



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: 096M JOSEPH C. LANZETTA SCHOOL

DBN (i.e. 01M001): 04M096

Principal: BETTY LUGO

Principal Email: BLUGO@SCHOOLS.NYC.GOV

Superintendent: ALEXANDRA ESTRELLA

Network Leader: LUCIUS YOUNG

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Betty Lugo	*Principal or Designee	
Sylvia Dadzie	*UFT Chapter Leader or Designee	
Vylmary Bennett	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Martha Iturbide	Member/ PA	
Tomica Gergerson	Member/ PA and SLT Co-Chair	
Providencia Padilla	Member/ PA	
Shemeka Sanders	Member/ PA	
Katina Jackson	Member/ PA	
Andrea Kelson	Member/ SLT Chairperson	
Betsy Raguse	Member/ Secretary	
LeNora Carter	Member/ Teacher	
Sari Seidel	Member/ Teacher	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

X	School Leadership Team Signature Page
X	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
X	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, P.S. 96 will develop a physical and social environment that is conducive to academic achievement as evidenced by an increase in the school's Progress Report under the environment section and a decrease in the number of Principal and Superintendent suspensions by 10%.

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.

The school's 2013-2014 Progress Report School Environment reveals a rating of D (3.8 out of 15), indicating a strong indication a strong need to address the social-emotional environment of the school

The school's 2012-2013 NYC School Survey Report (Learning Environment) reveals a rating of 6.6 out of 10 in the area of Safety and Respect

High Level of principal and superintendent suspensions in the school year 2012-2013

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Strategies/Activities:

1. Develop and implement a school-wide discipline plan that is alignment with the New York City Discipline Code, PBIS framework, and Social-Emotional Learning
2. Develop a teacher led PBIS Team Positive Behavior Intervention Supports/Social Emotional Team (PBIS) whose members include teachers, social worker and guidance counselor, dean, and administration. PBIS Team developed a framework including a behavior matrix to address the social-emotional needs of the school. The PBIS team provides on-going professional development to teachers throughout the year.
3. The school works closely with Morningside Center for Teaching Social Responsibility to implement the 4Rs (Reading, Writing, Respect, Resolution) social-emotional curriculum, middle school advisory program peer mediation, and overall social-emotional learning support
4. PBIS team leader works closely with new teachers around behavior management and developing a positive social-emotional environment in their classrooms. This includes pre-service training in the summer and New Teachers Critical Friends Group.
5. PS 96's City Year of New York Team works on behavior coaching via a program called 50 Acts.
6. Collaborate with the custodial engineer, partner with local non-profit organizations, art teacher to improve the appearance of the physical plant.

B. Key personnel and other resources used to implement each strategy/activity

1. Assistant principal and dean work closely to ensure the implementation of discipline plan and monitor behavior data
2. PBIS/SEL team leader, PBIS/SEL Team, and administration
3. Consultant from Morningside Center for Teaching Social Responsibility, Smart Leaders Project Grant
4. PBIS/SEL team leader and principal work closely to support new teachers
5. City of New York team
6. The school building custodial engineer, New Cares, City Year of New York, art teacher

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Suspension rates, removals, OORs data,
2. Teacher surveys: June 2013, January 2014, June 2014; NYC School Survey
3. Student social-emotional survey

4. Informal and formal observations
5. Suspension rates, OORS data, report card grades, attendance of participating students
6. NYC School Survey Report

D. Timeline for implementation and completion including start and end dates

1. Beginning in August 2013 and ending June 2014
2. Beginning July 2013 and ending June 2014
3. Beginning September 2013 and ending June 2014
4. Beginning in August 2013 and ending June 2014, pre-service meetings, weekly basis meetings during school year
5. Beginning in October 2013 and ending June 2014, bi-weekly basis
6. Beginning July 2013 and ending June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Dean and administration work closely to develop and implement discipline plan, closely monitor behavior data gathered from OORs and logs, work with DOE Office of Safety and Youth Development and network 408 to track data to implement plan
2. PBIS Team met throughout the summer to plan; during the school year the team is provided regular opportunities to meet to plan and receive training outside of the school via Network 4408 and Morningside Center
3. Each teacher implements the social emotional curriculum (4Rs or advisory) one period per week; City Year facilitates peer mediation during lunch periods
4. New teachers and PBIS/SEL team leader meet after school once per week
5. City Year Team implements 50 ACTS behavior during lunch periods twice per week as not to disrupt instruction

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).

1. Parents receive information about the schools PBIS initiative and PS 96 Behavior Matrix via Coffee With Principal/Café Con la Directora meetings, via postal mail, backpack letters, and email
2. Parents are provided workshops around social-emotional learning via PBIS team, Morningside Center and other agencies

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

School will also use funding available through a grant from Morningside and corporate partnerships

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, 80% of PS 96 teachers across the grades will collaborate in teacher teams to plan, adjust, and implement a new Common Core learning standards aligned English Language Arts and Math curriculum to meet the need of our students including our English language learners and our students with disabilities.

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.

The school's 2013-2014 Progress Report School Environment reveals a rating of F (5.4 out of 25), indicating a strong indication a strong need to address the school's curriculum

Percentage of students meeting standards on State English Language Exam was 9% in school year 2012-2013

Percentage of students meeting standards on State Math Exam was 5% in school year 2012-2013

Percentage of Middle School students passing courses in Math, Science and Social Studies was about 30% and 64% in English in school year 2012-2013

School did not meet year AYP for the following subgroups in ELA and mathematics (elementary and middle school) for Black/African American, Hispanic/Latino, students with disabilities, and economically disadvantaged

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

Strategies/Activities:

1. Grade level teams have scheduled common planning time in order to plan and collaborate around new Common Core learning standards aligned English Language Arts (ELA) and math curriculum
2. Teachers are provided ELA and math curriculum professional development via DOE, Network 408 and the school throughout the year
3. School is working with a consultant and Network 408 to assist teachers with pacing of new curriculum
4. Teachers teams meet regularly to analyze student work and use this data to plan instructions and make adjustments to the curriculum

2. Key personnel and other resources used to implement each strategy/activity

1. Administration facilitates school schedule that allows for common planning time via common grade level preps
2. Teachers were paid training rate for summer ELA and math professional development attendance, throughout the year teachers participate in DOE Readygen, Expeditionary Learning, Gomath and Connected Mathematics professional development, both Network and school provide professional development for teachers in grades prek-8 in ELA and math during common preps, faculty conferences and lunch and learns
3. AUSSIE consultant paid by school works with teachers to create pacing calendars for Readygen and Expeditionary Learning curriculum
4. Schedule allows (SBO vote) three Tuesdays per month all teachers participate in teacher teams

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Grade level team agendas, feedback from grade/teacher team leaders
2. Self-assessments, teacher team forms, informal observations, NYC School Survey Report
3. Informal observations, feedback from Aussie consultant
4. Teacher team looking at student work logs

4. Timeline for implementation and completion including start and end dates

1. Beginning in September 2013 and ending June 2014 at least one period per week
2. Beginning in June 2013 and ending in June 2014
3. Beginning in October 2013 and ending in June 2014
4. Beginning in September 2013 and ending in June 2014

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Schedule is created to allow multiple common planning periods.
2. Citywide Instructional Expectations funds were used to compensate teachers summer professional attendance. Send at least one person grade to DOE ELA and math professional development, hire subs to cover for teachers that are out in professional development
3. AUSSIE consultant is schedules to meet with teams either on their preps or voluntary lunch time meetings
4. Three Tuesdays at 2:20 pm teacher teams meet. Network 408's instructional coaches help support teacher team work alongside the administration

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).

Parents are provided opportunities to learn about the new curriculum via Open School Night, Coffee With the Principal and communication in writing in English and Spanish

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

PS 96 was allocated Tax Levy Citywide Instructional Expectations funds support the meeting of Citywide Instructional Expectations. \$10,000 of these funds will to be used to cover per session costs for planning around the new curriculum, Framework for Teaching and the Common Core Learning standards and to provide training rate reimbursement for professional development on new curriculum.

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, PS 96 will increase the amount of students that make a year's worth of progress as evidenced by Fountas and Pinnell Assessments, Common Core performance tasks, and the state ELA and math exams by 5%.

Comprehensive Needs Assessment

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

The school's 2013-2014 Progress Report School Environment reveals a rating of F (5.4 out of 25), indicating a strong indication a strong need to address the school's curriculum

Percentage of students meeting standards on State English Language Exam was 9% in school year 2012-2013

Percentage of students meeting standards on State Math Exam was 5% in school year 2012-2013

School did not meet AYP (Adequate Yearly Progress) as a result now is a School in Needs of Improvement Year 1-Comprehensive

School did not meet year AYP for the following subgroups in ELA and mathematics (elementary and middle school) for Black/African American, Hispanic/Latino, students with disabilities, and economically disadvantage

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

7. Strategies/activities that encompass the needs of identified subgroups

Strategies/Activities:

1. Facilitate a school schedule that provides common planning time for unpacking Common Core learning standards and new curriculum, instructional planning, and gap analysis
2. Teacher teams look at student work for trends, patterns, and implications. They develop strategies to address trends/patterns
3. Use formative assessments to monitor progress towards the lesson's learning targets
4. Small group targeted instruction
5. Administration give teachers frequent feedback about their practices

8. Key personnel and other resources used to implement each strategy/activity

1. Administration facilitates school schedule that allows for common planning time via common grade level preps
2. Schedule allows (SBO vote) three Tuesdays per month all teachers participate in teacher teams
3. Teacher leaders, Network 408, Consultants and administration used provide professional development opportunities and sharing of best practices
4. In addition to extended day/academic intervention provided by teachers, City Year of New York and Learning Leaders provide small group instruction or one on one tutoring, Title III after school and Saturday program
5. Principal and assistant conduct regular cycles of informal observations through the use of Advance system

9. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Mid unit and end of unit assessments in ELA and math, ELA, math, and science interim assessments, NYC Performance assessments in ELA, science (grades 4, 6-8) and social studies (grades 6-8), NYS ELA, math, and science exams
2. Mid unit and end of unit assessments in ELA and math, ELA, math, and science interim assessments, NYC Performance assessments in ELA, science (grades 4, 6-

- 8) and social studies (grades 6-8)
- 3. Conference/Observation notes, exit tickets
- 4. Mid unit and end of unit assessments in ELA and math, ELA, math, and science interim assessments, NYC Performance assessments in ELA, science (grades 4, 6-8) and social studies (grades 6-8), NYS ELA, math, and science exams for those students receiving small group instruction/interventions
- 5. Advance evaluation forms, observation tracker document)

10. Timeline for implementation and completion including start and end dates

- 1. Beginning in September 2013 and ending June 2014 on a weekly basis
- 2. Beginning September 2013 and ending June 2014-three Tuesdays per month
- 3. Beginning September 2013 and ending June 2014
- 4. Beginning October 2013 and ending June 2014
- 5. Beginning October 2013 and ending June 2014

11. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- 1. Schedule is created to allow multiple common planning periods.
- 2. Three Tuesdays at 2:20 pm teacher teams meet. Network 408’s instructional coaches help support teacher team work alongside the administration
- 3. Administration works closely with teacher leaders, Network and consultants to provide professional development and share best practices via common preps, faculty meetings, during lunch (voluntary) and after school
- 4. Every Wednesday and Thursday from 2:20-3:10 students receive small group instruction; City Year staff and Learning Leaders support small group instruction in the classroom, Title III after school and Saturday program beginning in January
- 5. Administration works with DOE talent coach to develop Advance practices

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).

Parents will be provide opportunities via workshops and Coffee With the Principal to learn how to support the learning that is happening in school which includes college and career readiness.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2014, PS 96 will increase parental involvement in school activities and communication among community stakeholders by 10% as evidenced by family participation at conferences, school functions, parent workshops, and completion of the learning environment survey responses.

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.

The school’s 2013-2014 Progress Report School Environment reveals a rating of D (3.8 out of 15), indicating a strong need to better engage and communicate with the parents

The Parent portion of the 2012-2013 NYC School Survey shows that some parents do not feel that the school provides them with information about what their child is learning and how to prepare their child for college and career.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

5. Strategies/activities that encompass the needs of identified subgroups

1. School Leadership Team utilize the Learning Environment Survey as a needs assessment and develop strategies to increase parent participation and engagement
2. Regular communication with parents via school calendars, Coffee With the Principal, Parent Newsletter, updates flyers, emails, and robocalls via principal, parent coordinator, and teachers
3. Provide workshops and activities to parents that are relevant to their child's learning and engaging

6. Key personnel and other resources used to implement each strategy/activity

1. School Leadership Team and parent coordinator
2. Administration, parent coordinator, teachers
3. Administration, parent coordinator, teachers, and community based organizations like Iris House and Morningside Center

7. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. 2013-2014 NYC School Survey, in-school parent survey
2. Communication portion of the 2013-2014 NYC School Survey
3. 2013-2014 NYC School Survey, in-school parent survey

8. Timeline for implementation and completion including start and end dates

1. December 2013
2. Beginning August 2013 and ending June 2014
3. Beginning September 2013 and ending June 2013

9. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. One of the December 2013 SLT meetings will be focused on analyzing the NYC Survey particular the Parents portion
2. Principal, parent coordinator and Parent Association collaborate to ensure that parents are communicated with often and effectively
3. Principal, parent coordinator, Parent Association collaborate, teachers, and Community Based Organizations to offer workshops on various topics which include how to help their child succeed in school and Common Core Learning Standards to leading healthy lifestyles

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).

Parents will have opportunities to meet with teachers and participate in workshops throughout the year. The Parent Association will work closely with the principal to provide opportunities for parents to learn and celebrate with staff and the students of PS 96

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.								
Use community-based and corporate funds/grants to offer workshops and resources.								

Goal and Action Plan #5

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.

N/A

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.

N/A

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

4. Strategies/activities that encompass the needs of identified subgroups

- N/A

5. Key personnel and other resources used to implement each strategy/activity

1. N/A

6. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. N/A

7. Timeline for implementation and completion including start and end dates

N/A

8. Describe programmatic details and resources that will be used to support each instructional strategy/activity

N/A

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).

N/A

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

N/A	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

N/A

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Skill and strategy instruction based on data, Wilson, Great Leaps, Rewards Phonics program, Raz-Kids, Book clubs, Learning Leaders, Dog Program, Reading Buddies, peer tutoring, Baseball program that incorporates homework, City Year Program, tutoring, guided reading groups, shared reading and writing, modeling, scaffolding material, partner reading, individual conferences with student	Small group, one-to-one, and tutoring	During the school day, after school, and Saturday academy, During extended day, Wednesday and Thursday, 2:20-3:10 pm.
Mathematics	Skill and strategy instruction based on data, small group instruction, peer tutoring, I-Zone, Great Leaps, Go-Math, Connected Math 3 for Middle School, use of manipulatives, City Year Personnel	Small group, one-to-one, and tutoring	During the school day, after school, and Saturday Academy, , During extended day, Wednesday and Thursday, 2:20-3:10 pm.
Science	Skill and strategy instruction based on data, writing in the science genre, and Super Saturdays (field trips to the library to conduct science research)	Small group	During the school day and after school
Social Studies	Skill and strategy instruction based on data and non-fiction book clubs	Small group	During the school day and after school
At-risk services (e.g. provided by the Guidance Counselor, School	Crisis intervention, at risk-counseling, conflict resolution	Large group, Small group, and one-	During the school day and after school

Psychologist, Social Worker, etc.)	strategies, self-esteem and self-confidence building, study skills, leadership development, civic engagement, and high school articulation, Asthma-related workshops, peer mentoring, 50 Acts Program	to-one	
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

1. All elements of the *All Title I Schools* section must be completed*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
The school has a hiring committee composed of the UFT representative and general and special education teachers and the administration. Prospect candidates are interviewed and possibly invited for a demonstration lesson. Pre-service professional development is provided around behavior management and instruction. Professional development is offered is provided to new teachers as well as all teachers via DOE, Network 408 and the school.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Administration and teachers will participate in professional development and job-embedded work around the Framework for Teaching and developing a common language for teaching. Professional development throughout around Common Core Learning Standards, new ELA and math curricula, learning targets, formative assessments, questioning and discussion. Paras, students teachers, and City Year staff have been trained on small group instruction and asking effective questions.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Pre-kindergarten funds were used to purchase a thematic curriculum aligned to the Common Core learning Standards

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Local day cares are invited to our pre-kindergarten and kindergarten open houses and early childhood activities.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
A Measures of Student Learning (MOSOL) committee was formed to look at assessment practices from 2012-2013 school year and decide on which assessments best meet the needs of our students.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
N/A

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

PS 96 Joseph Lanzetta Scholars Academy

Parent Involvement Policy

In acknowledgement of much reliable research proving that parental involvement raises the academic achievement of students, **PS 96 Joseph Lanzetta** encourages involvement of parents through an active Learning Leaders Volunteer Program and an active Parent Association. Parents are encouraged to assist in such activities as: Classroom assistance, tutoring, workshops, and Parent Teacher Conferences and Parent Literacy & Math workshops. A calendar that includes activities of all of the school's leadership groups is to be produced monthly.

This PS 96 Monthly Calendar will include at least one family activity per school month including College and Career Readiness workshops.

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

1. An annual orientation meeting/Curriculum Night where parents will meet their child's teacher and be educated about their rights and responsibilities and encouraged to be involved in their child's education.
2. A flexible number of meetings and activities throughout the year to assist parents in understanding the Common Core learning standards, as well as local academic assessments. The Parent Coordinator in conjunction with administrators and staff will arrange meetings to focus on how parents and teachers can work together to monitor their child's progress in order to improve student achievement.
3. A varied schedule for meetings and conferences in order to accommodate the needs of parents.
4. A minimum of two scheduled Parent Teacher Conferences, where the progress of the student will be discussed as well as the expectations for the grade level, school curriculum, test information and any other concerns that the teacher or parent may have.
5. Continuous communication to assist parents in understanding the school curriculum and student achievement through PS Parent New Letter, **PS 96 Joseph Lanzetta** Student/Parent-Handbook, handouts and mailings and student progress reports. Newsletters will include parenting tips and suggestions. All invitations will be sent in a timely manner with an additional follow-up reminder.
6. A school-parent compact designed by parents and school staff that outlines how parents, school staff and students share the responsibility to improve academic skills.
7. Every year, a survey for all parents shall be conducted by the Department of Education and parent coordinator to collect opinions and concerns of parents about the current program and to collect suggestions for improvement and topics for meetings that meet the needs of parents.

Every effort will be made to communicate with parents in a format and language that is free of educational jargon and easily understandable by all. Parents and community member are always to be made welcome at **PS 96 Joseph Lanzetta** Elementary School.

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

SCHOOL-PARENT COMPACT

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

This school-parent compact is in effect during the 2013/2014 school year.

REQUIRED SCHOOL-PARENT COMPACT

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

School Responsibilities

The Joseph Lanzetta PS/MS 96 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- *Offering high quality instruction in all content areas*
- *Instruction is differentiated for all students based on their data-derived performance levels*
- *After-school tutorials are provided to small groups two times per week for 50 minutes*
- *Saturday Academy is conducted in the spring in prep for state exams*
- *Class projects are designed with a multidisciplinary focus*
- *Literacy is taught via Reading workshop and Phonemic awareness programs*
- *Math curriculum uses manipulatives: to teach concepts as much as possible*
- *Science core curriculum is taught using the inquiry-based, hands-on approach*

2. Support home-school relationships and improve communication by:

- *Communicating with parents regularly via calendars, flyers, and newsletters*
- *Parent-Teacher conferences will be held on November 2013 and March 2014. Afternoon and evening conferences will be held in one day. Teachers will be prepared with students' report cards, work samples, and they will give parents suggestions on how to help their children at home. Parent coordinator will bring in CBOs (Community Organizations) during conferences to inform parents of what is offered in the community.*
- *Facilitate meetings between parents and teachers including flexible times and translation*
- *Conduct Title 1 meeting to inform parents of Title 1 funding*

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

In addition to report cards, identified students will receive progress reports to keep parents informed of their academic and behavioral performance. Progress reports will be send home in January and early May. Middle school parents a provide access to the online grade system called Jupiter. A parent handbook, monthly newsletters, special notices and mass mailings will provide additional on-going communication to keep parents informed and involved students' success in school activities, in general and in particulars.

4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:
- *Teachers will arrange parent conferences as requested/needed to provide information to ensure students' success and provide translation if needed.*
 - *Parent Coordinator will be initial contact person for parent conferences and will relay concerns, direct parent inquiries and requests to the appropriate person(s) for timely action.*

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

Parents will have the opportunity to become Learning Leaders. Parents that volunteer as Learning Leaders will have the opportunity to select a wide range of ways to volunteer in the school

Parent Responsibilities

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

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

- Monitoring attendance.
- Attending conferences and meetings pertaining to their child.
- Communicating regularly with their child's teacher.
- Ensuring that homework is completed.
- Monitoring amount of television children watch.
- Volunteering in the school.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

Student Responsibilities (revise as appropriate to grade level)

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

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

- Follow the school-wide rules and be responsible for my behavior.
- Always try my best to learn.
- Do my homework every day and ask for help when I need it.
- Read at least 30 minutes every day outside of school time.
- Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

School

Date

Parent

Date

Student

Date

PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 04	Borough Manhattan	School Number 096
School Name P.S.96M		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Betty Lugo	Assistant Principal James Konstantinacos
Coach type here	Coach type here
ESL Teacher Natalie Camen	Guidance Counselor Lourdes Rodriguez
Teacher/Subject Area Grace Bustos/Dual Language	Parent
Teacher/Subject Area type here	Parent Coordinator Sonia Kemp
Related Service Provider Andrea Kelson	Other type here
Network Leader(Only if working with the LAP team)	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	2
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	510	Total number of ELLs	92	ELLs as share of total student population (%)	18.04%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	1	1												2
Freestanding ESL														
Pull-out	1	1	1	1	1	1	1	1	1					9
Push-In							1	1						2
Total	2	2	1	1	1	1	2	2	1	0	0	0	0	13

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	92	Newcomers (ELLs receiving service 0-3 years)	61	ELL Students with Disabilities	15
SIFE	0	ELLs receiving service 4-6 years	18	Long-Term (completed 6+ years)	23

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language	22									22
ESL	36	0	4	18	0	4	16	0	7	70
Total	58	0	4	18	0	4	16	0	7	92
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish	12	3	1																13	3
Arabic	1																		1	0
Bengali																			0	0
TOTAL	13	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14	3

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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
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): 2 Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 1 Asian: 0 Hispanic/Latino: 2
 Native American: 0 White (Non-Hispanic/Latino): 0 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	4	8	13	6	4	7	13	9	5					69
Chinese														0
Russian														0
Bengali			1											1
Urdu														0
Arabic	1	1	1	0	1			1						5
Haitian								1						1
French				1	1		1							3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	5	9	15	7	6	7	14	11	5	0	0	0	0	79

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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	1	0	1	1	0	2	3	2					23

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	3	9	2	1	1	1	2	1					20
Advanced (A)	5	5	7	4	4	5	11	6	2	0				49
Total	18	9	16	7	6	6	14	11	5	0	0	0	0	92

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	0	1		5
4	4	4	0		8
5	10	1	0		11
6	5	0	0		5
7	4	0	1		5
8	3				3
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3		3		1				7
4	7		1		0				8
5	9		2		0				11
6	5		0		0				5
7	6		0		0				6
8	3								3
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		2		4		2		8
8	1		2		2		0		4
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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)	0							
Chinese Reading Test								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The school uses Fountas and Pinell. It shows the areas of weakness that need to be developed more. It shows what specific skills that the students could gain more practice when getting ESL services. It will also show what specific area that the student is struggling with. The ESL teacher will be able to guide her instruction to help bring those skills to a level of proficiency. Fountas and Pinnell scores will allow the teacher to determine the child's reading level. By doing so, the teacher will be able to assist the student to achieve a higher reading level.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
By examining the NYSESLAT data there are 23 beginners, 20 intermediate and 44 advanced ESL students. Most of the students have reached the advanced level. There are several long term ELLs. On the LAB-R five students are advanced. 17 tested as beginners. Five of the students tested out of ESL according to the LAB-R. There are many more ESL students who are tested as being advanced. At the Kindergarten level, they had the largest group of beginners for the NYSESLAT. They had 13 beginners. The 6th grade had the most advanced students with 11 advanced. The 2nd grade had the largest intermediate students with 9. The data shows that most of the students who took the NYSESLAT and were at the Kindergarten level were beginners.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Paste response to question here: At this time 2013 modalities are not available

4. For each program, answer the following:
 - a. 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?

Paste response to questions here:

- a. The patterns across the grades are: According to the ELL Periodic Assessment is that many of the students need more help with the writing and listening. The ELL students do not receive tests in their native language.
- b. Teachers are using the results of the ELL Periodic Assessments to drive their instruction. The teachers were given a spreadsheet that contained the results of the ELL Periodic Assessment, the NYSESLAT and the Beginning of the Year ESL Assessment. Each student's scores are on the sheet as well as the next steps. The ESL Periodic Assessment will be given in the Spring and will also be analyzed as well.
- c. The school is learning about what strengths and weaknesses the students have in listening, speaking, reading and writing. They are using the data to help them to guide their instruction. Based on the results teachers are more aware of the types of lessons that can be formulated to help the students achieve in those areas.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

The school uses standardized test scores. Students are assessed in reading sight words. Fountas and Pinell is used. Conferences are held with teachers. Teachers carefully examine the data to see the area of weakness. They also use the data for the NYSESLAT and ELL Periodic Assessment to see the areas of strength and weakness. The RTI team also meets to examine this data.

6. How do you make sure that a child's second language development is considered in instructional decisions?
A student's second language development is considered in instructional decisions based on teacher observations and scoring on standardized tests. The teachers look at the student's scores on the ELA, Periodic Assessments, conferences and teacher observations. The parent interview is used to determine the level of English proficiency the child has obtained prior to being admitted to the school. The child's educational history is also used. Content area teachers teach so that they are building the student's English language skills.
7. 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?

Paste response to questions here: a. Students are assessed in the target language by teacher assessment. She is constantly assessing

and uses her conference notes to determine the levels of strength and weakness. She also uses Fountas and Pinell to assess. Estrelita program also assess the students in both kindergarten and first grade dual language classes.

b. The level of language proficiency in the target language is being proficient is Spanish. The English proficient students are developing.

c. The students in the dual language program do not take state and city assessments since they are not in a testing grade. In the dual language classes the Estrelita program has assessments that are used for all of the students in both grades kindergarten and first grade. There was a performance assessment that was conducted in the beginning of the school year for the first grade dual language students in writing.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The success of the programs for ELLs are evaluated based on an AYP meeting with an administrator to evaluate the data. The scores on the NYSESLAT, ELL Periodic Assessment, Beginning and Mid Year ELL Assessments, and teacher observations and conference notes are used to determine the success of the programs. All of the data that is used is analyzed to see how the ELLs are progressing and what is the area of weakness. Each test is carefully examined. On the NYSESLAT students are examined to see the areas of weakness. By doing this the ESL teacher will focus on those areas. This data is shared with the teaching staff and will be used to drive the instruction.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
PS/MS 96 is a PK-8 school located in District 4 in East Harlem. There are 510 students enrolled in the school. There are 14.45% of our students are ELL's with the majority from the Caribbean (Puerto Rico, Dominican Republic), and Central America (Mexico, Ecuador, and El Salvador. We have a total of 92 ELL students currently in our k-8 program. They are being serviced in a push in and/or push out model. The LAP team is comprised of Betty Lugo, Principal, Natalie Camen ESL teacher, Andrea Kelson, SETTS teacher, Lourdes Rodriguez, guidance counselor and Sonia Kemp, parent coordinator. Our team carefully reviewed data to plan and create the Language Allocation Policy to use as a tool to drive individualized instruction for our English Language Learners (ELL's). Our drafted plan was created so that every student is provided with a strong foundation which will assist them in achieving academic achievement. We presently have one teacher who is permanently state certified in ESL. Parents and or guardians of newly admitted students are required to complete the department of education Home Language survey form (HLIS). The survey is given to them in their preferred language to help us to determine how well their child understands, speaks, reads and writes in English. The survey includes an informal oral interview in English and in the native language, and the formal initial assessment. The survey also asks parents to indicate the language in which they wish to receive important information from the school. If needed, we provide assistance in completing this survey via the family assistant and licensed pedagogues who have been trained in explaining the HLIS to the parent. Our trained staff then reviews the HLIS to determine student's eligibility for Lab R testing. If the student is determined eligible, he/she is tested within ten days after their first day of attendance in our school. If after the testing is complete the student is entitled for services, they are placed in an ESL program. This school year 27 students were tested. The students were in kindergarten, first, fourth, sixth and seventh grade. Five of them tested out and are not eligible for ESL services. 17 of the students are at the beginning level. 5 of the students are at the advanced level.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

When entitlement is verified parent/guardians of newly enrolled ELL's are given an entitlement form and invited to attend our ELL parent orientation which will be conducted by the ESL teacher. This parent meeting is given at the beginning of the school year after all of the necessary students have completed the LAB-R. Parents are notified by letters in their preferred language. In this meeting parents will have the opportunity to meet with the ESL and discuss the programs offered by the Department of Education. Parents will have an opportunity to watch the parent orientation video in their native language, be given an overview of each of the programs that are available to them and then make a selection of their choice. This meeting will take place in a timely manner and be repeated throughout the school year depending on newly enrolled students who are entitled, according to the LAB-R, for ESL services. These services will be provided for one year. During the orientation the parents will be given a parent survey selection form to complete in order to determine the best choice for their child. If any parent cannot attend, parents will then be contacted to discuss the choices, and given the opportunity to express what type of services they want for their child. Parents who have selected dual language will attend a separate parent workshop. During this workshop the dual language program will be explained by the dual language teacher. During the following spring, the student will be given the NYSESLAT exam to see if the student needs to remain in the ESL program for future support in our school.

The parents who have previously chosen a TBE/DL program will be contacted by a letter that will be sent to them regarding the program when that becomes available.

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
 3. The school will ensure that entitlement letters are distributed and parent survey and program selection forms are returned by handing them out at the parent meeting and having the parents sign the form while they are at the meeting. There will be a checklist made by the ESL teacher to help keep a record of those forms that are filled out. ATS reports are used to determine which students will be eligible to receive ESL services. Based on those reports of eligibility students will receive an entitlement or non entitlement letter to take home to their parents. The ESL teacher will use the ATS reports to also determine eligibility for ESL services. She will look at the NYSESLAT results to determine eligibility and the levels of those who are continuing in the program. The eligibility letters are kept in a folder by the ESL teacher in the ESL classroom.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
 4. The criteria that are used and the procedures that are followed to place identified ELL students in bilingual or ESL programs are as follows: The ESL teacher will look at the ATS reports as well as the home language survey. The ESL teacher will look at the data to determine which students will need to receive ESL services. Based on the data on ATS and the home language survey the ESL teacher will make a determination of ESL services. These parents will be notified by a letter that the student brings home if the student has not passed the LAB-R. They will be informed that the student will be receiving ESL services due to the score on the LAB-R in the same manner. The parents will be notified when the parent meeting will take place. The parents will receive a notice that is sent home by the student. The date of the parent workshop will also be listed in the school calendar. The first parent orientation meeting will happen at the beginning of the school year after the ELL students have been identified. Many handouts will be given to the parents in their native language. A translator will be there to translate for the ESL teacher in Spanish or any other native language.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
 5. After reviewing the parent survey and program selection forms for the past few years, all of the parents have wanted their

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

The ESL teacher will look at the various ATS reports to closely examine to make sure that all ELLs will receive the NYSESLAT. The RLAT will be used to make the determination for administering the NYSESLAT. Various pedagogues from a variety of grades will help to administer the NYSESLAT. The NYSESLAT test will be administered according to the appropriate grade bands. Testing accommodations for all students will be closely monitored. The following pedagogues will help with the NYSESLAT: Bruni Ortiz, Michelle Alvarado, Gabrielle Espinal, and Grace Bustos.

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - A. Part 4 ELL Programming and Scheduling Information
 1. (A.) P.S. 96 delivers instruction to our ELL's through a free standing ESL Push in and Pull out Program. The ESL teacher services grades k-8 and special education. She pushes in for some 6th and 7th grade students. The rest of the classes are pull out. Common Core aligned lessons are carefully planned out and administered to the students. The ESL teacher has a mini lesson, vocabulary, differentiation, higher order questioning and checking for understanding during the lessons.
 - (B.) Our classes are homogeneously grouped in this grade, making the push in program an effective technique to follow. The program models are as follows: Students are grouped according to their grade. Within those grades students are placed in heterogeneous groupings. The ESL teacher can provide more English language support to these students in their classroom, while assisting the ESL students in meeting the content standards. In grades K-8 the students are spread among both general and special education making it difficult to follow this model. For these grades the ESL teacher pulls these students out to give them more individualized instruction to meet their needs. We have groups of ELL's students which are mandated for either 360 minutes for the beginner/intermediate or 180 minutes for the advanced students. The kindergartens proficiency levels are either a beginner or advanced level as per their Lab-R scores. In this grade we have adapted the pull out model. The beginners will be serviced for 360 minutes a week and the advanced students will participate in 180 minutes a week. In first grade most of the students are at the beginners level. They will be given 360 minutes a week and the advanced students will participate in 180 minutes of ESL services. Our second grade ELL's scored mostly in the beginning to intermediate level. They will be given 360 minutes of ESL services a week. In third grade most of the students scored in the intermediate level. These students will be serviced 360 minutes a week while the rest of the students will be serviced 180 minutes a week. The fourth through eighth grades have a varied ESL level. They fall between beginning through advanced groups. They will be grouped according to their level. We also have a kindergarten dual language program. The students are being taught in both spanish and english. Estrelita is the phonics program that is being used every day. The dual language program will continue next year but we will be adding first grade. Each year another class will be added.:
2. 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)?
 2. The organization of the staff ensures that the mandated number of instructional minutes is provided according to the proficiency levels in each program model. The ESL teacher both pushes into their class and helps the ESL students during the teacher's lessons or the ESL students go to the ESL classroom to do some multisensory activities that are related to their proficiency level. The ESL instruction for all ELLS as required under CR Part 154 is met as stated above by servicing the ESL students 360 minutes a week for beginners and intermediate levels and 180 minutes a week for the advanced students. The RLAT report which is generated frequently is examined to carefully check which students are at the appropriate level. The LAB-R which is used to determine which students will be receiving services and what is their level. All students are grouped accordingly and each teacher whose students are receiving ESL services is given the specific times and days as the specific times and days the services will occur.
 1. (A.) P.S. 96 delivers instruction to our ELL's through a free standing ESL Push in and Pull out Program. The ESL teacher services grades k-8. She pushes in for some 6th and 8th grade students.
 - (B.) Our classes are homogeneously grouped in this grade, making the push in program an effective technique to follow. The ESL teacher can provide more English language support to these students in their classroom, while assisting the ESL students in meeting the content standards. In grades K-8 the students are spread among both general and special education making it difficult to follow this model. For these grades the ESL teacher pulls these students out to give them more individualized instruction to meet their needs. We have groups of ELL's students which are mandated for either 360 minutes for the beginner/intermediate or 180 minutes for the advanced students. The kindergartens proficiency levels are either a beginner or advanced level as per their Lab-R scores. In this grade we have adapted the pull out model. The beginners will be serviced for 360 minutes a week and the advanced students will participate in 180 minutes a week. In first grade most of the students are at the beginners level. They will be given 360 minutes a week and the advanced students will participate in 180 minutes of ESL services. Our second grade ELL's

scored mostly in the beginning to intermediate level. They will be given 360 minutes of ESL services a week. In third grade most of the students scored in the intermediate level. These students will be serviced 360 minutes a week while the rest of the students will be serviced 180 minutes a week. The fourth through eighth grades have a varied ESL level. They fall between beginning through advanced groups. They will be grouped according to their level. We also have a kindergarten dual language program. The students are being taught in both Spanish and English. Estrelita is the phonics program that is being used every day. The dual language program will continue next year but we will be adding first grade. Each year another class will be added.

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 foster language development and meet the demands of the Common Core Learning Standards.

3. The content areas are delivered in several different ways. The ESL program adheres to the Common Core Learning Standards. These programs use a balanced approach to literacy, including high-quality instructional practices that facilitate academic excellence for ELLs. The ESL lessons are comprised of a variety of different methods. New vocabulary is introduced. There is a mini lesson, high order questions, and checking for understanding. Total Physical Response is also used as a variety of ESL methodologies. The ESL lessons also adhere to the state standards, including New York State Learning Standards for all curriculum areas and re aligned to the ELA standards. The students are able to practice their reading, writing, listening and speaking skills. In some classes, the children meet in the meeting area, and then sit in small groups using differentiated instruction to do an activity that relates to the lesson. Scaffolding techniques are used extensively, as needs arise. Modeling, bridging, contextualization, schema building, text re-presentation, and metacognition:

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

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

b. The plans for ELL's who are newcomers are as follows: They are given small group instruction based on their score on the LAB-R exam and then again on the NYSESLAT in the spring. Many multisensory activities are used for the students. A great deal of visuals and repetition are used. A known ESL for beginners which is used a great deal is TPR-Total Physical Response. The children are doing a variety of lessons which include movement and rhythmic poetry. These students are included in the ESL Saturday program to enhance the English language.

c. The plan for ELL's receiving service 4 to 6 years is as follows: These students will be included in the Saturday Academy ESL program as well as the extended day. The students will use a variety of multisensory activities including a computer program to enhance their skills. These students will be involved in the ESL program as many times as it is mandated.

d. The plan for long term ELL's (completed 6 years) is as follows: These students will use a variety of computer programs to enhance their knowledge of the English language. They will practice the skills such as reading, writing, listening or speaking for the NYSESLAT exam. They will be placed in a small group that will enable them to succeed.

e. The plan for ELL's identified as having special needs is as follows: These students will use a variety of multisensory activities. They will use a many methods of ESL such as Total Physical Response. They will also be given practice in the area that is causing them to have difficulty.:

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

5. There are many targeted programs for ELLs in ELA, math, and other content areas. The range of intervention services that are offered in the school are as follows: The ESL classroom is a print rich environment and provides students an opportunity to develop their ability to improve their listening, speaking, reading and writing skills. ESL lessons are common core aligned.

Higher order questioning and scaffolding is used. Differentiation is also consistent among the various groups. ESL methodologies are used such as TPR (Total Physical Response).

For Listening: Students will be speaking to others and be asked questions about what their partner said.

For Reading: Students will be reading non-fiction text with a focus on higher order questions, reading comprehension and inferencing skills.

For Speaking: Students will be taking turns talking to their partner. They will also be asked questions about the articles, stories that they have read.

For Writing: Students will be doing writing responses based on the text or story that they have read. They will be focusing on grammar in their writing.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. We do not have any SIFE students at the present time. If we had SIFEs they would be serviced according to their level.

b. The plan for ELLs who are newcomers is that they will be getting ESL services 360 minutes per week. They will be receiving services 5 days a week. They will be participating in the Saturday Program as well as the Extended Day.

c. Students will attend the Saturday Program as well as the Extended Day. The students will practice their listening, speaking, reading and writing. The students proficiency levels will be carefully examined to see what are the areas of most difficulty.

d. Students will attend the Saturday Program as well as the Extended Day. The students will practice their listening, speaking, reading and writing. Students will be evaluated based on a review of the NYSESLAT, ELA and other areas to determine what skills they need to improve.

6. The plan for continuing transitional support (2 Years) for ELLs reaching proficiency on the NYSESLAT is as follows: These students will be carefully looked at to see how well these students have maintained their level of proficiency. The ESL program is aligned with the Common Core Standards. Lessons are aligned with what the teachers are working on with their students in their classroom. a. We currently do not have any SIFE students. If we did we would give them extra practice with their listening, speaking, reading and writing skills. We will give the former ELLs extended time on their tests. They will receive a year of extra time on their exams b. ELLs who are newcomers will be in a separate group of beginners. They will be given ample time to practice the basic listening, speaking, reading and writing skills. A great deal of TPR (Total Physical Response) will be used. c. ELLs receiving service for 4 to 6 years will be grouped according to their level. Student data will be carefully looked at to determine the area of most need. These students will be given specific Common Core lessons based on enhancing their listening, speaking, reading, and writing skills. d. Students will be grouped accordingly based on the data. They will be given extra support based on the area of weakness. e. Former ELLs will be given Common Core based lessons specifically designed for former ELLs. Many of these students will use scaffolding to help them during the lessons. They will practice different components of the English language in their classroom. Both the classroom teacher together with the ESL teacher will work closely to formulate various ESL methodologies to help the child during the instructional period.

7. 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?

The improvements/programs that will be considered for the upcoming school year is as follows: The new Common Core Curriculum: Ready Gen for the elementary grades and Expeditionary Learning will be used. Students will be given additional support using these programs to help them improve their listening, speaking, reading and writing abilities. The lessons will be taught by using extra support by adding picture cards and a greater emphasis on vocabulary and language support.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

We currently do not have an IEP teacher. Students are given extra support based on their IEP goals. They are grouped accordingly and are given the mandated services based on their IEP. The school has an ESL Saturday program as well to help those students develop their listening, speaking, reading, and writing skills.

Courses Taught in Languages Other than English [i](#)

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:	English/Spanish		
Social Studies:	English/Spanish		
Math:	English/Spanish		
Science:	English/Spanish		

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

B. Programming and Scheduling Information--Continued

9. 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. ELLs are afforded equal access to all school programs. There will be a Saturday program for the ELLs. The Language Power program will be used. The materials follow Common Core aligned activities. The Extended Day groups focus on small groups. Those specific groups are targeted because they need help with specific skills. The RTI program is effective with those students who need some extra support. Students who receive SETTS are also given extra guidance.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The data that is used is as follows: An assessment was given to all ESL students at the beginning of the year. The NYSESLAT test results from 2013 were used along with the ELL Periodic Assessment. A spreadsheet was used that incorporates all of the data and the next steps for the students. Every teacher who has ELL students was given this special data sheet.

The data is reviewed ongoing to drive the instruction.

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

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

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

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

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

11. What new programs or improvements will be considered for the upcoming school year?

Paste response to question here: The ESL teacher will be using the data to drive the instruction. She will be looking at the scores on the NYSESLAT and Periodic Assessments. The school will be enhancing their dual language program. Every school year we will be adding another grade for dual language. The Saturday Program for the ELLs will continue to be implemented.

12. What programs/services for ELLs will be discontinued and why?

Paste response to question here:

There will be no programs or services for the ELLs that will be discontinued.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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

The school invites all of the ELLs to the Saturday Program. They are invited by receiving a parent letter with a permission slip. The letter explains that they are chosen to participate in the program with the dates and times that the program will be meeting. During the ESL Saturday Program, ESL strategies and methodologies will be used to enhance the students knowledge of the English language. The ESL students will be engaged in Common Core aligned lessons to prepare them for the NYSESLAT. Students will be focusing in on all modalities of the test which include listening, speaking, reading and writing. The students will be broken up into groups according to their grade.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Paste response to question here The Language Power Program is used as long as NYSESLAT test prep books. An overhead projector and laptop are used to enhance the students knowledge of English.

Paste response to questions 8-17 here :

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Paste response to question here: Students who are in the dual language program will receive native language support 50% of the time. The 50/50 model is used. The Estrellita program which is an accelerated beginning Spanish Reading program is used. In the ESL program students are immersed entirely in English. The materials that are used for the ESL program is Language Power.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

The ELLs are grouped accordingly based on their need. ELL students will be grouped with English speakers in the appropriate grade and age level. Beginners will be serviced 5 days a week. Intermediate and advanced will be serviced 4 days a week.

Beginners, Intermediate and Advanced students will be grouped by grade level.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Paste response to question here: Kindergarten ELL students who are new admits to the school will attend a parent/child orientation. The dual language program also has a workshop for the parents before the school year begins. Activities for new ELLs will be given the opportunity to attend the ESL afterschool program as well as the ESL Saturday program which include parent child workshops and trips.

18. What language electives are offered to ELLs?

There are no language electives that are offered to ELLs.

19. For schools with dual language programs:

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

a.50% of the time in Spanish and in English.

b. The ELLs and EPs are integrated together during the entire day. They might be separated because of differentiated instruction.

c.Language is separated for ELA. They use the 50/50 model. The schedule changes every day. All of the content areas are taught in both Spanish and English. The students are taught math, social studies, science and ELA. Depending on the day an example of a student schedule is: Morning meeting,phonics. ELA Math and 4 Rs.

d.The dual language model that is used is the 50/50 model. We currently have a Kindergarten dual language class and have a first grade dual language class.

e. Literacy is taught in English. The dual language teacher focuses more on native language which is English and they supplement in Spanish.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. The professional development plan will be given to all school personnel by the ESL teacher. Workshops will be attended by various staff members and the ESL teacher. Information from the workshops will be presented to the staff during monthly staff development meetings. Staff members have attended Estrelita, Go Math, Ready Gen and Expeditionary Learning workshops.

2. The support that is given to the ELLs as they transition from elementary to middle and/or junior high is the basic knowledge of how can I help my ELLs succeed. The ESL teacher will provide information on various topics that the students will need to become proficient. She will also explain the NYSESLAT exam to the staff. The ESL teacher can attend many of the workshops that are offered by the Office of English Language Learners. Some of the workshops are as follows: ReadyGen, Expeditionary Learning, Estrelita workshops, and Response to Intervention.

3. The 7.5 hours of ELL training for all staff will be done by the ESL teacher and The Office of English Language Learners.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. The ELL professional development is provided throughout the year for all of our parents. Parents will have the opportunity to learn about how they can help their student with the NYSESLAT. They will learn about the Common Core and ELLs. Parents will also have the opportunity to do projects with their child. Parents will be informed of all parent workshops through flyers that will be given to their child. It will be translated into their native language.

2. The school receives notification of workshops for parental involvement through the Office of ELLs. The school also provides ESL workshops from the school staff.

3. There is a minimum 7.5 hours of ELL training for all staff. These meetings will include teachers and support staff. Curriculum planning will take place to develop and align the program with the mandated curriculum and assessment standards for ESL as described in the NYCDOE Language Allocation Policy. Administrators and staff members will attend various workshops and or conferences in order to become familiar with the various strategies and successful programs that are being implemented for the development of Second language acquisition by ELL's and the staff attending these conferences will turn key to other staff members at the school and in guide in the planning and development of a curriculum that addresses the challenges of teaching linguistically diverse students. A survey will be sent to the ELL parents in mid January in order to determine what kind of parent workshops they will be interested in attending at the school. This survey will be distributed to the parents through a notice that the students will receive from school. Based on the survey the school will decide which workshops will be given on the specific days and times. Both the ESL teacher and the guidance counselor will meet and discuss the ESL transition. Various staff members will be given the opportunity to attend workshops.

4. Parental activities address the needs of the parents based on the survey that was sent to the parents through the school. Parents will choose what kinds of activities/workshops they would like to attend. The ESL teacher will be administering some of the ESL professional development to the staff. The school will maintain a record of all of the professional development done by the ESL teacher. Some of the ESL professional development will be given by the ESL teacher will consist of how can I help my ESL student and all about the NYSESLAT.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: P.S.96M**School DBN: 04M096****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Betty Lugo	Principal		1/1/01
James Konstantinacos	Assistant Principal		1/1/01
Sonia Kemp	Parent Coordinator		1/1/01
Natalie Camen	ESL Teacher		1/1/01
	Parent		1/1/01
Grace Bustos/Dual Language	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Lourdes Rodriguez	Guidance Counselor		1/1/01
Lucius Young	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 04M096 School Name: 096

Cluster: 04 Network: 408

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.

According to our data, the survey that all parents fill out at the time of registration, usually determines their home language. The survey is available in at least nine different languages. At the parent request, a translator will be available to answer any questions and assist in completing the Home Language Survey. Once the survey is completed and reviewed, this information is entered in ATS to ensure that all materials that are sent home, are written in their primary spoken language. We presently service 92 ELL students and although many of our students are not classified ELL students, many parents have limited English speaking/writing abilities. Therefore all notices that are sent home are translated in Spanish. Other languages are translated on a need basis. Since the majority of our ELL students parents are Spanish speaking, it is very important that all school notices are translated. The parents are kept well informed about the needs of their child's academic progress. Also parents will be notified about their child's grades which is will be automatically downloaded in their written and spoken language. The Home Language survey is also used to determine whether or not the parent needs written and oral translation for notices that will be sent home in all regards. If for any reason a parent needs a written translation concerning any information regarding their child's education, we will transcribe the information and /or contact the translation and intrepretaion unit to assist. The school houses many teachers who are fluent in reading, writing and speaking Spanish . We utilize their services as needed. If a parent needs an oral interpretation, we have staff members who are readily available to assist. Our Parent Coordinator is responsible for obtaining translators as needed for parents. For other languages other than Spanish, the school reaches out to the other resources, but not limited to the translation unit. During Parent Teacher Conference translations are requested and obtained by the staff and or translation unit to assist as needed.

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.

The major findings of the school's written and oral interpretation needs were as follows: We have a large population of parents who have limited spoken and written English abilities. 18% of our students are currently receiving ESL services and many more households have reported that despite the fact that their child is fluent in English, they themselves do not speak, write or understand the English language. We have had several students enter our school from another country without any exposure to the English language. These present concerns have initiated the need to reach out to the school community to increase awareness on our translation policy. These findings will be shared with the school community periodically via parent notifications, and our computer based reporting system.

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.

The school provides written translations of all parent notification and school documents for all non English parents to be sent home. Translations will be made and provided by a staff member and the translation unit as needed. There are many staff members who are fluent in the written translation of English to Spanish. Staff members often volunteer their services to help the school community. If a staff member is not available, the parent coordinator will assist in the translation of English to Spanish. The school has hired an outside interpreter during the parent teacher conference to assist the parents as needed. Also any document that has to be completed for school purposes are translated. Assistance is also available when parents need to address the school in any manner.

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

The process for the oral interpretation is as follows: Oral interpretation is provided by the staff and /or outside resources, but not limited to the parent coordinator. The school provides an outside contractor during parent teacher conferences to assist as needed with oral interpretation. The school will meet the needs of all ELL parents based on the Home Language Survey identification process. By examining this survey, the school will have a better understanding of who needs any type of oral interpretation. Also translation services are provided during school meetings, including IEP's and teacher meetings. Identifying these needs at the point of registration, assists the school in creating a plan of action to meet the needs of these parents. Staff members are identified and assigned to specific grade levels. The entire staff is aware of the needs of the parents. Most staff members are eager to assist and volunteer to interpret when they can. If there is a situation in which there is no school staff that is available during the time needed, then parent volunteers and /or relatives over the age 18 will be utilized.

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>.

All parents whose primary language is other than English, will receive a copy of the Bill of Rights and Responsibilities which includes their rights regarding translation and interpretation services. In the main school lobby a sign will be posted of the most prominent languages indicating the availability of translation and interpretation services. Since our school has more than 10% of our parents whose primary is other than English, we will obtain, post and provide such forms in accordance with the translation and interpretation unit. Parent notification will be provided to all parents informing them of the Department of Education's website as it pertains to the translation and interpretation services available and how to access this website.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: P.S.96M	DBN: 04M096
Cluster Leader: Christopher Groll	Network Leader: Lucius Young
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 84
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 2
of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

Part C: Professional Development

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

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

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

Part C: Professional Development

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

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

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