contained using the English/Spanish model with alternating days in language. The teacher spends one day in one language and the next day in another language. Estrelita is the word program that is used. The kindergarten curriculum is used and the teacher translates it into spanish. Balanced literacy using reading and writing units in English. For math, resources are common core aligned.

1. 50% of the time.
2. They are together during the entire day. They might be separated because of differentiated instruction.
3. Language is separated for ELA.
4. The 50/50 model is used.
5. Estrelita is the word study program which is taught in both Spanish and English. Reading is taught in the native language first.

### D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. The professional development plan will be given to all school personnel by the ESL teacher. Workshops will be attended by various staff members and the ESL teacher. Information from the workshops will be presented to the staff during monthly staff development meetings.
2. The support that is given to the ELLs as they transition from elementary to middle and/or junior high is the basic knowledge of how can I help my ELLs succeed. The ESL teacher will provide information on various topics that the students will need to become proficient. She will also explain the NYSESLAT exam to the staff.
3. The 7.5 hours of ELL training for all staff will be done by the ESL teacher and The Office of English Language Learners.

### E. Parental Involvement

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

- Paste response to questions 1-4 here
1. The professional development is provided throughout the year for all of our teachers in the different ESL methodologies. The various topics that are covered per discussions with teachers should include: Balanced Literacy for ELL Students; Core Curriculum Mathematics for ELL students; ESL in Content Areas; How to plan lessons which include ELL's Reader's Workshop for ELL's Writer's Workshop for ELL's Professional Development activities will ensure that all ESL standards are addressed and reinforced. These meetings will include teachers and specialists from CFN#408.
  2. We provide support to the staff as they transition from elementary to middle school. Teachers are informed of the different ESL methods to use with the older students. They are also trained in the different areas of the NYSLESLAT that their students need to take in the spring.
  3. There is a minimum 7.5 hours of ELL training for all staff. These meetings will include teachers and support staff. Curriculum planning will take place to develop and align the program with the mandated curriculum and assessment standards for ESL as described in the NYCDOE Language Allocation Policy. Administrators and staff members will attend City-wide Q-tel conferences in order to become familiar with the various strategies and successful programs that are being implemented for the development of Second language acquisition by ELL's and the staff attending these conferences will turn key to other staff members at the school and in guide in the planning and development of a curriculum that addresses the challenges of teaching linguistically diverse students.

## Part V: Assessment Analysis

### 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)	8	14	3	1	0	2	0	3	2					33
Intermediate(I)	0	2	1	3	2	5	2	2	5					22
Advanced (A)	3	0	8	1	6	4	6	3	3					34
Total	11	16	12	5	8	11	8	8	10	0	0	0	0	89

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1	5			6
5	5	2			7
6	5	3			8
7	3	3			6
8	4	4			8
NYSAA Bilingual Spe Ed					0

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		0		0		0		1
8	1		6		3		0		10
NYSAA Bilingual Spe Ed									0

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

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

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

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

Paste response to questions 1-6 here

1. The assessments that we use to assess the early literacy skills of the ELL are Fountas and Pinnell, ECLAS, NYSESLAT, Accelerated Reader and teacher observations. The insights that the data gives regarding the ELLs is that it shows what are the strengths and weaknesses of the students. It also gives the ESL teacher the capability of grouping the students by proficiency level. She is able to plan lessons according to the area the students need the most help. Students are given lessons that are specifically geared toward improving the students listening, reading, and writing abilities.
2. While the students had achieved verbal proficiency relatively quickly, their written development lagged was slower.
3. The patterns across NYSESLAT modalities will affect the instructional decisions because the ESL teacher will look at the proficiency levels. She will decide on how she is going to gear the lessons to help the students improve on their listening, reading and writing sections of the exam. She will plan appropriate lessons that will help the students to become proficient.
4. a. Most of the students obtained a level 1 or 2. There were very few students who achieved a score of 3 or 4. The ELL students did not take an exam in their native language so no comparison can be made.
- b. Many things are learned from the Periodic Assessments. It is a determining factor as how well the student will perform on his/her achievement tests. By examining the scores teachers and support staff can plan lessons based on the students performance level. They also know what specific skills the student will need to achieve proficiency by looking at the scores. The test can also be used to see who will benefit from attending the Saturday program.
- c. The school is learning about how well the students are retaining the information that is being taught to them. They are learning about the students listening, reading and writing abilities.
- 5.a. For the dual language programs the English Proficient Students are being assessed in the target language by using Estrelita for the word work. They are being assessed in Reading A to Z in Spanish.
- b. The level of language proficiency in the target language is beginning through advanced.
- c. At the present time we only have a kindergarten dual language program.
6. Students in the dual language program are being evaluated by using the NYSESLAT. Level of proficiency is also determined through Estrelita (word work for the dual language program). Reading A to Z in Spanish is used to evaluate.

### 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: <u>096</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Betty Lugo	Principal		1/17/13
James Konstatinakos	Assistant Principal		1/17/13
	Parent Coordinator		
Natalie Camen	ESL Teacher		1/17/13
	Parent		
Grace Bustos	Teacher/Subject Area		1/17/13
Kevin Murphy	Teacher/Subject Area		1/17/13
	Coach		
	Coach		
	Guidance Counselor		
Lucius Young	Network Leader		1/17/13
	Other		



*Dennis M. Walcott, Chancellor*



# 2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** JOSEPH C. LANZETTA

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

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

**SUPERINTENDENT:** LUZ CORTAZZO

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Betty Lugo	*Principal or Designee	
Sylvia Dadzie	*UFT Chapter Leader or Designee	
Ruth Costa	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Tomica Ferguson	Member/Secretary	
Marci Solomon	Member/Chair	
	Member/Co-Chair	
Jean Waugh	Member/Timekeeper	
	Member/	
	Member/	
	Member/	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

**By June 2013, P.S. 96 will develop a physical and social environment that is conducive to academic achievement as evidenced by an increase in the school's Progress Report under the environment section and a decrease in the number of suspensions based on classroom and social incidents by 5%.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- ✓ School did not meet AYP ( Adequate Yearly Progress) as a result now is a School in Needs of Improvement Year 1-Comprehensive
  - ✓ School did not meet year AYP for the following subgroups in ELA and mathematics (elementary and middle school) for Black/African American, Hispanic/Latino, students with disabilities, and economically disadvantaged
  - ✓ Student Performance grade of the school's Progress Report is a D
  - ✓ level of suspensions
  - ✓ low attendance rates
  - ✓ reduced enrollment
  - ✓ 2011-2012 Learning Environment Survey

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
    - a) strategies/activities that encompass the needs of identified student subgroups,
    - b) key personnel and other resources used to implement these strategies/activities,
    - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
    - d) timeline for implementation.
- ✓ Create a discipline and school culture committee which meets regularly composed of teachers, support staff, psychologists, and school social-workers
  - ✓ 4R's (Reading, Writing, Respect and Resolution) social emotional program used school-wide
  - ✓ Provide professional development to teachers via Morningside Center for Teaching Social Responsibility, assistant principal, Network 408, and DOE Special Education Support Specialist on building community and discipline
  - ✓ Develop and implement a school-wide discipline plan incorporating the voices of teachers and staff across grade levels and disciplines.
  - ✓ Implement a peer-mediation and mentoring program between the middle school and elementary school.
  - ✓ Incorporate a school-wide culturally responsive character education program implemented weekly by teachers throughout all grade levels.
  - ✓ Employ a school-wide incentives program for students as a motivational tool.
  - ✓ Design a model classroom that exemplifies a physical environment conducive to learning.
  - ✓ Collaborate with the custodial engineer and partner with local non-profit organizations to improve the appearance of the physical plant.
  - ✓ Peer mediation through trained peer mediators in grades 4-7 to provide mediations for students in pre-k through grade 8

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy yes Title I \_\_\_\_\_ Title IIA yes Title III yes Grants yes Other

If other is selected describe here:

- ✓ School will also use funding made available through corporate partnerships
- ✓ Facilitate a school schedule that allows for school culture and discipline committee time to meet

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
  - ✓ Faculty and staff will receive social emotional learning curriculum professional development
  - ✓ Students in grades kindergarten through grade eight will be provided after school programming that includes homework support, leadership classes, musical theater, chess instruction, and baseball training provided the Harlem Y, Urban Dove and Manhattan Youth Baseball.
  - ✓ Students in grades kindergarten through 8 will be provided after school and summer programming that includes homework support, character development, and sports activities. Students have the opportunity to participate in a day camp at our school and sleep way camp during the summer months.

## **ANNUAL GOAL #2 AND ACTION PLAN**

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

### **Annual Goal #2**

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

**By June 2013, teachers across the grades will collaborate in teams to develop and align curriculum around the English Language Arts and Math Common Core standards as evidenced by teachers developing an ELA and math unit of study aligned to the common core standards with corresponding tasks, activities, and rubrics.**

### **Comprehensive needs assessment**

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

### **Instructional strategies/activities**

- ✓ Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- ✓ strategies/activities that encompass the needs of identified student subgroups,
- ✓ key personnel and other resources used to implement these strategies/activities,
- ✓ steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- ✓ timeline for implementation.
- ✓ Teachers will divide into teams monthly to examine student work and data according to student subgroups (e.g. ELLS, SWD, students approaching standards, and students exceeding standards) with regards to the common core.
- ✓ The common core teacher team will partner with the Network on a monthly basis to provide professional development on the common core to school staff.
- ✓ Outside professional development will be provided to teachers to assist in curriculum mapping and backwards design with regards to common core during common grade level meetings, weekly teacher team meetings, and optional lunch periods.
- ✓ The Common Core teacher team and grade teams will meet regularly to share best practices, review student work, plan curriculum, and communicate information to school staff through various mediums (workshops, common planning time, and email).
- ✓ Grade level teams will meet weekly to discuss the work/findings of the common core teams during common grade planning times and identify strategies for differentiating instruction in order to meet the needs of all learners.
- ✓ The common core and data team will collaborate to develop best practices based on student data with relation to the common core benchmark tasks.
- ✓ Teachers will participate in gap analysis work to create supplemental lessons based on student needs in relation to the common core initial task.
- ✓ ELA and math common core instructional leads participate in monthly common core meetings by our Network
- ✓ A Syllabus for middle school was created and distributed for students and parents to serve as a guide of the units of study covered throughout the school year.
- ✓ A workshop was held in November 2012, to help parents become familiar with the differences of old NYS Standards and how the new Common Core standards are more rigorous. Examples were shown to parents showing how curriculum is aligned to common core standards. A second workshop was held for parents to guide them in supporting their children in preparation of the Common Core aligned exams.

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy yes Title I \_\_\_\_\_ Title IIA yes Title III \_\_\_\_\_ Grants yes Other

If other is selected describe here:

- ✓ Title 1 and 3 funds to provide professional development and to offset Saturday Academy and before school and after school tutoring and support
- ✓ Network Staff- support specialists, achievement coaches
- ✓ DOE special education support specialist
- ✓ Facilitate a school schedule that allows for common planning, gap analysis, and core curriculum work

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- ✓ Hunter College will provide tutoring services to students in grades 3 through 5
- ✓ Special education specialist Jessica Bowen would provide special education teachers support in the areas of differentiation, small group instruction and planning effectively.

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

#### **Annual Goal #3**

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

**By June 2013, P.S. 96 will increase the number of students that reach or exceed proficiency (levels 3 or 4) in English Language Arts and Mathematics as evidenced by an increase of 5% in student performance for grades three through eight on the state exams.**

#### **Comprehensive needs assessment**

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

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

- ✓ Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- ✓ strategies/activities that encompass the needs of identified student subgroups,
- ✓ key personnel and other resources used to implement these strategies/activities,
- ✓ steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- ✓ timeline for implementation.
- ✓ Develop a data team which meets weekly and consists of teachers across grade levels to analyze data and share findings with faculty.
- ✓ Create a schedule that allows for grade teams to meet in order to analyze data, plan curriculum, and share best practices around the needs of the students.
- ✓ Teachers will regularly utilize data to plan, drive, and adapt instruction.
- ✓ Students will be assessed regularly and develop quarterly goals based on findings.
- ✓ Implement flexible grouping for AIS based on instructional data in order to meet the needs of different learners.
- ✓ Utilize periodic and benchmark assessments to track student progress and communicate progress to students through one on one conferencing.
- ✓ Differentiate instruction by incorporating research-based practices to meet the ELA and math needs of the students.
- ✓ Learning leaders work one-to-one with individual students who are struggling in ELA.
- ✓ After an initial STAR Reading Assessment, students continuously take quizzes, using a program called Accelerated Reading to monitor comprehension.
- ✓ Early morning Dog Program, where students read with a volunteer and their canine friend.
- ✓ AUSSIE Consultants helped create a new school-wide ELA curriculum.
- ✓ Ongoing math curriculum creation aligned to the new Common Core standards.
- ✓ A workshop was held in November 2012, to help parents become familiar with the differences of old NYS Standards and how the new common core standards are more rigorous. Examples were shown to parents showing how curriculum is aligned to common core standards.

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy yes Title I \_\_\_\_\_ Title II yes Title III \_\_\_\_\_ Grants yes Other

If other is selected describe here:

- ✓ Title 1 and 3 funds to provide professional development and to offset Saturday Academy and before school and after school tutoring and support
- ✓ Network Staff- support specialists, achievement coaches
- ✓ DOE special education support specialist
- ✓ Facilitate a school schedule that allows for common planning, curriculum mapping, gap analysis, and core curriculum work

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- ✓ School will provide tutoring services via SINI allocations
- ✓ Hunter College will provide tutoring services to students in grades 3 through 5

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

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

**By June 2013, P.S. 96 will increase parental involvement in school activities by 10% as evidenced by family participation at conferences, school functions, parent workshops, and the learning environment survey response.**

### **Comprehensive needs assessment**

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

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

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- ✓ Utilize the Learning Environment Survey as a needs assessment.
- ✓ Distribute monthly announcements: school calendar and activities, "In Touch" newsletter from the Principal and Teacher newsletter.
- ✓ Collaborate with the Parent Association to provide regular on-going communication with families.
- ✓ Provide families with opportunities to become involved and empowered: monthly meetings and workshops sponsored by the Parent Association including Adult ESL, health, and exercise classes.
- ✓ Develop events to encourage families to volunteer and take ownership in the school: Women's Wellness Day, Men Make a Difference Day, Service Days sponsored by City Year and New York Cares, Parents as Reading Buddies, and Curriculum Nights.
- ✓ Deliver a computer phone message service to inform parents about attendance and events.
- ✓ Provide training to parents for utilizing the school website, Jupiter (online grading system), and ARIS.
- ✓ Host curriculum night in the beginning of the school year
- ✓ Host Men Make a Difference Day three times during the year for the fathers and other males of the school community
- ✓ Hold a focus group

### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

**Budget and resources alignment**

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
\_\_\_\_\_ Tax Levy    yes Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

- ✓ Title 1 parent involvement funds to fund school messenger services and offset costs of parent workshops and activities

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- ✓ School uses services from local community based organizations like Union Settlement and STRIVE to provide services, workshops, and opportunities for our parents

## ANNUAL GOAL #5 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 #5**

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

**By June 2013, P.S. 96 will promote opportunities for our students to work and improve academic and social behaviors that promote college and career readiness through service-learning opportunities.**

### **Comprehensive needs assessment**

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

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - e) strategies/activities that encompass the needs of identified student subgroups,
  - a) key personnel and other resources used to implement these strategies/activities,
  - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - c) timeline for implementation.
- ✓ Implementation of a middle school student counsel.
- ✓ An 8<sup>th</sup> grade honors math program was started this year
- ✓ A 7<sup>th</sup> grade science program targeted for girls through a partnership with the New York Academy of Medicine
- ✓ Reading Buddies between general education and special education classes
- ✓ SLT has planned a career fair for middle school students
- ✓ College visits with middle school students graders will begin spring.
- ✓ Monthly "Coffee With the Principal" meetings have begun to strengthen the bonds between administration and parents.
- ✓ A Scholar Dollar Program was initiated earlier this year to reward positive social and academic behaviors of all grades.
- ✓ All classes are required to have weekly Class Counsel meetings to discuss strengths and challenges within each class.
- ✓ A penny drive and food donation program helped promote social awareness in our community.
- ✓ A spring college day to help students become familiar with various colleges in NYC and out of the region.

### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    yes Grants    \_\_\_\_\_ Other

If other is selected describe here:

- ✓ Partner with community-based and corporate organizations to provide community service opportunities.
- ✓ Coordinate opportunities for students to be involved in community service work in the school building and in the community.
- ✓ Increased academic readiness for the intellectual challenge of college
- ✓ Teaching into character strengths, self-control, self- advocacy, optimism, and gratitude, which enable students to stick with schooling even in the face of considerable obstacles.

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Wilson, Great Leaps, Rewards Phonics program, Raz-Kids, Book clubs, Baseball program that incorporates homework tutoring	Small group, one-to-one, and tutoring	During the school day, after school, and Saturday academy
Mathematics	Skill and strategy instruction based on data, I-Zone, and Great Leaps	Small group, one-to-one, and tutoring	During the school day, after school, and Saturday academy
Science	Skill and strategy instruction based on data, writing in the science genre, and Super Saturdays (field trips to the library to conduct science research)	Small group	During the school day and after school
Social Studies	Skill and strategy instruction based on data and non-fiction book clubs	Small group	During the school day and after school

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Crisis intervention, conflict resolution strategies, self-esteem and self-confidence building, study skills, leadership development, civic engagement, and high school articulation, Asthma-related workshops</p>	<p>Large group, Small group, and one-to-one</p>	<p>During the school day and after school</p>
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### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

A committee was formed to review prospective resumes to fill the vacancies at our school. Teachers were called in for an interview, in which this committee asked questions previously compiled. After that, the individuals were called in to teach a sample lesson. Their performance was graded using a rubric, and the team discussed each candidate before making a final decision. Prospective teachers needed to be familiar with the new common core standards.

Additionally, the principal and the assistant principal attended several job fairs during the summer to seek out prospective teachers for our school.

Some teachers were recruited from Hunter College, which supplies us with the majority of our student teachers. From this pool of student teachers, the most effective and knowledgeable ones are selected for potential employment.

To ensure that current staff becomes highly qualified, professional development is provided for teachers via Network and DOE support specialists and consultants.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

***PS 96 Joseph Lanzetta Scholars Academy*  
Parent Involvement Policy**

In acknowledgement of much reliable research proving that parental involvement raises the academic achievement of students, ***PS 96 Joseph Lanzetta*** encourages involvement of parents through an active Learning Leaders Volunteer Program and an active Parent Association. Parents are encouraged to assist in such activities as: Classroom assistance, tutoring, workshops, and parent teacher conferences and parent literacy & math workshops. A calendar that includes activities of all of the school's leadership groups is to be produced monthly. This calendar will include at least one family activity per school month.

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

1. An annual orientation meeting where parents will meet their child's teacher and be educated about their rights and responsibilities and encouraged to be involved in their child's education.
2. A flexible number of meetings and activities throughout the year to assist parents in understanding the federal and state academic content and student achievement standards, as well as local academic assessments. The parent coordinator in conjunction with administrators and staff will arrange meetings to focus on how parents and teachers can work together to monitor their child's progress in order to improve student

achievement. This includes providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology.

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

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.

Every effort will be made to communicate with parents in a format and language that is free of educational jargon and easily understandable by all. Parents and community member are always to be made welcome at **PS 96 Joseph Lanzetta** Elementary 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 to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

### **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.

### **SCHOOL-PARENT COMPACT**

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

This school-parent compact is in effect during the 2012/2013 school year.

### **REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

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

#### **School Responsibilities**

**The Joseph Lanzetta PS/MS 96 will:**

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
  - *Instruction is differentiated for all students based on their data-derived performance levels*
  - *Implementing a curriculum aligned to the Common Core standards*
  - *Using learning time effectively*
  - *After-school tutorials are provided to small groups 2 times a week for 50 minutes*
  - *Saturday Academy is conducted Sept-May in prep for standardized tests*
  - *Class projects are designed with a multidisciplinary focus*
  - *Literacy is taught via Reading workshop and Phonemic awareness programs*
  - *Everyday Math curriculum uses manipulative: to teach concepts as much as possible*
  - *Science core curriculum is taught using the inquiry-based, hands-on approach*
  - *Technology is integrating into the subject areas via projects and interest research*

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

*Parent-Teacher conferences will be held on November\_\_\_\_, 2012 and March\_\_\_\_, 2013. Afternoon and evening conferences will be held in one day. Teachers will be prepared with students' grade, portfolios, and they will instruct parents how to help their children at home. Parent Association in collaboration with Parent will provide CBO' (Community Base Organizations) to inform parents of what is offered in the community.*

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

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

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

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

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

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

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

## **Parent/Guardian Responsibilities**

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

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

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

Advisory Committee, the District-wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

**Student Responsibilities (revise as appropriate to grade level)**

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

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

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

\_\_\_\_\_  
School

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

***PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED***

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: P.S.96M	DBN: 04M096
Cluster Leader: Christopher Groll	Network Leader: Lucius Young
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 84
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 checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
# of certified ESL/Bilingual teachers: 2
# of content area teachers: 2

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. 96 has a total of 84 students that have been identified as English Language Learners. There is a strong need to have academic intervention services for many of our students. In order to do this, the NYSESLAT, Fountas and Pinnell, STARR, and the NY State Language Arts and Math Exams will be used to drive the instruction. Based on the needs of the students, they will be strategically placed. The ESL teacher will look at all of the data in order to help the students become proficient. At the present time we will be servicing all of the ELL students in the Title 111 program. The students will actively be engaged in scaffolding and be given support to achieve. The ESL program that will be used will be an ESL guided reading program that will focus on non-fiction comprehension strategies. This program will consist of non-fiction text. There are guided reading books which are in social studies and science. The different components of the ESL guided reading program are: 1. skills and strategies 2. vocabulary 3. grammar, word study, and language development 4. phonics 5. fluency and 6. writing. The students will further be organized into groups based on their scores on the NYSESLAT and ELA scores within their grade. They will be subdivided in groups based on their abilities in listening, reading, writing and speaking section of the NYSESLAT. The teacher will use ESL reading, vocabulary and writing activities in small and whole group instruction. The students will improve their skills and move toward becoming proficient on the NYSESLAT and doing better on the state exams. Regular practice with complex text and its academic vocabulary will be given. There will be supplemental activities around literacy. Students will be able to increase their non-fiction technical vocabulary. When the students attend the program they will improve their listening, speaking, reading and writing skills. The program will be held on Wednesday and Thursday afternoons from 3:10 P.M. to 5:00 P.M.. The program will begin in November and finish in May. The ESL teacher, the dual language teacher and two content area teachers will be leading the instruction of the program. There will be one administrator who will oversee the program because there are no other programs held at the same time of our Title III program.

### Part C: Professional Development

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

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

Begin description here: Professional Development for the Title 111 will be given to those teachers who will be a part of the Title 111 After School Program. The professional development for the ESL teacher will be an ongoing series of Staff Development conferences and scheduled professional development workshops. The ESL teacher will work closely with the ESL specialist from CFN 408. Curriculum planning will take place to develop and align the program with the Common Core Standards. The ESL teacher will be conducting the training for the staff by using the appropriate ESL strategies. The ESL teachers will be

**Part C: Professional Development**

attending a variety of ESL workshops but not limited to by CFN 408 as well as The Office of English Language Learners and Teachers College. These workshops will focus primarily on curriculum design and instruction for English Language Learners. After attending the workshops the ESL teacher will turn key the information to the other teachers who also have ELLs in their classroom. The various staff members will be able to integrate the techniques and procedures when implementing their lessons for the ELL students in the class.

**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 parents of the afterschool program will be invited to attend various ongoing ESL workshops which will be aligned to the Common Core. Parents will become more familiarized with various activities in which they can help their child at home. These parent workshops will be one hour in length. Parents will be able to make and take home various ESL activities to help their child become proficient in English. Listening, speaking, reading and writing will greatly improve since the parent will have the activities at home to work with their child. Parents will be invited to the program to do a special project with their child. The monthly school calendar will list the upcoming parent events and trips. Notices about the workshops will be given to the students in their spoken language. A translator will be on hand during the workshops in the parents spoken language. The first parent meeting will be conducted one week before the start of the afterschool program. Parents will be given an explanation and a rationale of why their child is in the program and what are the benefits. In addition, there will also be parent and student theme related activity trips. Parents will be invited to join their student on a trip. These trips will enrich the students knowledge of vocabulary and experience. Notices will be sent home about the trips in English and the student's native language. The date of the trip will be posted in the parents monthly calendar.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services		

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		