



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE RICHARD RODGERS SCHOOL, PUBLIC SCHOOL 96X

DBN: 11X096

PRINCIPAL: MARTA GARCIA

EMAIL: MGARCIA4@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. ELIZABETH WHITE

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Marta Garcia	*Principal or Designee	
Amy Gardner	*UFT Chapter Leader or Designee	
Jacqueline Peterson	*PA/PTA President or Designated Co-President	
Laura DiMuro	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Audrey Marutollo	Member/Teacher	
Carol DiPrima	Member/Teacher	
Tania Quiroz	Member/Parent	
Rachel Lorenzi	Member/Parent	
Meriam Morales	Member/Parent	
Carmen Romero	Member/Parent	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- By June 2012 attendance records will indicate that a minimum of 38 parents will participate in parent workshops sponsored by the school.

Comprehensive needs assessment

- The goal was chosen based on a collaborate decision by the School Leadership Team. Staff members have also shared their concern that it is important for parents to attend workshops so they can be informed and have an opportunity to be exposed to what their child is learning in school in order to better help them at home.
- The Title I Advisory Council was created and gave feedback on what types of workshops they would like to see in the school.
- The Parent Coordinator also has given input on what she feels are the needs of parents.

Instructional strategies/activities

- Teacher specialist will conduct a morning and evening parent workshop to familiarize and educate parents of the NYS ELA and Math tests
- A series of 6-8 parent Computer evening workshops will be held to educate parents on the computer and assist them with finding websites which will help themselves as well as their child.
- Partner in Print parent workshops (about 4) will be held throughout the school year which will focus on helping Ell's parents and their child. The workshop will focus on teaching parents skills that they can teach their own child.
- A minimum of one parent workshop per month will address the interest of parents-stress management, CPR, nutrition, parenting skills, etc

Strategies to increase parental involvement

- All parent notices and flyers are distributed via back pack for parents in English and Spanish
- Events are posted on the school Parent Workshop bulletin boards
- Parent Coordinator reaches out to parents and informs them of workshops that are available
- PTA/ SLT are informed of scheduled workshops

Budget and resources alignment

- Indicate your school's Title I status: X 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.

_____ XTax Levy _____ XTitle I _____ Title IIA _____ XTitle III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- An annual Title I parent informational meeting is held in September
- Title III LEP Parent Involvement planned is created and followed after approval
- 1% of Title I SWP has been designated for Parent involvement

- Small amount of tax levy money is set aside for parent supplies, dictionaries, books, etc for parents to receive

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- By June 2013 student progress in testing grades 3-5 will improve from 29.2 to 32/out of 60 as noted on the NYC Progress Report

Comprehensive needs assessment

- The goal was chosen based on the low score/grade of Student Progress section of the Progress Report 2011-2012. For the past two years, very little growth has been apparent even though Student Performance has been good (score of A). The school has chosen to focus on this goal because it has affected English Language Learners, self contained SWD, as well as, at risk students in grades 3-5.

Instructional strategies/activities

- Students who scored a level 1 or 2 on either NYS ELA/ Math tests were invited to participate in an after school program, 3 times per week, beginning in October until April. Those students who did not have a score (grade 3) were chosen based on teacher's observation. Materials that were chosen were created by Math Coach (multistep word problems for math and reading/ writing activities for ELA (Option and Curriculum Associates) test preparation materials. Teachers who were hired for the program are experienced testing grade teachers. Students will also be given an opportunity once a month to pick a book to add to their home library in hopes that students will spend more time reading at home.
- English Language Learners After School program will begin in November for all students who are preparing for the NYSESLAT. The after school program will meet 3 times per week until April. Those 6 classes will focus on grades 1-5. Teachers will be licensed ESL teachers and will be using materials which mimic the NYSESLAT test in reading and extended writing responses.
- Students who are level 2 (pushables) will be pulled out from Grades 3-5 a minimum of 3-4 times per week for remediation. They will be serviced by the ELA AIS teachers. Groups will be small in size, nor more than 6 students. The Fountas and Pinnell Intervention kit will be used for those students.
- All students in Grades 3-5 will be given ITA in ELA/ Math and teachers will then analyze results in order to prepare additional lessons based on their needs.
- All students in Grades 3-5 will be given an in house assessment in ELA/Math and teachers will analyze the results for re-teach.
- Test simulation home work packets will go home in grades 2-5 at Thanksgiving, Christmas, February break and every week-end beginning in March.

Strategies to increase parental involvement

- All parents are invited to workshops on the NYS ELA/ Math tests. This year workshops were offered during the school day and at evening to accommodate more parents. Translations were made available to attending parents as well. Parents received materials to help their child at home and were given things they could do at home to support their child.
- The Parent Coordinator reaches out to parents of at risk students and sets up meeting with teacher, if parents do not show up for previous scheduled meetings.
- Guidance Counselor, Assistant Principal Gelpi and Secretary Troup meet on a regular basis to track attendance of at risk students and contact parents if child is often out of school.

Budget and resources alignment

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

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

Tax Levy _____ Title I _____ Title IIA _____ X Title III _____ Grants _____ X Other

If other is selected describe here: 21st Century Grant

Service and program coordination

- Several of the after school program (ELA/Math) teachers are being paid by the monies from the 21st Century grant. Attendance from the program is carefully tracked and entered into a special attendance system mandated by the 21st Century. Assistant principal Gelpi supervises the program. Periodically personnel from the grant meet with school team to get feedback on program and come to observe teachers and students.
- The ELLs after school program is operated under the approved Title III plan which is submitted by the ESL coordinator, Rosanna Palumbo. Once the plan is approved the school makes sure that the budget for the plan is carried out and followed.
- Grade meetings are held to discuss progress of at risk students with the principal, AIS teachers and math team.
- Materials are purchased based on needs of students.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- By June 2013, 95% of all students in Grades Kgn.-5 will complete four Common Core aligned units of study having standards in ELA, math, Social Studies or Science.

Comprehensive needs assessment

- This goal was chosen because it was apparent to the staff last year when they initially introduced students to common core units of study how more rigorous the work needed to be in order for students to master skills.

Instructional strategies/activities

- Literacy and Math Coaches will hold grade meeting where the grade will agree upon the time when units of study will be introduced to students (January for Grades 3-5 and April for Grades Kgn-2)
- Teacher teams began to write detailed developmental lessons for each bundle beginning in November during inquiry time, Thursday from 2:35-3:12 p.m.) Scaffolding and critical questions will be embedded into the lessons in order to meet the needs of all learners. Lessons will be collected by the principal, reviewed by Literacy and Math Coaches and then distributed to teachers for use. Each lesson is detailed with materials to be used, procedures, essential questions, assessments and rubric.
- Administrative team will collect the performance task for each unit of study, along with rubric and score for each child.
- In June 2013, grade meetings will be held to analyze findings and concerns from teachers in preparation for next year.

Strategies to increase parental involvement

- Parents have been informed through monthly parent letters and at workshop about the Common Core Learning Standards how more rigorous work will need to become in order for students to achieve success in math and reading.
- Parents have been shown samples of test and units which reflect the rigor of work.

Budget and resources alignment

- Indicate your school's Title I status: X 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.

_____ X Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Principal has devised a calendar and distributed to teacher teams indicating due dates of units of study framework and developmental lessons.
- Literacy and Math Coach will provide feedback to teacher teams
- Lessons will be embedded into the school's existing core curriculum.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	At risk students, Kgn.-Gr. 5 receives additional support reinforcing reading strategies, both decoding and comprehension Depending on the needs of the child, a phonetic approach is also used to help students obtain vowel sounds, blends, digraphs, etc. The support teachers use Fountas and Pinnell Intervention kit, Options-Comprehension Strategies kit or Wilson.	The students are taken in small group, usually no more than 6 students, every day for 30-35 minutes. Kgn.- Gr. 5 Small group intervention services are also provided during extended day time (Mon-Weds) for 37 minutes, group of ten students. Gr. 3-5 After school program, Mon-Weds. from 3:15-4:15 pm is provided for Gr. 3-5 students. Small group of 12-15 per class	During the school day During extended day-Mon. – Weds. After school Mon. –Weds.
Mathematics	Grades 3-5 students received multiple step problem strategies Grades 1-2 students receive basic number fact support through games and drill.	Push in model and/or small groups Push in model and/or small groups	During the school day During extended day-Mon. – Weds. After school Mon-Weds. During the school day

Science	Comprehensive Science Assessment-Options, Inc. Materials to reinforce science skills and content area	Small group 10-18 students	Extended day –Mon-Weds *If monies available, extended into after school 2 days per week
Social Studies	N/A		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling provided for students who exhibit social and emotional difficulties. The goal is to prevent difficulties impeding on students academic progress	Small groups and/or 1:1	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

A Hiring Committee comprised of Principal, Assistant Principals, UFT Chapter Leader, Literacy and Math Coaches and ESL Coordinator has been established at P.S. 96X. The team meets to discuss recruitment needs based on retirement/leaves and projected registers for the school year. The principal collects resumes and with the help of the Assistant Principals screens the resumes and selects those candidates that may become part of the P.S. 96 staff. An interview is set up between the candidate and selected members of the committee. The committee members then discuss the interview and make a decision whether to ask the teacher to return for a demonstration lesson or not continue with the process. During the demonstration lesson, not all the committee members are present. The principal and two other members usually observe the teacher. While the principal makes all final decisions, feedback is obtained from the committee members. If recruiting goes into the summer months, then the principal and one administrator is involved with the recruitment and interviewing process. The school has also recruited from the Open Market system, student teachers and job fairs offered by the support organization.

Newly hires all meet with the principal early in the year where the tenure process is explained to the new teachers. Principal shows teachers the Teacher Tenure webpage for them to obtain more information regarding teaching competencies, etc. The new hires are informed of their responsibilities in acquiring tenure. They are advised to create a portfolio. A sample portfolio is shown to them.

New teachers to the school are assigned based on their license areas and interview. For most part, the candidates are told when they are interviewing the possibility of the assignment- grade, subject area or classification (Special education: ICT, self-contained, etc).

A new teacher summer workshop is designed to have new teachers come together and become familiar with school policies, building and initial support staff. New teachers are assigned to a buddy along with their mentor. The mentor will support the teacher and enter hours and support given into the Mentoring system. The teacher works with the mentor year long. The mentor provides support by planning with the teacher, observing the teacher in the class, doing demonstration lessons, etc. New teachers are part of the school's professional development workshops along with grade meetings and inquiry teams. Workshops can be school based or professional development provided by support organization (Fordham University, BSO). During observations, both formal and/or informal, administrators decide if the

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

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PUBLIC SCHOOL 96X THE RICHARD RODGERS SCHOOL PARENT INVOLVEMENT POLICY (PIP)

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;

**PUBLIC SCHOOL 96, BRONX- THE RICHARD RODGERS SCHOOL
SCHOOL-PARENT COMPACT**

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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
2012–13

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

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Debra Maldonado, Marge Struk	District 11	Borough Bronx	School Number 096
School Name Richard Rodgers			

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

Principal Marta Garcia	Assistant Principal Patricia Gelpi, Ronald Melter
Coach (Literacy) Rosanna Rubino	Coach (Early Literacy) Marlo Oquendo
ESL Teacher Rosanna Palumbo	Guidance Counselor Koren Deguire
Teacher/Subject Area Christine Torres/K ESL	Parent Sonia Guaraca
Teacher/Subject Area Vesna Pergjini/Gr.1 ESL	Parent Coordinator Maria Rodriguez
Related Service Provider Eddie Muniz/SETTS	Other Patricia Caetano
Network Leader type here	Other Carol Diprima/Library Media

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	4	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	0
Number of content area	0	Number of special	1	Number of teachers of ELLs	0

teachers with bilingual extensions		education teachers with bilingual extensions		without ESL/bilingual certification	
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	1015	Total Number of ELLs	99	ELLs as share of total student population (%)	9.75%
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Part II: ELL Identification Process

- Describe how you identify English Language Learners (ELLs) in your school. Answer the following:
- 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).
 - 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.
 - 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 [\[see tool kit\]](#).)
 - 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.
 - 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.)
 - 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. [?](#)

II: ELL Identification Process

1. When a new student arrives at P.S.96, Ms. Garcia, the Principal, Ms Gelpi, Assistant Principal or Ms. Palumbo, the ESL teacher meet with the student and parent to conduct an informal interview (in Spanish, if necessary and interpreters provided in lower incidence languages, ie., Albanian, Arabic, French, Urdu). The parent is provided with a Home Language Identification Survey (HLIS) in their native language. When a language other than English is specified, Ms. Palumbo tests the student (R-LAB and Spanish LAB, if necessary) within ten days. Ms. Palumbo explains to the student and parent that if the student is identified as requiring ESL services, he/she will receive

the mandated units of ESL instruction per proficiency level. Additionally, it is explained that English Language Learners will continue to receive ESL services until they reach proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT), which is administered each spring. Parents are notified of the NYSESLAT test administration dates prior to the NYSESLAT. Subsequently, in the fall parents are informed of their child's proficiency level results. On October 10, 2012 parents received their child's Spring 2012 NYSESLAT results/report along with the Guide to the Spring 2012 Parent Report. This report informs parents of their child's score, performance on each modality and overall proficiency levels. If the child has not reached proficiency, he or she will continue to receive ESL services and a Continued Entitlement letter is also sent home (October 10, 2012).

2. Parents/guardians are invited to attend an orientation for Parents of English Language Learners if the student scores below the level of proficiency per R-LAB. Ms. Garcia, the Principal, Ms. Rodriguez the Bilingual Parent Coordinator, and Ms. Palumbo, the ELL teacher conducts these meetings. Two meetings took place on September 24, 2012, one in Spanish and the other in English. Another orientation meeting occurred on November 13, 2012 during Parent-Teacher conferences. Subsequent orientations will occur throughout the school year as new ELL entrants are admitted. If a parent is unable to attend a scheduled orientation, an individual meeting is scheduled and/or a telephone conversation occurs within a week of student's admit date in order that proper and accurate class placement occurs. The following information is entered on the ELPC screen of ATS: the parent orientation occurred explaining the three ESL program choices in New York City, the program the parent selected and the program in which the student was placed.

During the orientations, the parent/guardian is given a synopsis of the three ESL programs. Parents are informed that in the Transitional Bilingual Program students transfer native skills to English by spending instructional time in the Native Language before steadily transitioning to English. The Dual Language program is designed to continue developing students' native language, as well as English language skills throughout schooling. In the ESL program students are taught in English using ESL methodology with native language support. Throughout the three programs the use of ESL methodology and instructional strategies make content comprehensible. During the orientation, parents view the DVD, The Parent Connection—an Orientation for Parents of Newly Enrolled English Language Learners. Parents/Guardians are also provided with the Guide for Parents of English Language Learners, an informative packet, which details pertinent information regarding the three programs for ELLs. Parents and guardians are provided an opportunity to ask questions regarding the three ELL programs, and during this time complete the Parent Survey Program Selection form, stating the preference of program for their child. If parent requests the Transitional Bilingual Education Program (one parent of a grade five student requested this school year) the Regional Office places the child in a Transitional Bilingual Spanish class at a local school.

Additional topics discussed during the September 23rd orientation included CR Part 154 and Title III guidelines as they relate to ELL students. Also discussed is the NYSESLAT exam (New York State English as a Second Language Achievement Test), the annual New York State exam that is designed to measure English language

growth from year to year, that their child will receive ESL services until they reach proficiency on this exam, and that their child will no longer require ESL services once they have achieved Proficiency level of English on this exam, although their child will continue to receive testing modifications two years after reaching proficiency on the NYSESLAT.

3. During the initial interview process parents/guardians are informed how students are identified and what are the required ESL services. This includes the completion of the HLIS, which identifies a student speaking a language other than English. If it is determined there is another language after the informal interview, the R-LAB which assesses the child's English proficiency as a first time admit into the New York City school system is administered. If a child is identified as an ELL based on R-LAB results, the parent/guardian is informed and invited to a Parent Orientation. During this time the Parent Survey and Selection form is completed stating selection of program for the child. If a parent cannot attend the orientation, an individual meeting is arranged with Ms. Palumbo at which time the selection form is completed. On occasion a telephone conference occurs between the parent and Ms. Palumbo, and the form is subsequently completed. This process ensures all Parent Survey and Program Selections forms are returned, filed and stored in a secure location in the ESL Coordinator's office (all Parent Survey Selection Forms completed and returned as of January 3, 2013). A copy of the form has been placed in each student's cumulative folder.

4. The criteria used for placing students in one of the three programs offered to ELL students is based on parent choice. After parents have attended the Parent Orientation, viewed the DVD, the Parent Connection--an Orientation for Parents of newly enrolled English Language Learners receive an information packet discussing the three program choices, read over the Guide for Parents of English Language Learners, and have had the opportunity to ask questions about the programs, the selection is made. This selection may be discussed during the initial interview process during registration, or during the parent orientation. For ELL special education students, the Individual Education Plan (IEP) is the document referred to in order to properly place students.

5. During the past several years the trend in program choices selected by parents is the Freestanding ESL Program. This program model is aligned and reflects parent requests. After parents have attended the Parent Orientation meeting and have had the opportunity to assess the three programs, they select the specific program which they believe would best meet their child's language and academic success. Through the Parent Orientation meetings, individual meetings and phone conferences, all parent survey forms have been completed and returned (as of January 3, 2013).

Parent Survey choices for the 2012-13 school year indicate the following:

- One parent selected the Transitional Bilingual Program (parent rejected a bilingual transfer).
 - Sixteen parents selected the Freestanding ESL Program.
 - Four parents selected the Dual Language Program.
- (one student was placed in ESL per Individual Education Plan (IEP)).

Parent Survey choices for the 2011–2012 school year indicate the following:

- One parent selected the Transitional Bilingual Program.
- Eighteen parents selected the Freestanding ESL Program.
- (two students placed in ESL per Individual Education Plan (IEP)).

6. The program models at PS 96 are aligned with parent requests. We continue to monitor these requests on an on-going, yearly basis in order to provide parents and their children ESL programs that best meet parent requests for their childrens language and academic needs. Parents at PS 96 have voiced their selection of the Freestanding ESL program. There are ESL self-contained classes in grades, K, 1 and 5. In grade 2, 3 and grade 4 ESL instruction occurs through a push-in/pull-out model. Through the means mentioned above, we continue to build alignment between parent choice and programs offered at PS 96.

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 type="checkbox"/>	7	<input type="checkbox"/>	8	<input 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Freestanding ESL														
Self-Contained	15	14				13								42
Push-In	2	2	28	11	14									57
Total	17	16	28	11	14	13	0	99						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	99	Newcomers (ELLs receiving service 0-3 years)	84	Special Education	24
SIFE	2	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	84	2	19	15		5				99
Total	84	2	19	15	0	5	0	0	0	99

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	15	16	27	7	14	11								90
Chinese														0
Russian														0
Bengali														0
Urdu	2													2
Arabic			1	1										2
Haitian														0
French					1									1
Korean														0
Punjabi														0
Polish														0
Albanian				1	1									2
Other	1			1										2
TOTAL	18	16	28	10	16	11	0	99						

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1. a. Our goal at P.S. 96 is to continue to provide quality instruction to ELL students in order for them to reach English proficiency and achieve the same academic success as their peers. To accomplish this goal ELLs will be provided language support in the four modalities as well as strategies that teach and reinforce skills through the content areas. Through Academic Intervention Services and small group instruction (during "0" period and extended day 37 1/2 minute tutorial push-in/pull-out) support in content area instruction, individualized language instruction is provided to ELL students. This is in addition to the self-contained, push-in and/or pull-out ESL mandated services provided ELLs. Other means which will continue to be implemented in order to support content area instruction are the after-school programs in reading, math and science, funded and supported through Title III and 21st Century funds.

b. There are three self-contained ESL classes (Kindergarten, Grade 1, Grade 5). Grade 2, Grade 3 and grade 4 ELLs and special education students in Grades 2-5 receive ESL instruction by a certified ESL teacher, Ms. Palumbo through a push-in/pull-out model. The groups are comprised as follows: two pull out grade 2 beginners-advanced (additionally, one group beginners/intermediate students pulled separately for an additional unit of ESL instruction, one group of grade 3/4 students (receive two units of instruction), and one ungraded group of newcomer beginners (two units). All students receive instruction through the four modalities through ESL methodology using a variety of materials, including Getting Ready for the NYSESLAT and Beyond. ELLs in these classes also receive additional push-in and pull-out support in ELA and the writing process from AIS reading teachers: Ms. Porpora (grade 3, 4), Ms. Piccolo (grade 4, 5), and reading teacher Ms. Tropeano (grade 2). Ms. Oquendo, AIS Early Childhood Literacy Coach pulls four ELLs in grades 1-2 to support students in letter sounds and emergent reading skills. Ms. Carroll, reading teacher pulls four ELLs in kindergarten and grade 2 for

A. Programming and Scheduling Information

additional support in letter sounds. Math coach, Mr. Cecil and math teachers, Ms. Caetano and Ms. Nwankwo provide classes with push-in support, small group AIS and small group enrichment. Ms. Palumbo, ESL teacher provides one group with ELA and math instruction during the 37 1/2 minute extended day tutorial (three days per week) as well as pull-out support in ELA and the Writing Process through a pull-out program (four 45-minute periods per week). Special education/English Language Learners are grouped by grade and proficiency levels as assessed through LAB-R and/or NYSESLAT. Beginners and intermediate students receive two units (360 minutes) of ESL instruction. Students who score at the proficiency level (transitional ELLs per NYSESLAT) receive up to two years of support services. The instructional components of the ESL program include English language arts and content area instruction in English through ESL methodology. The students in these classes also receive additional small group push in support (6:1 student to teacher ratio) five days per week during "0" period and during the 37 ½ minutes extended day four days per week. (question #3 below lists instructional materials used).

2. The staff at PS 96 ensures mandated number of instructional units are provided according to proficiency levels in each program model. ELL students receive ESL instruction per CR Part 154. Beginning/Intermediate ELLs receive 360 minutes of ESL. Advanced leveled ELLs receive 180 minutes of ESL instruction and 180 minutes of ELA instruction. Additionally, ELL students are provided with content-area differentiated instruction at their level of proficiency. This occurs during the literacy block (through leveled groups), math block and other content areas throughout the school day.

3. Students in self-contained, push-in, pull-out ESL programs in grades K – 5 have access to the same instructional materials as their peers. English Language Learners in grades K – 5 have access to technology programs. In kindergarten through grade two students use Uptown Education and Sight Words with Samson. In grades 3–5 ELL students use Achieve 3000/Kids Biz. These technology programs support literacy by scaffolding and differentiating reading material to meet each student's appropriate reading level. Additionally, literacy is supported through the use of On Our Way to English leveled readers, STARS, Making Meaning, Harcourt Language Practice, and Getting Ready for the NYSESLAT. These programs and instructional materials support language through the four modalities of Speaking, Listening, Reading and Writing. They also boost and enhance vocabulary and build literacy skills.

In math grades k–2 lessons and activities are planned and developed through various math sources using grade-level Common Core Learning Standards in preparing lessons, grade 3–5 students use Math in My World and Math Connects, also utilizing the Common Core Standards in order to plan and prepare lessons and activities. In the subject area of science grades K, 1, 2, 3, and 5 utilize Scott Foresman and/or Harcourt Science texts and materials, while grade 4 students use Measuring Up. Social Studies instruction in grades K–5 use Scott Foresman texts and materials for different topics and themes in each grade. At PS 96 all staff members receive ESL Professional Development in the areas of English language learning. Classroom teachers, content area teachers and ESL teachers use differentiation and scaffolding instructional techniques such as visual support, modeling, vocabulary support and graphic organizers in order to make learning comprehensible for English Language Learners.

A. Programming and Scheduling Information

Additionally, ELLs continue to receive native language support through the use of bilingual texts, dictionaries, glossaries and other instructional materials as well as alternative language assessments and oral translations for lower incidence languages. Most teachers of ELLs speak Spanish, the dominant language spoken by our ELL students, therefore, able to translate and support them. Language and content area support is provided through ESL methodology, scaffolding and differentiating instruction in order to make content comprehensible and to enrich the language development of ELL students.

4. English Language Learners/Transitional ELLs (two years) in grades 3–5 are permitted to utilize translated editions of content area exams. For low incidence languages, oral translators are provided to support students. PS 96s' library contains a vast amount of books, reference materials and magazines in students' native language.

5. Instruction is differentiated for ELL subgroups;

a. Students with Interrupted Formal Education (SIFE) (currently two students in ESL self-contained grade 5) receive additional support in content area instruction (through native language materials, translated editions of content area exams, glossaries and dictionaries). Additionally, the students' teacher provides oral translations for support. These students are also pulled out in a small group (8:1) eight periods per week in basic communication skills. Small group (6:1 ratio) support is provided through a push-in "0" period teacher, small group (6:1 ratio) support during extended day 37 1/2 minute tutorial. A meeting with the students' parents and key staff members was held in order to support the home-school connection, and for providing suggestions for additional strategies and activities.

b. Newcomers (less than 3 years) at P.S. 96 receive instruction through ESL methodology and strategies. In kindergarten, grade 1 and grade 5, ELL students are placed in self-contained ESL classes. These students receive ESL mandated services based on English proficiency per NYSESLAT. Newcomers in grades 2, 3 and 4 receive additional support (6:1 student to teacher ratio) in ELA through the "0" period and 37 1/2 minute extended day tutorial. These students' academic needs are also addressed through Academic Intervention Services small group instruction in ELA and content areas. Grade 3 through grade 5 ELLs are invited to Title I and Title III after-school programs. English Language Learners in grade 4 also attend an after school program, two times per week for approximately six weeks, reinforcing science vocabulary, knowledge and skills needed for the New York State ESPET test.

c. During the 2012–13 school year, grade 3 to grade 5 ELL students will participate in the Achieve 3000/Kid Biz Program three times per week in their classroom/and or technology lab. Achieve 3000 is a web-based differentiated literacy approach, integrating the four modalities, with an emphasis on vocabulary development. Non-fiction text and activities are matched to students' reading and learning levels. A writing component to the reading activities is provided within the Achieve 3000 Program.

A. Programming and Scheduling Information

- d. Long-term ELLs are provided Academic Intervention Services in small groups, both in ELA and content area instruction. These students are also provided small group instruction during the "0" period ELA literacy block and extended day ELA and math tutorial. They will participate in the Achieve 3000 Program in order to support ELA strategies at their individual reading level. Long term ELLs are invited to the Century 21 and/or Title III after-school programs.
- e. English Language Learners in special education programs receive mandated units of ESL based on their level of proficiency. In kindergarten, grade 1 and grade 5 ELL students are placed in self-contained ESL classes. English as a Second Language instruction is provided (grade 2, 3 and 4) through the ESL push-in and pull-out model with students receiving one or two units of instruction based on proficiency levels. One ungraded homogeneous (all newcomers/beginners receive 2 units of ESL) group, and one ungraded homogeneous group. Students with Interrupted (or limited) Formal Education (SIFE) and long term ELLs, receive one or two units of ESL (depending on R-LAB/NYSESLAT proficiency levels instruction in small group push-in or pull-out ESL programs). They are also provided with remedial small group push in/pull out support from AIS literacy and math teachers, supplemental after school math and literacy instruction through Title I funds and an after school program through Title III funds.
6. English Language Learners at PS 96 have access to instructional materials in their native language. Content area materials in math and science are provided. In addition to content area materials in their native language, grade 3-5 ELL students are provided translated edition of exams (including transitional ELLs for two years). This includes New York State exams, predictive and interim exams. Students are also provided with glossaries and bilingual translation dictionaries. Students have access to native language materials in the school library as well as in their classrooms. Students are instructed in the use of cognates to support them in literacy as well as in content area learning. Students are provided with glossary translations in math and science as well as bilingual dictionaries. Most teachers who work with ELLs at PS 96 are bilingual Spanish-speakers, the dominant native language spoken at PS 96. The grade one ESL teacher speaks Albanian and provides Albanian translations to students and parents as needed.
7. At PS 96 every effort is made to ensure equity to English Language Learners/Students with Disabilities (SWDs). Teachers of these students follow the same curriculum maps and scope and sequence in reading, math and content areas, as well as providing students with the same instructional materials. Leveled materials and manipulatives are utilized to promote opportunities for hands-on learning. This is achieved through differentiation strategies and support as needed. Every effort is made to place ELLs/SWDs in a least restrictive environment, thereby ensuring our ELLs/SWDs maximum time with non-disabled peers. There are Integrated Co-Teaching (ICT) classes in kindergarten through grade five. English Language Learners/SWDs receive additional instruction (6:1 student to teacher ratio) during the reading block and 37 1/2 minute extended day tutorial, which support reading and math instruction. The students have access to technology. During the 2012-2013 school year grade 3-5 students will participate in Achieve 3000/Kid Biz Program approximately three times per week in their classrooms and/or in the technology lab. This program is a web-based literacy approach in reading and

A. Programming and Scheduling Information

writing, which is differentiated to meet each students' reading level. Kindergarten through grade two ELLs/SWDs access the Sight Words with Samson program as well as other reading/vocabulary building technology.

Additionally, teachers are provided common grade planning time in order to meet and discuss all areas of student academic needs, including planning instruction, assessing test scores, Inquiry (with a focus on student writing) etc. Special Education Supervisor, Mr. Melter and service providers of students with IEPs meet for professional development throughout the school year. Service providers also meet prior to scheduling individual services in order to discuss students' needs/IEPs.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

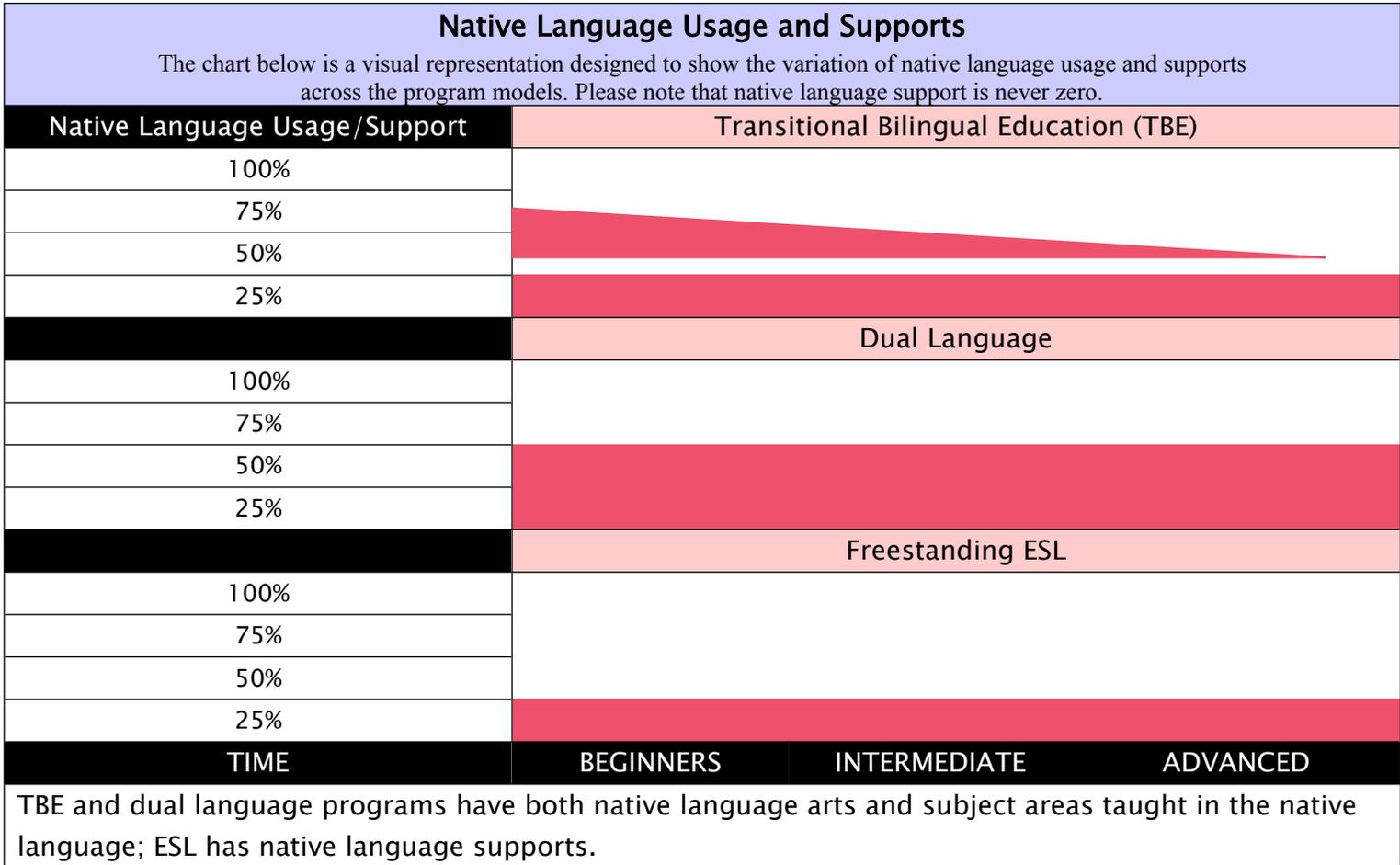
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
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



B. Programming and Scheduling Information--Continued

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

8. There are a variety of targeted intervention programs for ELLS in ELA, math and other core subject areas. During the 2012-13 school year, grades 3-5 materials for ELA instruction and preparation include Strategies to Achieve Reading Success (STARS), which will be used by both classroom and pull-out teachers, Harcourt Language Practice Book is used with students by classroom teachers. Making Reading Connections will be used during the 37 ½ minute extended day tutorial, Essential Skills for Reading Success will be used during the after-school program. During the 2012-2013 school year Inquiry Teams in grades K - 5 will create tasks/lessons that support students with reading and writing informational texts and a culminating activity of an informational report. The preceding materials to support the above activities will be made available to ELL students on their grade and/or proficiency levels.

Kindergarten through grade 5 ELLs will use Getting Ready for the NYSESLAT and Beyond, which meets their language needs through the four modalities of Listening, Speaking, Reading and Writing, as well as to prepare them for the NYSESLAT exam. All kindergarten ELLs participate in the Sing, Spell, Read and Write program, in order to build literacy skills. Everyday Math, Math Connects, (Grades 2, 4 and 5), Math in My World (grades 3-5) and NYS May to May Mathematics (grades 3-5), are used for instruction. Additionally, New York Ready and Rally will be used for test preparation. Teachers providing small group instruction will use Breakaway Math.

9. Transitional ELL students receive up to two periods of ESL instruction per week, as needed. In Fall 2008, the Board of Regents approved a policy that permitted former ELLs to be provided testing accommodations on New York State examinations for up to two years after they achieve proficiency on the NYSESLAT. ELLs and transitional ELLs (for up to two years) will continue to be provided with accommodations. These include: time extension, separate location, third reading on listening selections, bilingual glossaries, simultaneous use of English and alternate language editions of tests, oral translations (for lower incidence languages and translators when a translation is not available in students' language. ESL services and resources correspond to ELLs' ages and grade levels. ESL instruction is designed to meet both the language proficiency level and grade level in order to meet both linguistic and academic needs.

10. There are currently two technology teachers and labs and English Language Learners have access to technology. Through differentiated technology programs, Uptown Education Program and Sight Words with Samson Technology Program, ELL students develop literacy/vocabulary while challenging themselves as they play against their previous scores. Students also have I-Pads, notebooks and desktop access in their classrooms. English Language Learners will be provided with Achieve 3000 (now in its third year) a web-based differentiated literacy approach. This program integrates the four modalities of listening, speaking, reading and writing, with a strong emphasis on vocabulary development. Non-fiction text (from the Associated Press) and activities are precisely matched teach student's reading and learning level. Teachers will access student work, and analyze student data and monitor progress on a continuous basis. These programs allow teachers to observe progress of students and plan future instruction.

11. A wide variety of programs and services are provided to ELLs. At PS 96 we will continue to provide ELLs with the various programs which have proven to be academically rigorous and successful to ELLs (as previously described in #7 above).

12. ELLs are afforded equal access to all school programs both during the core school day and through after school supplementary programs. ELLs have access to small group instruction during "0" period, extended day and through Academic Intervention Services in ELA and content area instruction. In addition to a Title III after school program. ELL students will participate in the Century 21 reading and math after school program (3 days/75 minutes) per week beginning mid-October 2012 through mid April 2013. They will have the opportunity to participate in an after school programs in order to receive supplementary language, literacy development instruction, and test taking preparation. Grade 4 ELLs will be invited to attend an after-school science program in order to prepare them for the New York State ESPET exam. In order to support ELLs native language content area materials, glossaries and dictionaries are provided.

13. English Language Learners have access to technology, either through scheduled technology classes with one of the two technology teachers, and/or through the use of notebooks, I-pads and desktops in their classroom. Achieve 3000/KidsBiz is one of the programs utilized. The program is particularly effective (research based for the ELL population) as it is a differentiated program allowing students to have access to non-fiction text articles from the Associated Press. Students read articles and respond to comprehension questions at their individual level of instruction. There is also a writing component to the program. Teachers are able to monitor and access student progress. In the lower grades students use Uptown Education Program and Sight Words with Samson Technology Programs. Through these programs ELLs develop vocabulary and literacy skills. Students also use technology to gather information and complete research projects.

14. Native language support is provided throughout the ESL programs at PS 96. English Language Learners at PS 96 are provided with a variety of language support. Many teachers providing ESL instruction are able to communicate and offer language and vocabulary support (in Spanish). Additionally, students have class and school library access to native language materials and resources. ELLs also have access to bilingual dictionaries and

glossaries. They have simultaneous use of English and alternative language editions of tests. Oral translators are provided for lower incidence languages when a test translation is not available in students' native language.

15. Every effort is made to provide services and support which correspond to ELLs' ages and grade levels. PS 96 is rich in both age and grade level materials and resources. While a number of ELLs may be performing below grade level, there is a myriad of materials available to provide rigorous, academically challenging instruction and learning opportunities to all ELLs. Teachers and students have access to leveled text in content areas in order to meet the needs of all our students.

16. Newly enrolled ELL students (pre-registered kindergarten students) and their parents are invited for an informational orientation each spring. Students and parents are taken on a school tour, informed of programs available to their children, provided with packets of information in their respective languages and provided with an opportunity to pose questions of concern. Newly arrived ELLs and their parents are invited to family workshops in literacy and content areas, Partners in Print workshops for ELL kindergarten students and their parents. Parents of ELLs are encouraged to participate in activities and numerous events sponsored by Ms Rodriguez, the parent coordinator and the Parent Teacher Association of PS 96.

17. At PS 96 students have access to a variety of literary materials in various languages, both in classroom libraries and in the school library. Students, as well as their parents are encouraged to read a variety of genre from both their native languages as well as English.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. Professional Development is conducted for all staff at PS 96, including paraprofessionals (who also participate in monthly grade meetings along with the classroom teacher), guidance counselors, psychologists, social workers, occupational and physical therapists, speech teachers, secretaries (specifically translation and interpretation issues as they relate to parent and student needs, compliance information on the HLIS, etc.), and parent coordinator (Maria Rodriguez, who also teaches adult ESL classes, and is part of the LAP Team). In order for ELLs to receive quality instruction, on-going Professional Development is an essential catalyst for providing all staff with effective and proven strategies, methodology, and activities, which support academic language support.

Providing instructors with sound, essential approaches will provide students with optimal conditions for second language acquisition. Throughout the 2012–2013 school year, ELL teachers as well as classroom and content area teachers will attend Professional Development workshops in the area of ESL methodology, accelerating vocabulary, academic language acquisition, Response to Intervention (RTI) Framework across the content areas, and implementing and aligning the Common Core Standards with the New York State ESL Standards. Additionally, teachers will attend various workshops offered by Office of English Language Learners (OELL). Teachers participating in the various professional development activities later turn-key elements of the sessions with other ESL and special education teachers.

One of the components of implementing Achieve 3000 is the Professional Development extended to teachers through this program. Achieve 3000 instructors and training team is providing professional development at P.S. 96 in order to meet the needs of teachers of ELLs and special education students utilizing the program. These training sessions will continue throughout the 2012–13 school year.

2. Beginning in Fall 2012, through Spring 2013, fifth grade ELLs, their parents and staff of both P.S. 96, as well as the prospective middle schools, will begin to become engaged in the transition process of moving students up to middle school. The designated person, our school's guidance counselor, meets with parents, teachers and students in order to inform and provide all parties with valuable communication and information. Parents and students of our ELLs are invited to visit prospective schools, and provided with opportunities to inquire of academic and language programs available in order to make an optimum decision for their child's academic future. Additionally, each child's individual language, academic and emotional profile is communicated to the intended middle school. All of these initiatives are taken in order to ease the transition process.

3. As per Jose P., PS 96 ensures the staff completes a minimum of 7.5 hours of ESL training. If teachers hold an ESL or Bilingual license, this documentation is photocopied and kept on file. For staff members who attend and complete ESL professional development training either at PS 96, or another site, certificates of completion are provided, photocopied and kept in school file.

During the 2012–13 school year teachers/content teachers, ESL teachers and paraprofessionals will participate in monthly professional workshops in order to continue to analyze ELL data, examine differentiation and scaffolding strategies to support rigorous instruction as it applies to ELLs, and to analyze supplemental instruction and methodology in order to boost academic performance for ELLs. Teachers of ELLs/classroom and content area teachers and paraprofessionals are provided with common preps in order to evaluate data assessments, and to prepare and maximize English language acquisition instruction for ELLs. Additionally, data results pertaining to ELLs (R-LAB/Spanish LAB, ELL Interim Assessments, NYSESLAT,) will be reviewed and discussed during Inquiry Team and grade meetings. During the 2012–13 school year writing will be the focus of Inquiry. This will prove beneficial to the needs of ELLs as writing is often the modality with a lower proficiency rate. We will be analyzing student writing samples and discuss strategies for improving writing performance. Through these means, all staff members at PS 96 will be informed in order to drive instruction and implement scaffolding strategies for quality teaching of ELLs. Any staff member who has not fulfilled the 7.5 mandated hours will receive additional Professional Development in the area of ESL methodology.

E. Parental Involvement

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

1. Kindergarten ELLs and their parents will participate in Partners in Print, a literacy program. The core objective of this program is to include parents, teachers and children in literacy activities in order to facilitate the development of strong literacy in both languages. Additionally, three one hour family workshops for grade one through five students will be offered in reading, math, social studies, and science. These workshops will assist and support parents by giving them the necessary tools and strategies in order to support their childrens' academic success. Additionally, through 21st Century a workshop was designed for parents to learn to support their childrens' literacy and math development. Within each workshop, parents learn effective reading and math strategies as they and their children experience hands on learning situations. Parents are also given activities to work on at home with their children.

2. Additionally, there are parent workshops which accommodate adult English Language Learners. These include career training, CPR training, job placement, money management and HIV/AIDS prevention. Numerous topics are covered in workshops throughout the school year, i.e. immunizations, diabetes, child development, and raising responsible children.

3. The needs of parents are determined through informal interviews, parent responses on the parent survey form, and parent input at Parent-Teacher Association meetings, parent workshops and parent-teacher conferences. All workshops are offered in bilingual, including lower incidence languages to accommodate all parents' language needs. In order that parents' oral and written preference of school communication is identified, parents are asked to select their preference during the registration process. This information is then entered on the ATS system. Additionally, memos are translated in Spanish and in lower incidence languages, as necessary. Translators are provided during parent-teacher conferences and workshops. Additionally, a posting in the front lobby of PS 96 informs parents of where and how they can have access to translators for oral and written translations.

4. Parental involvement activities address the needs of ELL parents. In addition to the Partners in Print workshop for kindergarten ELLs, family workshops are offered in reading, math, social studies and science. These workshops will assist and support parents by giving them the necessary tools, strategies and approaches in order to help their children achieve academic success. These workshops are all translated in order to support the parents' native language.

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)	13	12	6	3	3	2								39
Intermediate(I)		3	10	5	5	6								29
Advanced (A)	4	1	12	3	6	5								31
Total	17	16	28	11	14	13	0	0	0	0	0	0	0	99

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	5	4		12
4	2	5	4		11
5	5	9	1		15
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		5		4		1		12
4	1	2	4	1	5				13

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1	2	8		5	1	1		18
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4		2	2	1	5	1	2		13
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

1. During the 2012–13 school year the Fountas & Pinnell Benchmark will be used in kindergarten through grade 5. Students in grades K–2 (February) and grades 3–5 (3x per year). This assessment documents student progress across a school year. The Fountas & Pinnell assessment provides teachers of ELLs valuable information about individual student reading processing. The information supplied through this assessment provides information in grouping students for reading instruction, select texts that will be productive for a student's instruction, identify students who need additional interventions, and diagnose specific areas of reading difficulty.

2. The results of Spring NYSESLAT 2012 (see modality analysis chart) demonstrate students scored higher in speaking and listening, a natural language skills used in everyday communication than they did in reading and writing modalities, or academic English, academic skills needed to develop school literacy. We will continue to provide students with access to technology/programs which are research based and successful with our ELLs in order to promote literacy through the four modalities. We will continue to provide small group instruction during the literacy block using leveled material. Struggling readers will have access to the Wilson Reading Program as well as small group pull out and push in support from AIS reading teachers. AIS reading teachers will push in to ESL classes two times per week in order to support the students in successful reading and writing strategies. Additionally, math push in teachers will provide push in support two times per week in math instruction, strategies.

3. In order to accelerate learning, additional instructional support is needed, utilizing scaffolds and tasks such as think-pair-share, which helps students make connections between the learner and the content, providing a sensory environment with various visuals, modeling language for discussion, showing finished products, etc., making interconnections between clusters of concepts by reading with a focus, completing jigsaw activities, etc. These types of activities can assist in accelerating academic language and content area learning for ELLs. Students have a wide range of developed and prior knowledge experiences. Through differentiated instruction, ELLs are engaged in tiered activities to meet their varied needs. The levels of skills in the native language are considered when preparing lessons. Scaffolding techniques are used extensively. Students acquire more responsibility as they gain academic, communicative competence in target areas. This occurs through the use of simplified language, teacher modeling, visual graphic organizers, cooperative activities and hands-on learning, all techniques to help build literacy and academic concepts. Academic language development is achieved in a collaborative setting where ELLs and teachers are partners in learning. Teachers provide this scaffolding support that is responsive to the students' needs in developing academic language.

4. Thirty eight English Language Learners took the New York State ELA (Spring/2012). The scores listed above indicate a need to focus on bolstering literacy skills for ELLs as there was a 14% decrease in level 3s and 4s from New York State ELA (Spring/ 2011), and a nine percent increase of level 1s and 2s in our ELL population.

Forty three English Language Learners took the New York State 2012 Math test. The results indicate 60% of ELL students scored level 1 or 2, while 40 % scored level 3 or 4. This indicates a 10% decrease in level 3 and 4 ELL students from the 2011 New York State Math test. The implications for math instruction for ELLs and instructors is to continue to utilize instructional time blocks, use Everyday Math for instruction, draw on push-in math teachers to lower student to teacher ratio, provide small group, differentiated instruction and present on-going professional development to teach effective math practices to ELLs in order to continue to decrease level 1s and 2s.

b. We will continue to be steered by a literacy, grade-level curriculum map which drives literacy instruction and Professional Development within our school. It is a monthly guiding document utilized by teachers in order to plan

instruction for all students. Learning strategies are provided through the four language modalities, which are particularly beneficial to English Language Learners to achieve optimum, language academic proficiency. Through a range of ESL strategies and activities, ELLs are encouraged to speak through task-oriented situations in order to interact and communicate with peers and adults. They are provided with opportunities to articulate in activities such as retelling, reporting, responding to a book or news accounts, offering an opinion, and describing (a character, or event). Strategies for developing and improving listening skills include collaborative situations utilizing question and responding techniques, note-taking, following spoken instructions, and extracting important information from a conversation. Teacher modeling includes the stress and intonation patterns of English. Media technology resources such as videos and audios (books on tape), will continue to be utilized. Improving English proficiency in literacy includes guided, shared and independent reading opportunities. Other supports for building reading fluency and comprehension include developing sight word awareness, learning letter-sound relationships and developing strategies for word attacks. Different types of writing genres are introduced, such as letter writing, poetry, narrative and informational reports through modeling and shared writing activities and mini lessons, using graphic organizers and developing word-walls to offer spelling and vocabulary support. Teachers provide students one-to-one conferencing, an optimum opportunity for providing individual meeting time to support overall structure, content, and other language demands such as grammar and vocabulary.

Thirteen ELL students took the New York State Science test. Thirty-eight percent of students scored level 1 or 2, while sixty-two percent scored level 3 or 4. The implications for instruction on the above data is continue to provide rigorous instruction through our core instructional program, and continue to provide ELLs with supplemental after school instruction in order to boost academic success in content area knowledge with the purpose of maintaining/and or increasing performance levels. We will also continue to provide ELLs/transitional ELLs with translated editions of science texts, content area exams or bilingual dictionaries and glossaries in order to provide direct translation of content-based vocabulary and simultaneous use of English and alternative language editions of content area exams.

c. English Language Learners are administered the ELL periodic assessment twice during the school year. Students benefit by taking this assessment as it provides them with examples of types of questions they may encounter, listening to directions, practice pacing themselves, familiarity of testing vocabulary, etc. Results of the ELL periodic assessments are shared and reviewed with classroom, push-in/pull-out teachers and other service providers. Similar to the NYSESLAT, the ELL interim assessment results have generally shown ELLs need additional support in reading and writing. (see chart below). Teachers and staff of ELLs closely review all forms of ELL data. The chart below indicates Fall 2010 and Spring 2011 ELL Interim Assessment results. The implications of Fall 2010 indicated three ELLs in grades 3-5 scored Level 1 & 2. These results indicated a need to focus on Listening, Reading and Writing modalities in order to boost these scores. Throughout the 2011-12 school year a range of ESL strategies, activities, small group instruction, small group extended day instruction, Century 21 and Title III after-school programs, students were provided with needed instruction to focus on each modality. Various materials were utilized including web-based instruction, a variety of literacy texts, leveled reading materials and Getting Ready for the NYSESLAT and Beyond. By Spring 2012 four students scored Levels 1 & 2, while 37 students scored

Levels 3 & 4. The implications for instruction upon reviewing this data indicate a need to continue to focus on the specific and individual needs of ELLs, specifically in the Listening, Reading and Writing modalities.

		ELL Interim Assessment							
		Fall 2011				Spring 2012			
Grade	Levels	1	2	3	4	1	2	3	4
3		0	4	7	0	0	1	6	7
4		0	3	5	3	0	1	5	5
5		0	3	4	4	0	2	5	9

These results (NYSESLAT and Interim Assessments) prove beneficial in providing staff with specific item analysis results in order to plan meaningful instruction and support. Improving English proficiency in literacy includes guided, shared and independent reading opportunities. Other supports for building reading fluency and comprehension include developing sight word awareness, learning letter–sound relationships and developing strategies for word attack. Different types of writing genres are introduced, such as letter writing, poetry, narrative and informational reports through modeling and shared writing activities and mini lessons, using graphic organizers and developing word–walls to offer spelling and vocabulary support. Teachers provide students one–one conferencing, an optimum opportunity for providing individual meeting time to support overall structure, content, and other language demands such as grammar and vocabulary.

6. The success of our ELL programs are based on how our ELLs are faring in comparison to their counterparts in overall classroom performance as well as in–house, predictive and New York State assessments. Our goal is to narrow the achievement gap between our ELL/Special Education student population and their peers. As a staff we have observed and compared the data in order to make necessary adjustments in our instructional methods and materials. We continue to be driven by the data in order to prepare rigorous, quality instruction to support our English Language Learners and ensure academic success.

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.

–During the 2012–2013 school year the Inquiry teams at PS 96 will focus on imbedding and creating units of study that support students reading and independently writing informational texts on a specific topic within each grade.

–Through a RESO grant we have been able to purchase additional laptops and smartboards to support our ELL students with additional access to technology.

Part VI: LAP Assurances

School Name: <u>Richard Rodgers</u>		School DBN: <u>11x096</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marta Garcia	Principal		1/9/13
Patricia Gelpi	Assistant Principal		1/9/13
Maria Rodriguez	Parent Coordinator		1/9/13
Rosanna Palumbo	ESL Teacher		1/9/13
Sonia Guaraca	Parent		1/9/13
Christine Torres	Teacher/Subject Area		1/9/13
Vesna Pergjini	Teacher/Subject Area		1/9/13
Rosanna Rubino	Coach		1/9/13
Marlo Oquendo	Coach		1/9/13
Koren Deguire	Guidance Counselor		1/9/13
	Network Leader		1/1/01
Eddie Muniz	Other <u>SETTS Teacher</u>		1/9/13
Carol Diprima	Other <u>Librarian</u>		1/9/13
Patricia Caetano	Other <u>Math Teacher</u>		1/9/13
Ronald Melter	Other <u>Assistant Principal</u>		1/9/13

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 11x096 School Name: The Richard Rodgers School

Cluster: 55 Network: 551

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.

Translation and interpretation needs are assessed through various means. At registration parent completes the Home Language Identification Survey. The parent is asked to state both oral and written preferences. In addition, parents are asked to state preference of written and language communication on their child's emergency card. Additional determination of parent written and oral needs are derived from Parent-Teacher Association meetings, Parent Workshops and Parent-Teacher Conferences.

PS 96 Parent Coordinator, Maria Rodriguez provides oral and written translations, while Albanian-speaking teachers, Vesna Pergjini and Diana Shkreli provide Albanian oral and written translations. Notices/memoranda are translated in order to meet the parent needs and to encourage parent participation and involvement.

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.

While our findings indicate the majority of parents at PS 96 do not require oral or written translations, approximately 20% of parents do require these translations in Spanish, Albanian or a lower incidence language (Arabic, French, Urdu). Marta Garcia, Principal, Assistant Principals, Patricia Gelpi and Ron Melter, Maria Rodriguez, Bilingual Parent Coordinator, as well as the Parent Association and teachers have been apprised of these findings in order that every effort is made to communicate pertinent school information, both written and oral to parents. The results of the school's written and oral interpretation needs have resulted in notices/memoranda being translated in Spanish and Albanian. Additionally, Spanish and Albanian interpreters are available during parent workshops, Parent Teachers Association meetings and parent-teacher conferences. Interpretations for lower incidence languages are provided through Translations and Interpretations Unit as needed.

The major findings of our school's written and oral translation interpretation needs have been reported to the school community through various

means. These findings have been shared with our school's office staff, School Leadership Team, Parent-Teacher Association, Neighborhood Initiative Development Corporation (N.I.D.C.), the Community Education Council (CEC). Additionally, Ms. Garcia has informed the staff of the findings and of the availability of the Translation and Interpretation Services for written and oral interpretation needs of parents and guardians, as well as the availability of the services during parent teacher conferences and for translating state exams for students in a lower incidence language.

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.

Spanish is the dominant language represented by students and parents of P.S. 96. Spanish translations will continue to be translated by Ms. Rodriguez, Bilingual Parent Coordinator, Ms. Palumbo, ESL Coordinator, and by other bilingual staff members. A small percentage of Albanian-speaking parents have also been determined to require written translations. Two Albanian-speaking teachers provide written translations for memoranda into Albanian as needed. Through the Department of Education's Translation and Interpretation Services Unit other lower incidence languages such as Arabic, Urdu and French-speaking parents are provided with written/and or oral communications in their respective languages.

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.

Spanish speaking parents are provided oral communication through translations by school personnel whenever possible. Ms. Rodriguez, provides oral translations as needed. Several school personnel are available to provide oral translations. Additionally, we have purchased a translating system, whereby non-English speaking parents are provided a headset device in order to be able to listen to information during workshops and meetings, which are then translated in their respective language. Through the Translation and Interpretation Unit, translation services for lower incidence languages are provided to allow increased communication opportunities between parents and school personnel in order to provide every opportunity for communication between the home and school community.

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>.

Spanish is the dominant primary language other than English spoken by the parents at P.S. 96. Albanian, Arabic, Urdu and other low incidence languages are spoken by approximately 5% of parents. In majority of cases where parents require an interpreter, they prefer to be accompanied by someone (i.e., family member, friend) who could communicate in English and their native language. Additionally, parents note preferred language of oral and written communication during the registration process and on their child's emergency information card. Written and oral translations and interpretations are provided to parents as requested and needed. For parents of lower incidence languages, a notice in their own language is attached to the English document stating, "If you require this notice to be translated into your native language, please see or call Mrs. Maria Rodriguez, Parent Coordinator." The parents are informed to contact the school in order for written and/or oral translations to be provided through the Translation and Interpretation Unit. Attachment A of Chancellor's Regulation A-663, "Important Notice for Parents Regarding Language Assistance Services" is posted at the school's entrance in English, Spanish, Albanian, and other low incidence languages in order for parents to be assisted and advised by the school of how to avail themselves of services provided by the school and the Translations and Interpretations Unit. Additionally, upon entering our school's lobby a 'Welcome' notice is posted in ten languages which states, "For assistance please contact Parent Coordinator, Maria Rodriguez, or District Family Advocate Marian Martinez." Spanish and Albanian-speaking parents have received an Emergency Evacuation Plan notice in their respective languages. The notices have been translated in order to ensure that parents fully understand the school's emergency procedures, if such a situation should arise. Every attempt is made by PS 96 to provide parents with translations and interpretations in their preferred language of communication.

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: The Richard Rodgers School	DBN: 11X096
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: 55 Grades to be served by this program (check all that apply): <input checked="" 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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 4 # 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:

English Language Learners have not progressed sufficiently toward a state designated level of proficiency as determined by the spring 2012 NYSESLAT (reading/writing modalities) and/or spring 2012 English Language Arts test. Based on this data, Title III funds for the 2012-2013 school year will be allocated toward an after-school program as follows: one grade three, one grade four and one grade five class, for beginners through advanced levels of proficiency. Each of the classes will be comprised of approximately twelve to fourteen students. The program will begin on Monday, November 19, 2012 and continue through Wednesday, March 20, 2013. Classes will meet each Monday, Tuesday and Wednesday from 3:15 to 4:30 p.m. Instruction will occur in English, with native language support as needed.

Teachers holding permanent Bilingual or ESL licenses will provide after school instruction. Academic initiatives for ELLs will be provided in the form of activities and instructional materials aligned with the Common Core Learning Standards. This after school supplemental program will enable students to extend and enrich literacy skills acquired through the daily literacy block. Students will be provided with materials which reinforce practice in the listening, speaking, reading and writing modalities. Materials will include Getting Ready for the NYSESLAT, which is a standards-based ESL instructional series to assist ELLs in making the transition between the levels of language acquisition, from beginner to native-like English proficiency. Additionally, Essential Skills for Reading Success (at no cost as we have sufficient materials to cover this instruction), which targets the Common Core Learning Standards through the teaching of fourteen reading comprehension skills will be utilized with specific strategies reinforced. Independent reading materials, books on tape and trade books leveled to meet individual needs of students will be used both for instructional classroom use as well as for take home reading.

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:

Part C: Professional Development

Title III after school program teachers will meet with Rosanna Palumbo, ESL Coordinator for four, sixty minute sessions, (one at start of program, three other sessions will be scheduled during the course of program) in order to discuss, prepare and plan for specific needs of individual students participating in the after school program. This includes analyzing various student data/test scores, student performance and progress in the after school program and review of materials being implemented as well as planning instruction for the after school program.

Throughout the school year, professional development occurs during monthly grade conferences throughout the school year through the ESL Coordinator, Rosanna Palumbo. In-class professional development is provided through math and literacy coaches. Additional professional development is received through our Network/Fordham University Partnership Support Organization and Office of English Language Learners, which provide support in preparing and completing compliance related reports and research-based linguistic and academic development information in order to support ELL language learning and academic success. Teachers participating in the various professional development activities later turn key elements of the sessions with other ESL, special education and content area teachers and providers during common preps and grade conferences. Additional professional development is offered through the Achieve 3000 program. Achieve 3000 instructors provide teachers with research based professional development in order to specifically meet the needs of ELLs and special education students. These training sessions will continue throughout the 2012-2013 school year.

Additionally, Rosanna Palumbo, ESL Coordinator provides professional development throughout the school year to new staff members, bilingual/ESL, and content area teachers in reviewing research-based linguistic and academic strategies, analyzing ELL data in order to plan and drive instruction, examine differentiation and scaffolding strategies to support rigorous instruction as it applies to ELLs, and to analyze the benefits of supplemental instruction in order to boost academic performance.

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:

Beginning in October 2012 through January 2013, Kindergarten ELLs and their parents will participate in a Partners in Print literacy program, for six two hour sessions (November 20, November 27, December 4, December 11, January 8 and January 15) with two certified ESL teachers, Rosanna Palumbo, ELL Coordinator and Christine Torres, ESL kindergarten teacher. The core objective of this program is to include parents and their children in literacy activities in order to develop strong literacy in both native language and English. A variety of topics are introduced, i.e., drawing meaning from text, conventions of

Part D: Parental Engagement Activities

print, playing with print, the reading/writing connection, phonemic awareness, and comprehension. Students/parents are provided with activities to complete at home along with two take home books (in Spanish and English) after each workshop in order to develop their own home library.

Additionally, family day and evening workshops for grade three through five students will be offered in reading, math, social studies and science (dates to be announced). These workshops are provided by content reading, math and science teachers. Educational resources and strategies presented to parents during these workshops assist parents in helping their children at home, thereby improving student learning and success. Parents are notified through monthly calendars and memos. Translators/ and or translation devices are provided in their respective languages. These workshops will aid and support parents of ELLs by giving them the necessary tools, strategies and approaches in order to assist their children in achieving the same academic success as their peers.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other		
TOTAL		