



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

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

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10x095

PRINCIPAL: SERGE MARSHALL DAVIS

EMAIL: SDAVIS6@SCHOOLS.NYC.GOV

SUPERINTENDENT: MELODIE MASHEL

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

Name	Position and Constituent Group Represented	Signature
Serge Marshall Davis	*Principal or Designee	
James Regan	*UFT Chapter Leader or Designee	
Mildred Blanco	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Kim Viade	CBO Representative, if applicable	
Mercedes McArdle	Member/UFT	
Jo Ann Corcella	Member/UFT	
Francheska Ceballos	Member/UFT	
Chelsea O'Toole	Member/UFT	
Frances Monserrat	Member/Parent	
Theresa Ortiz	Member/Parent	
Diana Nunoo	Member/Parent	
Khadija Kolya	Member/Parent	

Rachel Mejia	Member/Parent	
Elizabeth Cabral	Member/Parent	
Samira Feratovic	Member/Parent	
Maritza Cotto-Santana	Member/UFT	

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

per session X \$52.52 = \$4,201.60. We will use the i-Ready Reading Program (i.e., focuses on five domains: phonemic awareness, phonics, vocabulary, and reading comprehension) and Empire State NYSESLAT for ESL/ELL by Continental Press, which addresses the four modalities: Reading, Writing, Listening and Speaking to support our instructional program. In addition, we will use trade books accompanied with CD's and web-based programs to reinforce/enhance student's listening and speaking skills.

- The school will purchase 150 mini- I-pads and 67 I-pads to enable the ELL/SWD students to demonstrate learning in the four modalities: reading, writing, speaking, and listening.

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Strategize systems that regularly evaluate and monitor the effectiveness of teacher teams and other professional development opportunities that impact on building capacity and student learning (SQR ~ 5.4).

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

 3.2 Enacted curriculum

 X 3.4 Teacher collaboration

 X 3.3 Units and lesson plans

 X 3.5 Use of data and action planning

Annual Goal #2

By June 2013, **95%** of grades 3-8 teachers will develop effective lesson plans aligned with CCLS, deliver coherent/ rigorous instruction, provide clear feedback to students, and reflect to improve teaching practices; as a result, grades 3 through 8 students will increase their proficiency rate on the 2013 NYS ELA exam from **42%** to **50%**.

Instructional strategies/activities

The school will focus on providing professional development to teachers to improve teacher efficacy in planning and preparation (Domain 1 ~ Component 1e), Instruction (Domain ~ Components 1b, 1c, and 1d), Professional Responsibilities (Domain 4 ~ Components 1a and 1e) using the Danielson’s Framework.

The following personnel will be involved: Principal, Assistant Principals, Teachers, and Coaches. The activities will begin on October 1, 2012 and will end on June 14, 2013:

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

The targets to evaluate the progress and/or the effectiveness and impact of the instructional strategies/activities are as follows:

- ◆ *Teachers will provide evaluative feedback on the cyclical professional development support that they receive – refinement of professional development will be made based on feedback.*
- ◆ *Teachers will submit an exit slip to supervisor, which will highlight the new information/learning acquired by the teacher and will also discuss how the new information/learning will be implemented into classroom instruction at the end of each grade level professional development, faculty and grade level meetings ~ implementation of practices learned will be monitored by supervisor during classroom visits.*
- ◆ *Student performance data (i.e., teacher generated quizzes, uniform unit exams, ELA simulations, interim assessments – Acuity, projects) will help to measure teacher’s impact on student learning.*

Budget and resource 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 IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: Title I Priority Focus

Service and program coordination

- Instructional coaches will co-teach with assigned teachers based on the need identified by teachers
- Supervisors will conduct weekly informal observations
- One-on-one data meetings will be conducted between supervisor and teacher
- The school will utilize funds (i.e., Title I Priority/Focus) to invest in internal and external professional development/workshops in accordance to teachers' needs assessments. Teachers will attend these PD/workshops as needed. We will purchase PDs from various organizations such as ASCD, Heinemann, Solution Tree, and others.
- Peer coaching will be a mode of support to teacher in need of strengthening their teaching practices
- The school will utilize Title I Priority/Focus and Title I funding sources to purchase 23 Smart boards for classroom use to provide the teachers with an integrated tool that will afford them with the opportunity to enhance the learning for all different types of learners in the classroom
- The school will have a Saturday Academy program, which will begin on December 8, 2012 and end April 20, 2013 for a total of 14 Saturdays. This program will service students from grades 3 through 8 who are eligible to take the NYS ELA and Mathematics Standardized exams. The program hours are: 9:00AM -1:00PM. The employees are: 1 supervisor, 5 teachers, and 2 school aides. The school will use Title I Priority/Focus funding to compensate employees as well as purchasing textbooks, supplies, and other related items. The budget proposal is as follows: 5 teachers X 14 sessions X 4 hours per session X \$50.19 per session plus fringe = \$14,053.20, 1 supervisor: 1 X 14 sessions X 5 hours per session X \$52.52 plus fringe = \$3,676.40, and 2 school aides: 2 x 14 sessions X 5 hours per session X \$14.00 = \$1,960
- The school will launch an 'Enrichment After School Program' for grades 2 through 6, which will begin on March 5, 2013 through May 16, 2013. The program hours are: 3:30PM – 5:00PM. The hiring personnel will be: 1 supervisor, 5 teachers (number of teachers may vary based on the number of students), and 1 school aide. Title I Priority/Focus monies will fund this program. The budget proposal for this program is as follows: 5 teachers X 18 sessions X 1.5 hours per session X \$50.19 plus fringe = \$6775.65, 1 supervisor: 1 X 19 sessions X 1.5 hours per session X \$52.52 = \$1496.82.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

Strengthening student work by examining and refining curriculum, assessment, and classroom instruction; and

Strengthening teacher practice by examining and refining the feedback teachers receive (*NYC Citywide Instructional Expectations: Performance Tasks*).

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

By June 2013, all students will engage in performance tasks aligned to CCLS units of study in accordance with the NYC Citywide Instructional Expectations as evidenced by student work products, informal/formal observation reports, and data assessments reports.

Instructional strategies/activities

As per the NYC Citywide Expectations, the vertical planning teams will engage in selecting and/or creating performance tasks and rubrics, which will be aligned to the Common Core State Standards. Beginning in September 2012 each vertical planning team will work on infusing the performance tasks within our units of study; therefore, by June 2013 all grades will be engaged in performance tasks in all related content areas.

Teachers, administrators, and instructional coaches will meet in vertical planning teams before and after school to continue the work of building instructional coherence through the refinement of a thinking curriculum, units of study aligned with CCLS.

- ◆ *Teacher team meetings (i.e., weekly common planning, PD, and Lunch & Learn) will be orchestrated to discuss the successes and challenges of units of study through open discussion, analysis of student work, and lesson plans.*
- ◆ *Teachers, instructional coaches, and administrators will meet in vertical planning teams, and common planning to analyze and evaluate existing/generic performance task rubric, which will guide them to create performance task specific rubrics.*
- ◆ *Vertical planning teams will develop grade level performance task for each major content (i.e., Literacy, Mathematics, Science, and Social Studies), which will be embedded in respective units of study. These performance tasks will require students to demonstrate their content knowledge, skills, and meta-cognitive level.*
- ◆ *Instructional coaches will strategically co-teach with assigned teachers to ensure that teachers are addressing the specific needs of all learners in order to meet the instructional expectations set forth by the NYCDOE and the Common Core Standards.*

The targets to evaluate the progress and/or the effectiveness and impact of the instructional strategies/activities are as follows:

- ◆ *Data reports will help to determine the achievement gap between genders and will also inform administrators of teacher's impact on student learning.*
- ◆ *Student work products will help to measure essential learning outcomes.*
- ◆ *Classroom observations reports will enable supervisors to analyze and evaluate content, skills and strategies taught.*
- ◆ *Low inference observation logs will afford the instructional coaches with the opportunity to reflect with teachers on their teaching practices as well as condition of learning for students.*
- ◆ *Periodic learning celebrations will take place to provide students with the platform to showcase their learning in front of their peers, parents, teachers, and administrators.*

Budget and resource 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 IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: Title I Priority Focus _____

Service and program coordination

- ◆ A budget is set to support the work of our vertical planning teams ~Title I Priority /Focus funding will be used to pay teachers, coaches, and supervisors for their participation and contribution in developing and refining curriculums in these areas: Literacy (Reading and Writing), Mathematics, ELL/Special Education. Each team meets once a month for one hour from October 2012 to February 2013. From March 2013 to June 2013 each team will meet twice a month for total of two hours. The literacy team for grades PK - 3 has: 5 members. The literacy team for grades 4 – 8 has: 8 members. The mathematics team: 10 members. The ELL/Special Education: 6 members. The membership varies.
- ◆ Instructional Leadership Team which comprises of Principal, Assistant Principal, Instructional Coaches, & Teachers conduct classroom visits to monitor the implementation of instructional practices
- ◆ Periodic analyses of student work
- ◆ Learning celebrations orchestrating by classroom teachers
- ◆ Monthly team meetings to discuss units of study and student performance data

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Increase the capacity for staff to strengthen the school culture so that students and families receive enhanced guidance and advisement supports to better address students' academic and social emotional needs (SQR ~ 4.4).

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- To enhance awareness on healthy living habits and to educate our parents on cutting edge educational and parents issues.

Instructional strategies/activities

- ◆ To promote healthy living habits, the school has long established a **Wellness Committee** in partnership with the Montefiore Children's Hospital. This committee comprises of the principal, teachers, students, parent coordinator, parent association executive board members, social worker, nurse practitioner, health community organizer, other Montefiore hospital's health professionals, and the school cafeteria's nutritionist. This committee meets the second Friday of each month. Our annual goals are as follows:
- ◆ We will continue our partnership with the Juvenile Diabetes Research Foundation – JDRF personnel will facilitate "Diabetes Awareness" workshops to our students and students, parents, staff and faculty will engage in several activities to raise funds to donate to research foundation. Also, the school community will walk approximately 2 miles around the Jerome Park Reservoir in a show of support to JDRF. After the walk, the school will conduct a health fair/expo and many health awareness activities will take place in our school building and school yard.
- ◆ We will continue our partnerships with **American Lung Association** and **NYC Department of Health** to sponsor asthma education programs: **Open Airways for Schools** and **Kickin'Asthma**. These programs are designed to educate students with asthma on how to enhance management of their asthma and to motivate students to participate in physical activities.
- ◆ Our physical education teachers will facilitate a series of track and field and other sports activities to promote health fitness.
- ◆ The school has partnered with One World organization to create an afternoon students club ~ Our club meets every Wednesdays afternoon ~ **"One World Club prepares our students to be "global citizens," future leaders in an interdependent who will face the challenges of their generation with these widely recognized pillars of character to build upon: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship."**
- ◆ In partnership with the Montefiore Health Program to launch a **"Family Adventure Program."** This program is designed to engage our students and parents in an active exploration of New York City; its museums, parks, neighborhoods, and special events. Through monthly explorations, the program is focused to increase families' weekend activity levels by affording them the opportunity to become familiar with many of NYC's wonderful resources.
- ◆ In partnership with the Montefiore Health Program Clinic ~ The school has established the **Strengthening Tween & Adolescent Relationships (STAR)** program. This program is facilitated by the clinic social worker. The primary goal of the program is to provide students with essential tools to build relationships, respect, and to bring awareness and understanding to abuse.
- ◆ The school has launched **"Parent Talk."** This program is facilitated by the Parent Coordinator. This program brings parents to an open forum to engage in meaningful discussion about parenting, education, life challenges, etc... The **"Parent Talk"** committee meets every third Friday of each month from October to June.
- ◆ In partnership with the Montefiore Health Program, the school has long established a **"Boys Group."** The goals of this group to assist at-risk male students to improve their

social skills, establish career goals, to teach them: responsibility, self-awareness, friendships, communications skills and problem solving.

- ◆ The school has partnered with **Wellness In The Schools (WITS)** to improve students eating habits and choices – This organization is dedicated to student’s environmental health, nutrition, and fitness. WITS personnel will work with the school’s Wellness committee to improve the nutrition of the school food in the cafeteria. WITS will also conduct Labs for our students and workshops for our parents throughout the academic year.

Budget and resource 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 IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: _Title I
 Priority/Focus _____

Service and program coordination

- The principal and his designees work in collaboration with each partner to develop a program based on needs of our students and parents. The programs are either facilitated by school personnel or outside personnel from the organization the school is partnering with. These programs are geared towards our students and their parents. Title I Priority/Focus funds will be utilized to purchase supplies/materials (i.e., notebooks, pens/pencils, papers, etc. for STH students).

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- To increase parents involvement in school’s decision making, activities, and knowledge base on cutting edge education topics/issues in order to best support their student learning (NYC Learning Environment Survey)

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

- 6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- Parents participation in all school related activities will enhance by 15% as evidenced by the number of parents who will attend parent workshops, learning celebrations, learning walk, culminating events – plays/productions, etc...

Strategies to increase parental involvement and engagement

Throughout the school year beginning in October, the school will involve and engage parents in all facets of our school operations and workshops to enhance parenting skills and to educate parents of cutting edge educational topics/issues will be offered from March 2013 to June 2013. Non-contractual services/parent involvement/engagement funds will be utilized to support these programs/activities

- ◆ The school has partnered with the Learning Leaders Program to provide our parents an opportunity to be trained and certified, which render parents eligible to play a greater role in many aspects of the school community – Learning Leaders are volunteers that tutor one-on-one, lead small groups, and provide assistance in and out of the classroom.
- ◆ The school has established a networking parent group titled, “95 Parent Talk,” a platform for parents to troubleshoot and do problem solving on parenting and educational issues. This group meets once a month beginning in October 2012.
- ◆ Ongoing workshops will be offered to parents to inform and educate in the following areas but not limited to: Common Core State Standards, Curriculum and Assessments, Citywide Expectations: Performance Tasks, Danielson’s Framework, Social media issues, Bullying, Drop-out Prevention, High School Articulation, and many more...
- ◆ School Leadership Team will conduct a quarterly “Learning Walk” with parents to visit random classroom through an instructional focus or foci
- ◆ Parent Association will host many parent activities to enhance involvement: Coat drive, Toy drive, Pot Luck Dinner, guest speakers in PA meetings to provide parents with information on various topics, grade level curriculum nights, and many more...
- ◆ The school and partnership with Community Based Organization will offer parents classes on the following: English as a Second Language, Citizenship, GED, Fitness, Computers

Budget and resource 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 IA Title IIA Title III Set Aside Grants Focus _____ Other-describe here: Title I Priority

Service and program coordination

- Monthly calendar to inform parents of school activities
- Parent Coordinator monthly newsletter to inform and educate parents
- One-on-one meetings with teachers
- Daily communication via our automated systems to post school events
- Progress reports to communicate student progress or lack thereof with parents
- Promote and support parental participation in School Leadership Team
- Promote and support involvement of parents in Parent Association
- The school will use Title I Priority/Focus monies (Non-contractual services/parent involvement/engagement) to purchase workshops from NYC DOE approved vendors to engage parents in various related educational topics/issues during our monthly "Parent Talk." Workshops will begin from March 2013 through June 2013

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	Reading skill-based intervention	Tiered assignments – differentiated instructions: various groupings will be utilized based on the deficiencies of individual students or sub-groups. Teacher/provider will work with student’s one-to-one or small group.	<ul style="list-style-type: none"> • Tier I differentiation and modification will of instruction by the ELA teacher during the regular academic day • Tier II push-in/pull-out program will provide students with academic assistance needed during the academic year • After school and Saturday programs
Mathematics	Mathematics skill-based intervention	Push-in/pull out service by SETSS and F-status math teachers to work with student one-on-one, or in small group	<ul style="list-style-type: none"> • After school and Saturday programs • Instructional day during independent practice
Science	<ul style="list-style-type: none"> • Content based reading comprehension • Hands-on projects 	Small group instruction and one-to-one method of instruction will be used to address student’s learning needs/styles	<ul style="list-style-type: none"> • Before and After schools programs are offered twice weekly • Instructional Day – differentiated instruction
Social Studies	Not applicable	Not applicable	Not applicable
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Addressing the social emotional needs of students through counseling, mediation, and conflict resolution	<ul style="list-style-type: none"> • One-to-one and small group 	<ul style="list-style-type: none"> • Instructional Day • After school program – awareness programs on teen issues

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.

- Our school will continue its commitment to teacher development by implementing weekly common planning in our school programming, by providing our staff with needs-based professional development, by building staff capacity through peer coaching model, lab sites, intra-visitations, before school, during school, and after school professional developments.
- Our school will continue to use our highly qualified allocation to support staff in meeting their certification requirements – professional development hours, coursework, and/or external professional development to enhance their instructional strategies.
- Partnership with Pace University ~ Internship/Residency program: where undergraduate and master level students work with experienced teachers in our school for two academic years and one academic year respectively. Schools will interview prospective candidates from the program.
- School administration attends citywide job fairs to interview certified teachers
- Open market/excess systems as well as teacher referral

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND 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.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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
2011-12**

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

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

C. Teacher Qualifications

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

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

D. School Demographics

Total number of students in school	1244	Total Number of ELLs	246	ELLs as share of total student population (%)	19.77%
------------------------------------	-------------	----------------------	------------	-----------------------------------------------	---------------

Part II: ELL Identification Process

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

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

Part II. ELL Identification Process

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <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 checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

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

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	22	24	23	26	19									114
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0

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

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

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

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

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Chinese														0
Russian														0
Bengali	3	0	1	1	0	0	1	0						6
Urdu	1	2	1	0	0	0	0	0						4
Arabic	1	0	0	0	0	1	0	0	1					3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian									1					1
Other	1	1	0	1	1	4	0	0						8
TOTAL	39	25	30	21	22	25	10	13	14	0	0	0	0	199

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

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

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

A. Programming and Scheduling Information

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

7. Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWD's within the least restrictive environment by mainstreaming students, utilizing paraprofessional and providing mandated and at risk services in counseling, speech and language and SETTTS when appropriate.

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	Spanish			
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			
Foreign Language	Spanish			

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

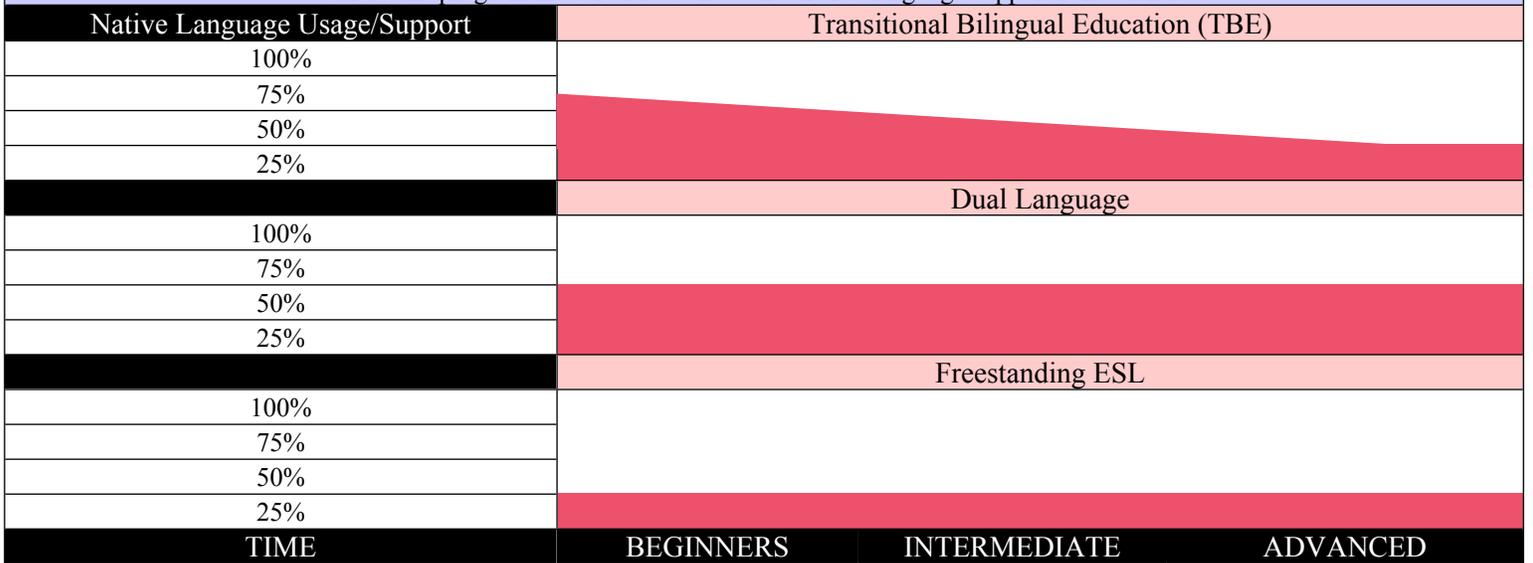
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

B. Programming and Scheduling Information –Continued

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

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

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

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

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

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

14. Native language is supported in TBE through the content areas, through Native Language Arts, classroom libraries, glossaries, translated materials and buddy system. In our ESL classes it is supported through the use of classroom libraries, glossaries, translated

materials, buddy system and in some cases with teacher who speaks student's native language.

15. The required services and materials provided for our ELL students are age appropriate. We utilize high interest low-level texts when needed. The Story Town component for ELL's is age appropriate as well as the Rigby material we use. Our classroom libraries are leveled so that students are able to have easy access to their independent level reading books. The after school programs are also geared towards differentiating and utilizing materials that are age appropriate.

16. The activities that are done at our school include the orientation process that takes place after school is in session. The other activities have been workshops provided for parents and their child informing parents of the state Exams their child will be taking and how they can assist as well. For example, the New York State ELA exam and the NYSESLAT.

17. The language elective offered at our school is Spanish as a foreign language once student is in middle school.

C. Schools with Dual Language Programs

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

No Dual Language Program

D. Professional Development and Support for School Staff

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

D. Professional Development and Support for School Staff

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

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

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

E. Parental Involvement

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

E. Parental Involvement

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	53	14	0	0	1	4	0	5	6					83
Intermediate(I)	11	9	15	10	6	6	3	6	14					80
Advanced (A)	3	12	15	10	13	13	7	2	8					83
Total	67	35	30	20	20	23	10	13	28	0	0	0	0	246

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING	B	5	0	0	0	0	2	0	0	0				

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	6	0	15	0	0	0	22
8	7	0	3	0	1	0	0	0	11
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

New York State Regents Exam

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

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	2	10	15	9				
Chinese Reading Test								

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

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

6. Describe how you evaluate the success of your programs for ELLs.

B. Review of Assessment Data

1. In the early grades, we assess students by using various methods of formal and informal assessments for example: Baselines, Midlines and Endlines in Reading and Mathematics, Dibels- which addresses initial sound fluency, letter naming fluency, decoding, comprehension and reading fluency, El Sol is another comprehensive assessment utilized for TBE students which addresses reading comprehension, beginning sounds and letter recognition in grades K-2. Fountas and Pinnell BAS reveals a wealth of data about our students, including the reader's accuracy and self-corrections, comprehension, and fluency. Conferencing notes which allow us to give students another opportunity to teach them a skill or strategy that may need to be reinforced and provide them with next steps. These tools allow us to monitor student's growth as learners throughout the year. The data gathered from utilizing these tools is used to plan our units of study, daily lessons, guided reading groups and our differentiated instruction.

2. The following data patterns were noted in a review of the results from the LAB-R and NYSESLAT:

- On the NYSESLAT and LAB-R tests, we have noticed that the majority of our beginning students are in Kindergarten. We are also able to see that the majority of our students are either intermediate or advanced.

3. The patterns across the NYSESLAT modalities inform our instructional decisions by allowing the ESL/Bilingual Teachers and administrators see how students can be grouped according to their levels of proficiency. In grades K-8 the highest scores obtained by the students were in the Listening and Speaking components of the NYSESLAT. This is an area students develop faster than the reading and writing. The patterns found will assist ESL/Bilingual Teachers and administrators in grouping students and providing differentiated instruction for them.

4. Many of our ELL's eligible to take the ELA standardized test in grades 3-5 scored better than the ELL's in grades 6-8. Students who are in the higher grades are older and makes it more difficult to acquire the language. They tend to be shy, not want to speak and take fewer risks in the learning environment. The bulk of our ELL's are a level 2 on the ELA. When analyzing the ELE compared to the ELA, the students are doing better on the ELE since we only have 2 students reading on the Q1 and the bulk are in Q2 and Q3. We have 9 students who are on Q4 which we had none on the ELA. In order to provide students with the accommodations allowed, we know by testing time if students will feel more comfortable with using the English version of a content area state test along with the Spanish version or just use either language on its own. The ELL periodic assessments inform us of what skills and strategies are to be taught and used in order to help our ELL population. For example: Unit Assessments, Dibels, El Sol, and Fountas and Pinnell serve as progress monitors. We have learned that language objectives are important and that social language is different from academic language. Teachers on grades K-4 infuse students native language during Native Language Arts and content areas.

5. No Dual Language Programs

6. We evaluate the success of our ELL programs by analyzing the data. Teachers receive the NYSESLAT and LAB-R data for the students they teach. They use this information to inform their instruction and use other assessments such as the NYS ELA, NYS Math, Interim Assessments, Fountas & Pinnell Running Records, Baselines, Midlines, Endlines and other teacher assessments as well. They then form

groups accordingly. As we plan utilizing our curriculum units, our emphasis is to provide the four modalities, listening, speaking, reading, and writing instruction to enable our students to make marked achievements on the NYSESLAT and ELA state exam.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: PS/MS 95

School DBN: 10X095

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 1 **Network:** 104

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

Part A: Needs Assessment Findings

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

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

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

English - 55%

Spanish - 37%

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS/MS 95	DBN: 10X095
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 type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 80
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input 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: 5
of certified ESL/Bilingual teachers: 5
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The school Title III program will focus on addressing ELL students' needs in reading, writing, listening and speaking. Last school year's NYSESLAT data showed that our ELL students are struggling with the listening and speaking components of the exam. We will have an after school program that will address the needs mentioned above. The program will be two days a week for 90 minutes each day. Grades 3 through 8 ESL/Bilingual students will be targeted to attend the program. Teachers with ESL/Bilingual will be hired for this program. Instruction will be delivered in English using ELL strategies and methodologies, with Native Language support. The program will run from December through May every Mondays and Wednesdays: 12/10 -5/9/13. Students will be assessed in accordance with ESL standards in order to measure students' progress and refine instruction to use various modalities of teaching. We will use the i-Ready Reading Program (i.e., focuses on five domains: phonemic awareness, phonics, vocabulary, and reading comprehension) and Empire State NYSESLAT for ESL/ELL by Continental Press, which addresses the four modalities: Reading, Writing, Listening and Speaking to support our instructional program. In addition, we will use trade books accompanied with CD's and web-based programs to reinforce/enhance student's listening and speaking skills.

Part C: Professional Development

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

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

Begin description here: Through a "Pedagogical Needs Assessment" form, which teachers are asked to fill out by administration; as a result, an annual professional development plan is devised for all teachers to meet their specific pedagogical needs. Additionally, on-going internal/external professional development to enhance teacher practices will be provided. The internal professional development series will be every Tuesday from 3:30PM - 5:00PM beginning in January 8th and ending on May 7, 2013. The external professional development will be on-going based on needs through the following vendors/organizations: ASCD, Solution Tree, Ventures Education, etc... Weekly common planning meetings as well as monthly faculty and grade meetings are platform utilized to build teacher capacity on research-based practices. The following topics will be addressed: Curriculum Planning, Content Vocabulary, Reading Strategies for ELL students, Data Analysis, Conferencing with students, Common Core State Standards, Differentiated Instruction, Strategies for ELL students to develop language skills.

Part C: Professional Development

Part D: Parental Engagement Activities

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

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

Begin description here: The school will provide on-going parent workshops to inform and educate parents on curriculum and assessments: NYSESLAT, NYS ELA and Math exams. Also, provide parents with cutting edge education information dealing the social and academic development of ESL/Bilingual students. The school will schedule a minimum of 5 workshops to address the aforementioned. The topics to be discussed: ELL Compliance - November 1,2012, Demystification of the NYSESLAT Exam - January 31, 2013. How to Help your Child with Homework, Child Self-Esteem, How to Help your Child Cope with Stress: March through May 2013 specific dates will be determined. Parents will be informed of these workshops through our school's monthly calendar, our school automated voice messaging system - Global Connect, and flyers, and our school's newsletter. The school will apply all appropriate translation and interpretation services to ensure that high percentage of our parents will participate in these workshops

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional 		

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		