



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** PUBLIC SCHOOL 96, THE RICHARD RODGERS SCHOOL

**DBN (i.e. 01M001):** 11X096

**Principal:** MARTA GARCIA

**Principal Email:** MGARCIA4@SCHOOLS.NYC.GOV

**Superintendent:** ELIZABETH A. WHITE

**Network Leader:** MARGE STRUK

**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
Marta Garcia	*Principal or Designee	
Amy Gardner	*UFT Chapter Leader or Designee	
Sandra Ycaza	*PA/PTA President or Designated Co-President	
Laura DiMuro	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Tania Quiroz	Member/ Parent	
Curlene Crawford	Member/ Parent	
Carmen Romero	Member/ Parent Special Education/Ells	
Angela Quintana Lee	Member/ Parent	
Audrey Marutollo	Member/ Teacher -Chairperson	
Kristen Warren	Member/ Teacher-Secretary	
	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

<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ 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)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## 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 attendance records will indicate that a minimum of 43 parents will participate in workshops, an increase of five parents from last year.

### **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.

In the last several years we have tried to accommodate parents and bring in more workshops of value and importance to them. Staff members, administration and SLT agreed that having more parents involved in school would foster a good home-school partnership, improve student outcomes and enable parents to feel good about providing help for their child more at home.

### **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**

1. Provide parents with informational and relevant workshops and/or activities, at different times, morning and evening (CCLS, ARIS Parent Link, NYS Math and ELA assessments, new Report Card, Partners in Print, Immigrant Rights, Expect Success, Stress Relief, Saturday Library, etc)
2. Encourage parents to participate in long term parent involvement programs -*Cookshop* parent cooking classes, Learning Leaders volunteer training
3. Offer parents of after school program opportunities to have meetings with after school teacher to learn how they can help their child.

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

1. Parent Coordinator, Reading teachers, Math Coach, 21<sup>st</sup> Century personnel, ESL Coordinator, Principal
2. Parent Coordinator, Cookshop teacher-Ms. Torres, Learning Leader personnel-Ms. Wilson
3. Assistant Principal, after school teachers

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

1. Attendance records, minimum of 40-45 parents
2. Attendance records of parent participants who continuously attend every session, minimum of 5 parents
3. Attendance records from after school parent meetings, minimum of 10 parents

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

1. September 2013-June 2014
2. December 2013 -June 2014
3. October 2013-May 2014

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

1. We will attempt to provide workshops not only during the school day but in the evening to accommodate our working parents. The Parent Coordinator will offer to keep a file of workshop materials for parents to pick up in case they were not able to attend.
2. Parents who participants in *Cookshop* program will be given food to supplement their diet at home and be asked to complete the survey requested by *Cookshop*.
3. After school teachers will prepare resources for parents to use at home to support what they are being taught to help their child at home.

### **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).

This goal was created to promote more parent involvement in school. The school will be looking at attendance sheets from Parent-Teacher conferences attendance, Meet and Greet and Parent Association meetings and consider the interest survey that was done by the SLT in conjunction with Title I advisory team.

### **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	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

## **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.

To increase the school's median growth percentile in Math a minimum of 10% from 45.9% to 55% as indicated on the 2013-14 NYC Progress Report

### **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 goal was chosen based on the poor results of the school's growth percentile on the 2012-13 NYC Progress Report. When compared to peer schools, our growth percentile was extremely low and little progress was made by students.

### **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**

1. Implementing a more rigorous, 90 minutes of math instruction daily for grades 2-5, 60 minutes for Kgn.-Grade 1, CCLS aligned math program to Kgn.-Grade 5, Go Math along with professional development for teachers
2. Provide small group intervention to level 1 and 2 students during or after school, along with test prep support
3. Scheduling a minimum of two in-house test simulations and holiday homework packets to help prepare students for test.

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

1. All classroom teachers, Math Coach and two math support team members, Go Math consultant and IDE teacher consultant
2. Math team, classroom teachers and after school math teachers
3. Classroom teachers and Math team

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

1. Number of level 3 and 4 students in grades 3-5 on the Spring 2014 NYS Math Assessment, teacher observations, chapter results, administration observations
2. Decrease in percentage of Grades 3-5 at-risk students who received a Level 1 and 2 on the Spring 2014 NYS Math assessment
3. Students in grades 3-5 who receive a 60 % on in house simulation

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

1. September 2013-June 2014
2. September 2013-June 2014
3. January- March 2014

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

1. The first year of implementing a new math program, Kind-Grade 5, brings challenges to the school. Teachers and Math team are adapting lessons and program assessments to meet the needs of the school/students. A pacing schedule was developed to assist teachers with the pacing of target focuses by the Math team. A Go Math consultant will be providing support through professional development a minimum of eight times through-out the year for teachers and math team.
2. The at-risk students will get additional support during the math block by working in small group with the classroom teacher or math team member. Most students will attend the after school program and gets intervention support there.
3. The Math team will construct an in house simulation test based on concepts and topics that have been covered. Classroom teams will ten meet and score and analyze results on in house simulations. Results will be given to principal.

### **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).

We will be offering parent workshops in the NYS Math assessment in the morning and evening so that more parents are available to come in and learn about the format and demands of the test. Materials will be given out to parents so that they may work at home with their child.

**Budget and Resource Alignment**

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

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

**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.

To increase the school's median growth percentile in ELA a minimum of 5% from 55% to 60 % as indicated on the 2013-14 NYC Progress Report.

**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 goal was chosen based on the low growth percentile on the 2012-13 NYC Progress Report. The school received an "F" score in this component.

**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**

1. Implementing two ELA modules, Expeditionary Learning, which are more rigorous and include text based writing and use more informational text(social studies and science) in guided reading
2. Provide remediation to at-risk level 1 and 2 students by ELA support team during the school day and provide remediation and test prep to level 1 and 2 students after school, 2x per week and encourage parents of level 1 and 2 students to participate in extended conferences with child's teacher.
3. Provide teachers with on-going professional development workshops on close reading, improving student writing, questioning techniques, rigor, engagement and building student independence (Innovative Design for Education) IDE and item analysis

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

1. All classroom teachers, grades 3-5, Literacy Coach, Early Childhood Coach and ELA team members
2. ELA team members, after school teachers,
3. Literacy Coach, Principal, IDE consultant, Fordham Achievement Coach

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

1. All grades 3-5 students
2. At risk students who received a level 1 or 2 on the Spring ELA 2013 assessment
3. Teachers of grades 3-5, Literacy coaches, Ells coordinator, others

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

1. Implementation of Exp. Learning - January 2014
2. October 2013-May 2014
3. September 2013-June 2014

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

1. The school is attempting to implement a more a rigorous, text-based writing/close reading program into grades 3-5, Expeditionary Learning. Due to the fact the Common Core ordering has closed, it has become difficult to find the supporting materials for the learning modules. The school is purchasing the materials for the first two modules for grades 3-5. Time is of the essence receiving the materials into the building. Our goal is to start implementing this program in January 2014. Some professional development will be given to the teachers on close reading buy the Network support team. On-going support will be provided by the Literacy Coach.
2. Part of the Century 21<sup>st</sup> grant gave us the opportunity to hire teachers to provide after school support to students and to keep class size small. The program offered

support for parents of these students.

- 21<sup>st</sup> Century grant, key school personnel and Fordham PSO have been a support for teachers and have provided professional development.

### **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).

An informational parent workshop will be given on the format of the NYS ELA assessment, on the instructional shifts in ELA, CCLS and how parents can help their child at home.

### **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	X	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.

## **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.

To effectively implement the new teacher evaluation program by providing professional development (a min. of 3 hrs. per month) to teachers and to supervisors (a min. of 10 hrs. per year).

### **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.

This goal was chosen because implementing a new teacher evaluation system requires support and professional development for classroom teachers as well as administration. If observations and ratings are to be done effectively, teachers need to understand the method being used and administrators must be given time to learn and practice the method of evaluation.

### **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**

- Each staff member received a copy of Danielson's *Enhancing Professional Practice* to be used as a resource and will receive on-going professional development on the Danielson rubric, focusing in on Domains 1-4
- On-going professional development for principal and assistant principal in Advance/Danielson, provided by Fordham PSO Network Achievement Coach, city talent coach, Lisa Grevensburg and/or in-house administrative team.

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

- Principal, Assistant Principals and Literacy Coaches
- Principal, APs, Fordham PSO personnel

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

- All staff members
- Administrative team

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

- September 2013-June 2014
- September 2013-June 2014

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

- The school will be open to use a variety of resources that offer professional development/workshops for teachers and/or administration, from DOE, UFT, CSA, or Network support. If school personnel are sent out for professional development, the information will be turn-key to all staff members.

2. Administrative team will use support of Achievement Coach and participate in as many as possible professional development workshops, webinars, etc.

**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).

Many teachers are attempting to communicate better with parents in order to help parents become more involved in the school and address Domain 4c Communicating with families.

**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.

**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.

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

Describe the research-based 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**

1.

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

1.

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

1.

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

1.

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

1.

**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).

**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.

### 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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	91 sts. 9 sts. 30 sts. 106 sts.	Small group	3-4x per wk during the school day Wilson 5x per wk during the school day 2x per week, Ells After school 2x per week After school
<b>Mathematics</b>	60 sts.	Small group	2x per week After school
<b>Science</b>	0	N/A	N/A
<b>Social Studies</b>	0	N/A	N/A
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	6	One to One and/or small group	During the school day

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 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.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.

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

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

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

A new teacher summer workshop is designed to have new teachers come together and become familiar with school policies, building and initial support staff. New teachers are assigned to a buddy along with their mentor. The mentor will support the teacher and enter hours and support given into the Mentoring system. The teacher works with the mentor year long. The mentor provides support by planning with the teacher, observing the teacher in the class, doing demonstration lessons, etc. New teachers are part of the school's professional development workshops along with grade meetings and inquiry teams. Workshops can be school based or professional development provided by support organization (Fordham University PSO). During observations, both formal and/or formal, administrators decide if the teacher needs more support from a coach, etc. If so, they are assigned to help the new teacher and an individual professional development plan is put in place. The principal does meet with the mentors to follow up on the success of the new teacher.

It is the hope of the school that every teacher at P.S. 96 is identified as a Highly Qualified Teacher.

### **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).

As previously indicated, all staff members are involved in most of the professional development at PS 96X. During the 2013-14 school year, there will be a minimum of two periods per month devoted to CCLS and the new Teachers' Evaluation system. Every Wednesday, which is inquiry time, teachers meet within a grade and are assessing students' work in order to make changes to reading/writing units, units had been previously aligned to CCLS, or additional professional development is conducted. The tentative lists of professional development workshops are as follows: Improving Students Writing, The Danielson Framework, KIDBIZ, Stars classroom, MOSL Baseline Assessments, Close Reading, etc. Periodically certain groups of teachers receive more customized workshops-i.e. SESIS, Fountas and Pinnell, CCLS awareness, etc. depending on the need of the teacher. Mentoring is also part of the professional development program, not only for new teachers but for those teachers who are having difficulties. Coaches usually are called upon for demonstration lesson but administrators usually handle scheduling of inter-visits. Building administrators also participate in professional development. They attend network workshops, which may focus on different topics relevant to the needs of the school and/or new policies. The entire school, Kind-Grade 5 teachers, will be working with a Houghton Mifflin consultant on Go-Math this year in order to support the implementation of the new program.

### **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 ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

The Guidance Counselor and Parent Coordinator are the school members that come into contact with parents who may have confidential and/or personal problems more than anyone else in the building. If a concern arises regarding violence, domestic or child abuse, it generally is handled by the Guidance Counselor or any staff member that the situation comes to. Situations that may arise with housing problems, immigration, utilities shut off, food bank or food stamps may go through the Parent Coordinator since she has handled similar problems in the past. Families who are in temporary housing do not always openly admit that there are difficulties. The Principal in conjunction with Pupil Accounting Secretary and Parent Coordinator form a plan a purchase school supplies, book bags and some uniform items and distribute these items to students in temporary housing. The school makes it more of a contest and draws these students' names as winners. A letter to the families usually goes home and informs the parents. If any staff member is presented with a situation where the family has needs it is presented to an administrator and the issue is addressed as best as it can be-bus pass, Metro card, etc.

### **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.).

In order to assist preschoolers, an Open House is coordinated in May for Kindergarten registrants. Parents and their child come in and spend a good portion of a morning meeting with administration and other key members of the school. A small handbook is shared with parents so they can start preparing themselves and their child for school. Important telephone numbers, tips on what to do the first day of school, uniform policies are all indicated in the handbook. Parents and students then tour the building and visit a typical class. Parents are given some items to work with their child at home over the summer and students receive a take away gift too. Parents also get to know the school nurse and she speaks to them about 504's, allergies, medications, etc.

#### **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.

In the past, assessment decisions were made between the administration and the Math and Literacy Coaches. This year due to the Measures of Student Learning (MOSL) a team was made up of Math and Literacy coaches, UFT, teachers and administration. The team met several times before the end of June and began investigation and learning about the different types of assessments available to the elementary school. Members of the team attended mandated professional development offered by the City and network. Administrators also attended. The UFT since it was part of the team continually shared information with the general staff. The committee after re-visited assessment information came up with a uniform decision and shared it with the principal. The Principal agreed with the decision and the decision was shared with the staff.

### **TA Schools Only**

#### **Use of Program Resources**

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

#### **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).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

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**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, Public School 96X, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

Public School 96X, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**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 <b>11</b>	Borough <b>Bronx</b>	School Number <b>096</b>
School Name <b>The Richard Rodgers School</b>		

### 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 <b>Marta Garcia</b>	Assistant Principal <b>Patricia Gelpi</b>
Coach <b>(Reading) Rosanna Rubino</b>	Coach
ESL Teacher <b>Rosanna Palumbo</b>	Guidance Counselor
Teacher/Subject Area <b>Christine Torres/ESL Teacher</b>	Parent <b>Sonia Guaraca</b>
Teacher/Subject Area <b>Albert Lopez Gr.3 ESL Teacher</b>	Parent Coordinator <b>Stephanie Guerrero</b>
Related Service Provider	Other <b>Maria Patane/Gr. 3 ESL Teacher</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other

### 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.	<b>6</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>2</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>985</b>	Total number of ELLs	<b>92</b>	ELLs as share of total student population (%)	<b>9.34%</b>
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-in	2	1	2	1	2	1								9
self-contained		1		1										2
<b>Total</b>	2	2	2	2	2	1	0	0	0	0	0	0	0	11

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	92	Newcomers (ELLs receiving service 0-3 years)	81	ELL Students with Disabilities	23
SIFE	1	ELLs receiving service 4-6 years	10	Long-Term (completed 6+ years)	1

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										0
ESL	81	2	15	10		6	1		1	92
Total	81	2	15	10	0	6	1	0	1	92

Number of ELLs who have an alternate placement paraprofessional: 1

### 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	24	14	9	17	9	10								83
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			1	1	2									4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian	1	1	1			1								4
Other					1									1
<b>TOTAL</b>	25	15	11	18	12	11	0	0	0	0	0	0	0	92

## 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)	20	4	3	4	6	5								42

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)	2	2	3	5	2	3								17
Advanced (A)	3	9	5	9	4	3								33
Total	25	15	11	18	12	11	0	0	0	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	6	3	0	0	9
4	9	1	1		11
5	7	2		1	10
6					0
7					0
8					0
NYSAA Bilingual (SWD)				2	2

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	5	3	3		1				12
4	4	1	7	1	1				14
5	6	3	3						12
6									0
7									0
8									0
NYSAA Bilingual (SWD)							2		2

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	2	0	10	1	1		14
8									0
NYSAA Bilingual (SWD)							1		1

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)								
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 Fountas & Pinnell (F&P) Benchmark Assessment System (BAS) is used to assess the early literacy skills of our ELLs twice per year; in the fall and in the spring. This assessment matches students' instructional and independent reading abilities. An oral language component asks students to repeat words and sentences. Letter and sound recognition is assessed as well as sight word knowledge and early literacy behaviors. For example, knowledge of front and back of book and recognizing the order of reading. Along with the F & P assessment, the Spanish LAB results which demonstrates native language literacy skills are analyzed and considered. The data is used to plan instruction based on students' strengths and weaknesses. Data is also analyzed to gauge how well ELLs are acquiring phonemic awareness, foundational and language skills, developing vocabulary, processing text and building comprehension. Small, leveled groups (approximately 6:1 teacher to student ratio) are formulated based on student levels.

The data also drives our school's literacy instructional plan. It provides evidence of learning and achieving. It also alerts us as to which students might be considered for intervention. Furthermore, small leveled groups (approximately 6:1 teacher to student ratio) are formulated based on the data. Teachers meet with individual reading groups during the literacy block. In addition to ESL instruction, struggling ELL students are provided with additional reading interventions, such as push-in/pull out small group support focusing on specific literacy skills. Beginning in January 2014, additional teacher support will be provided in each second grade class during the literacy block.

Quantitative results for nine second grade ELL students reflect the following:

- During the 2012-2013 school year the students achieved the recommended growth expectations per the Fountas & Pinnell Text Level Gradient chart (testing occurred in fall 2012 and spring 2013), increasing an average of five levels for the year.
- Seventeen grade three ELLs who were tested averaged an increase of three levels of growth during the 2012-2013 year.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The data across the NYSESLAT modalities illustrates newcomers need additional instructional support in order to be able to articulate properly with native like fluency to take part in a variety of rich, structured conversations in a whole class or small group setting. The data also demonstrates some students need to build listening stamina and acquire listening proficiency in order to comprehend spoken English, respond to others, explain, analyze and synthesize a variety of ideas. Analyzing reading and writing modalities confirm some students need to build a stronger foundation in literacy skills, i.e. reading comprehension and responding to text based questions. Further instruction and practice is needed to gain writing mastery skills to ensure students are able to develop and organize their ideas and to correctly use conventions of standard English grammar. The data drives instruction for teachers to provide learning activities to foster further development of these skills.

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](#))

The AMAO Target set for the 2012-2013 school was 65.3%. P.S. 96s AMAO 1 is 82%. One hundred ELL students were tested on the spring 2013 NYSESLAT exam. Seventy students moved up one level. Twenty students remained on the same level, with twelve of those students achieving a 43 or more point gain.

The AMAO 2 Target was 13.7%. P.S. 96s AMAO 2 is 35% (35 students).

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?

a) Across grades 3-5 ELLs generally underperformed on the 2013 State ELA and Math exams. However, grade 4 State Science Test results illustrate 87% of ELLs scored on or above grade level. English Language Learners were provided modifications on exams, including translated editions and/or oral translators. The above stated data illustrates the need for ELL students to increase levels of proficiency on standardized exams.

Based on the patterns across proficiencies and grades, ELL students underachieved on the State ELA and Math tests as compared to their peers. For example, 25% of general education students in grades 3- 5 scored on or above grade level on the ELA exam, with 13% of ELLs ( including two students with Alternative Assessment), scoring on or above grade level. Twenty two percent of general education students in grades 3-5 scored on or above grade level on the State Math exam, with ten percent of grades 3-5 ELLs achieving on or above grade level (including two students with Alternative Assessment). English Language Learners achieved 87% on or above grade level proficiency on the State Science test. The implications for instruction is to continue to utilize instructional time blocks, analyze Go Math and other assessments to plan instruction, draw on funded push in/pull out teachers to lower student to teacher ratio, provide differentiated instruction and on-going professional development to share best practices.

b) School leadership and teachers analyze Periodic Assessment results in order to identify specific areas of strength and needs to target supports for students. Assessments given throughout the year and at the end of the year play a crucial role in tracking growth in teaching and learning, identifying gaps and trends, and monitoring academic progress along the way. Periodic assessments offer understanding of how students are absorbing information on a regular basis. Adjustments are made throughout the year based on student performance.

c) Insightful information is derived from Periodic Assessments. Assessments provide our school with up-to-date, specific information about ELL students' strengths and needs. Periodic Assessments also predict student performance on State exams. The data is used to target instruction to specific learning needs of students. At risk students can be identified in order to provide additional interventions and instruction. English Language Learners have access and are instructed in the strategic use of cognates in literacy. They also have bilingual glossaries and dictionaries in order to use and apply during content area exams and assessments. Translated editions (math) of chapter and unit tests are accessible to ELLs.

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](#).)

Administrators, coaches and teachers assess data to determine if and when it is necessary to adjust instruction. English Language Learners' academic achievement is compared to the overall school population to evaluate how they are faring in comparison to their peers. If sufficient data establishes students are lagging or not making sufficient progress, the core instruction is reviewed in order to ascertain whether it is ineffective or inappropriate for the student and adjustments are considered. Additionally, students are provided with increased interventions and activities targeted to their individual needs. Other considerations may be intensifying the instruction, providing a smaller student to teacher ratio and/or supporting teachers with new research based ideas to deliver instruction. We also reach out to parents in order to establish a home-school partnership to benefit the student in his or her academic development and achievement.

6. How do you make sure that a child's second language development is considered in instructional decisions?

English Language Learners' first language and literacy knowledge and skills are considered in instructional decisions, building on students' talents, their prior experiences and perspectives. Instruction is planned based on student level of English proficiency per R-LAB and NYSESLAT results. In conjunction with ESL Standards, the Common Core Learning Standards are infused when planning instruction. English Language Learners are provided learning activities to foster development of Speaking, Listening, Reading and Writing skills. Students are provided opportunities to practice oral language and articulate correct pronunciation, listening for understanding, following directions and to listen to what others say in order to respond in a small or whole class setting. Students read to understand and interpret information in a variety of fiction and non-fiction genres for comprehension and evaluation. Students write to communicate ideas, summarize and persuade in an organized manner using correct English structures. Moreover, comprehensible input through scaffolding opportunities are considered when planning instruction. This occurs by providing contextual supports for meaning through teacher modeling, emphasizing and developing key academic vocabulary, use of visuals, graphic organizers, graphics and including cooperative learning and hands-on-learning opportunities. Other components include building student background through prior knowledge and making connections.

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:

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

There are various ways we evaluate the success of our ELL programs. A school team including administrators, coaches and teachers meet regularly to examine a variety of assessments and data. English Language Learners' proficiency on predictive and periodic assessments, including the ELL Periodic Assessment in October and March, baseline assessments, which gauge students' starting point at the beginning of the year, course or unit, State ELA, Math and Science exams and the New York State Report Card informs us whether ELLs met AYP. Each year Annual Measurable Achievement Objectives (AMAO) based on assessment (NYSESLAT) results from the previous school year are assessed. Student progress is also assessed through classwork/homework and informal assessments which provide an overall picture of student skills, abilities and on-going progress.

## 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](#).)

When a new student arrives at P.S.96 Ms. Palumbo and Ms. Torres, ESL teachers, meet with the student and parent to conduct an informal interview (In Spanish, when necessary. Albanian provided translations are provided through teachers, Ms. Pergjini and Ms. Nikaj. Interpreters are available in lower incidence languages as needed i.e., (Arabic). The parent is provided with a Home Language Identification Survey (HLIS) in the native language. When a language other than English is specified, Ms. Palumbo administers the Language Assessment Battery-Revised (LAB-R) within ten days of registration.

If a student's primary language is Spanish and scores at or below proficiency on the LAB-R, the student will be administered the Spanish LAB. The parent is informed that if the child is identified as requiring ESL services, he/she will receive the mandated units of ESL instruction based on proficiency level. The parent is also informed the child will continue to receive ESL services until he or she reaches proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT), administered each spring.
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.

Parents/guardians are invited to attend an orientation for Parents of English Language Learners when students score below the level of proficiency per R-LAB. During this time parents are provided with information on the three program choices in New York City. Ms. Palumbo, Ms. Torres, ESL teachers and Ms. Guerrero, Bilingual Parent Coordinator conduct these meetings. Two meetings took place on September 17, 2013, one in Spanish and the other to accommodate other languages. Additional orientations will occur on November 14, 2013 and March 11, 2014 during Parent-Teacher conferences and throughout the school year as new entrants are admitted, immediately after the registration and testing process in order to ensure an accurate and timely placement. If a parent is unable to attend a scheduled orientation, an individual meeting is scheduled and/or a telephone conversation occurs. Information derived from the Parent Survey Program Selection form is entered on the ELPC screen of ATS, which is verification that a parent orientation occurred explaining the three program choices in New York City, the program the parent selected and the program in which the student was placed.

During the orientation, the parent/guardian is given a synopsis of the three ESL programs. Parents are informed that in the Transitional Bilingual Program students transfer native skills to English by spending instructional time in the Native Language before steadily transitioning to English. The Dual Language program is designed to continue developing students' native language, as well as English language skills. In the ESL program students are taught in English using ESL methodology with native language support. During the orientation, parents view the DVD, *The Parent Connection—An Orientation for Parents of Newly Enrolled English Language Learners*. Parents/Guardians are also provided with the *Guide for Parents of English Language Learners*, an informative packet which details pertinent information regarding the three programs. Parents are encouraged to ask questions regarding the programs and complete the Parent Survey Program Selection form, stating the preference of program for their child. If a parent requests either the Dual Language or Transitional Bilingual Program, we contact the Regional Office for a placement.

Additional topics discussed during the parent orientation include: CR Part 154 and Title III guidelines as they relate to ELL students, including additional programs and supports available to students. Another topic of discussion is the NYSESLAT exam (New York State English as a Second Language Achievement Test), the annual New York State exam that is designed to measure English language growth from year to year. Parents are informed that their child will receive ESL services until they reach proficiency on this exam, and the child will no longer require ESL services once they have achieved Proficiency level on this exam.

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 [\[see tool kit\]](#).)

Parents of ELLs first receive an Entitlement letter explaining the child was administered the LAB-R based on their responses on the Home Language Identification Survey. Based on the student's score he or she is entitled to receive services. Parents are then invited to a Parent Orientation meeting (occurred on September 17, 2013). Parent Survey and Program Selection forms are completed during this time. Parents are then provided with a Placement letter informing them of child's program placement based on child's entitlement, Parent Survey and Program Selection form.

A Non-Entitlement letter is sent to parents who completed Home Language Identification Surveys indicating a language other than English. Based on the information the child was administered the LAB-R. The child's score indicates he/she is English proficient and not entitled to receive services.

On September 24, 2013 parents received the NYSESLAT Parent Report were notifying them of their child's Spring 2013 NYSESLAT score and proficiency level. If the child did not reach proficiency, the parent also received a Continued Entitlement letter explaining their child would continue to receive ESL services. Non-Entitlement/Transition letters were distributed for students reaching the Proficient level on the NYSESLAT. The parent was also informed the child would receive ESL transitional support for one year as well as testing modifications for two years. Original entitlement letters are placed in students' cumulative folders. Copies are securely stored in the ESL office where they are easily accessible for review.

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.  
The criteria used for placing students in one of the three programs offered to ELL students is based on parent choice. After parents have attended the Parent Orientation, viewed the DVD, the *Parent Connection--An Orientation for Parents of newly enrolled English Language Learners* receive an information packet discussing the three program choices, read over the *Guide for Parents of English Language Learners* and have had the opportunity to ask questions about the programs, the selection is made. This selection may be discussed during the initial interview process during registration or during the parent orientation. The forms are continuously monitored to determine parent choice in order to determine which ELL programs should be provided at P.S. 96. During the past several years the trend in program choice selected by parents at P.S.96 is the Freestanding ESL program. This program model is aligned and reflects parent choice based on Program Survey and Program Selection forms.
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.

In order for ELL students to receive a score on the New York State English as a Second Language Test (NYSESLAT) students must be tested on each of the four modalities of the test. Ms. Palumbo, ESL Coordinator maintains records of students. Ms. Troup, Pupil Accounting Secretary, informs various school personnel, including the ESL Coordinator when a student has been admitted, and provides a new admit form for review immediately upon registering a student. Throughout the school year ATS reports are accessed in order to ensure newly admitted students are accurately and promptly identified, tested and serviced accordingly. Prior to the NYSESLAT testing dates Ms. Palumbo turn-keys pertinent information to teachers involved in administering the exam. Teachers are provided a list of students to be tested, location and a time schedule for testing. In addition to Ms. Palumbo, Ms. Torres, Ms. Piccolo and Ms. Porpora, reading teachers also administer each modality of the test. Any student who is absent for a specific modality will be administered the test during the make-up period. Ms. Palumbo confirms children are tested in each modality.

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

Parent Survey choices for the 2013-2014 school year indicate the following:

- Eight parents selected the Transitional Bilingual Program (parents rejected a bilingual transfer).
- Nineteen parents selected the Freestanding ESL Program.
- Four parents selected the Dual Language Program.  
(five students were placed in ESL per Individual Education Plan (IEP) recommendation.

Parent Survey choices for the 2012-2013 school year indicate the following:

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

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

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

b. Kindergarten through grade 5 English Language Learners, including special education students receive ESL instruction by certified ESL teachers. In grade one and grade three ESL instruction is provided by classroom teachers, Mr. Lopez and Ms. Pergjini. Ms. Palumbo and Ms. Torres provide push-in/pull-out ESL instruction as follows: two kindergarten push-in/pull-out beginners through advanced groups, one first grade push-in/pull-out beginner through advanced group, one grade two push-in/pull-out beginner-advanced group, one grade 2/3 special education beginner through advanced group, one grade four push-in/pull-out beginner through advanced group and one grade five push-in/pull-out beginner through advanced group.

English Language Learners in these classes also receive additional push-in and pull-out support in English Language Arts and the writing process from AIS reading teachers: Ms. Tropeano (grade 2), Ms. Porpora, (grade 4), Ms. Piccolo and Ms. Rubino (grade 4) and Ms. Oquendo, AIS Early Childhood Coach (grade 1). Ms. Carroll, reading teacher pulls-out ELLs in kindergarten and grade 2. The Math coach, Mr. Cecil and math teachers, Ms. Caetano and Ms. Nwankwo provide push-in support, small group AIS and small group enrichment. ESL teachers provide ELA and math instruction during the 37 1/2 minute extended day tutorial (two days per week) as well as pull-out support in literacy and the Writing Process through a pull out program (four 45-minute periods per week). Special Education/English Language Learners are grouped by grade and proficiency levels as assessed through LAB-R and/or NYSESLAT. Beginner and Intermediate students receive two units (360 minutes) of ESL instruction. Students who score at the proficiency level (transitional ELLs) receive up to two years of support services. The instructional components of the ESL program include English Language Arts and content area instruction in English through ESL methodology. The students in these classes also receive additional small group push-in support (6:1 student to teacher ratio) five days per week during "0" period and during the 37 ½ minutes extended day two days per week.

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)?

Ms. Garcia and Ms. Palumbo ensure all ELLs receive ESL instruction per CR Part 154. Beginning/Intermediate ELLs receive 360 minutes of ESL. Advanced level ELLs receive 180 minutes of ESL instruction and 180 minutes of ELA instruction. The staff ensures mandated number of instructional units are provided according to proficiency levels in each program model. Ms. Palumbo and Ms. Torres service students through a push-in/pull-out model. Ms. Pergjini, grade one, Mr. Lopez and Ms. Patane, grade three teachers, service ELL students within a self-contained setting.

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.

In order for teachers of ELLs to meet the language development and demands of the Common Core Learning Standards, they use a variety of methods to make content comprehensible. This may be accomplished through the use of visual representations of vocabulary and concepts. Teachers can access a variety of visuals through smartboards or I-Pads use. Semantic story maps and graphic organizers are used in order for students to dissect and organize information. Teachers link new information to students' prior knowledge as well as teach new vocabulary words that occur in the text. Students often work in cooperative groups to have the opportunity to discuss academic vocabulary and key concepts. The main concepts and vocabulary for a unit are posted and reviewed. Teachers differentiate instruction or the assessment criteria as needed for the students. English Language Learners are also provided with bilingual dictionaries and content area glossaries to review key terms or unfamiliar vocabulary related to the content.

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

The New York State Education Department allows for English Language Learners/Transitional ELLs to utilize translated versions of content area exams, bilingual dictionaries and/or glossaries. Additionally, students have access to these accommodations throughout the school year. Students have access to native language materials in their classroom libraries as well as the school library. Students are encouraged to discuss content and/or write responses in their native language. Teachers who are knowledgeable of the students' native language, use the language to expand on what is being presented.

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

Throughout the school year students are evaluated in all four modalities in order to track growth and plan instruction. Monitoring assessments help identify trends and growth patterns. This occurs through the ELL Interim Assessments administered in October and March, Fountas and Pinnell benchmarks, English as a Second Language Standards and Common Core Learning Standards, Go Math assessments and CCLS aligned baseline and benchmark assessments. The Reading Tracker, a tool that captures data from running records is another assessment used to evaluate students. Additionally, students' classwork and homework is assessed on an on-going basis. Throughout the school year ELLs are assessed through informal assessments in order to track on-going progress in the four modalities. Informal assessments are valuable to provide an overall picture of student skills and abilities.

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. Students with Interrupted Formal Education (SIFE) receive additional support in content area instruction (through native language materials, translated editions of content area exams, glossaries and dictionaries). Teachers provide oral translations for support as needed. Students are pulled in a small group (8:1) for literacy and content instruction. Small group (6:1 ratio) support is provided through a reading push-in "0" period (35 minute daily) teacher. Small group (6:1 ratio) support also occurs during the extended day 37 1/2 minute tutorial two days per week. Students with Interrupted Formal Education are invited to the Title I and/or Title III after school program. A meeting students' parents and key staff members is held in order to support the home-school connection, and parental feedback is considered when planning instruction.

b. Newcomers receive instruction through ESL methodology and strategies. In grades one and three students are placed in ESL self-contained classes. These students receive ESL services based on English proficiency per R-LAB or NYSESLAT. Newcomers in grades 3-5 receive additional literacy push-in support (6:1 student to teacher ratio) during the reading block and during the 37 1/2 minute extended day, two days per week. Students receive instruction in communication skills through the four modalities for language development.

- c. Four to six year ELLs continue to receive ESL mandated services based on proficiency levels per NYSESLAT. Additional

ELA support (6:1 student to teacher ratio) is received during the reading block, with an additional push-in teacher during "0" period (35 minutes each day). Academic Intervention Services are provided through push-in/pull-out reading and math teachers. Grade 3-5 ELLs are invited to Title I and Title III after-school programs. Grade 4 ELLs also attend an after school Science program in order to reinforce science vocabulary, knowledge of content and skills needed for the State science exam.

d. Long-term ELLs are provided Academic Intervention Services in small groups, both in ELA and content area instruction. Additionally, they receive small group instruction during the "0" period ELA literacy block and extended day ELA and math tutorial. They participate in the Achieve 3000 Program in order to support ELA strategies at their individual reading level. Long term ELLs are invited to the Century 21 and/or Title III after-school programs where they are provided ELA and math instruction two days per week.

e. Transitional ELLs continue to receive testing accommodations for two years. We continue to provide transition supports in the first year in which a former ELL has been identified as English proficient. Students are also supported with testing modifications for two years.

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?

During the 2013-2014 school year Houghton Mifflin's Go Math program will be used for kindergarten through grade 5 students. Math coach, Mr. Cecil and support teachers, Ms. Caetano and Ms. Nwankwo push in or pull out students for intervention. Differentiation is incorporated into lessons in order to meet the needs of English Language Learners and Students With Disabilities (SWDs). Students have opportunities to work in partner groups to discuss and share their learning, allowing for additional language development. Scaffolding instructional techniques such as visual supports, modeling and vocabulary support to make learning comprehensible are provided for ELLs and SWDs. English Language Learners receive native language support through the use of translated editions of the Go Math Program.

English Language Arts occurs through a balanced literacy approach. During the literacy block whole class activities of shared reading occur using Making Meaning in grades 1-5. Small group guided reading, shared or oral language are incorporated every day during this time, and an additional support person is provided in grades 3-5. Students in grades 1-5 read independently during this time, while kindergarten students participate in literacy center activities. Beginning in February, 2014 grade 2 classes will be assigned additional support during the literacy block. Harcourt Language Grammar is used 2-3 times per week in addition to mini lessons provided during the writing block.

Harcourt Science New York City Edition and New York City/New York State Science scope and sequence with hands-on lessons and activities are utilized by classroom teachers and science clusters, Ms. Brown and Ms. Madden, who provide instruction and collaborate on science instruction with teachers. Grades K-4 students use Scotts Foresman Social Studies text and materials and grade 5 students use and answer Document Based Questions or leveled text packets.

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?

Every effort is made to ensure equity to English Language Learners/Students with Disabilities. Teachers of these students follow the same curriculum maps and scope and sequence in reading, math and content areas, as well as providing students with the same instructional materials. Leveled materials and manipulatives are utilized to promote opportunities for hands-on learning. This is achieved through differentiation strategies and support as needed. Every effort is made to place ELLs/SWDs in a least restrictive environment, thereby ensuring maximum time with their general ed peers. Every effort is made for students to be mainstreamed for content area subjects. There are Integrated Co-Teaching (ICT) classes in kindergarten through grade five. English Language Learners/Students with Disabilities receive additional instruction (6:1 student to teacher ratio) during the reading block and 37 1/2 minute extended day tutorial, which support reading and math instruction. Students have access to technology through desktops, laptops and I-Pads. During the 2013-2014 school year grades 4-5 students will participate in Achieve 3000/Kid Biz Program approximately three times per week in their classrooms and/or in the technology lab. This program is a web-based literacy approach in reading and writing, which is differentiated to meet each student's reading level. Kindergarten through grade two ELLs/SWDs access the Sight Words with Samson program as well as other reading/vocabulary building technology.

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

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

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

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

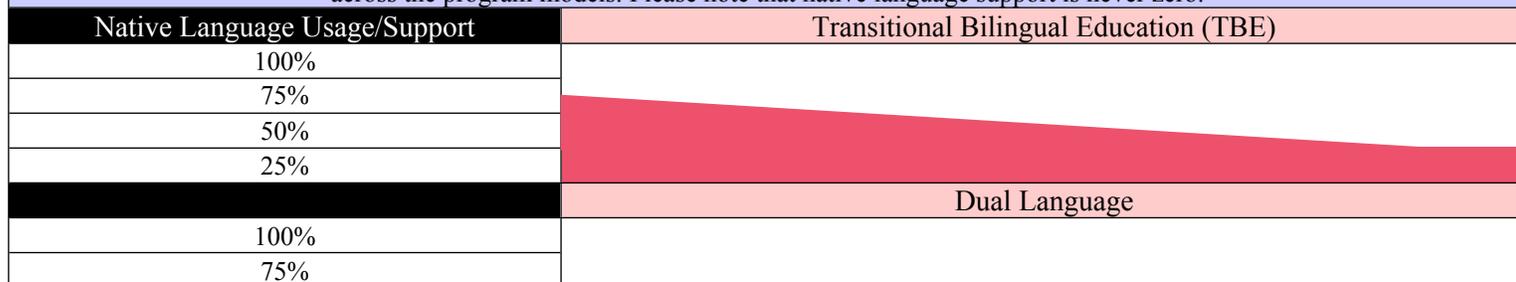
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.

The targeted intervention program in literacy for ELLs during the 2013-14 school year is the Fountas & Pinnell Leveled Intervention System. Grade two students will use the Green System, while grades 3-5 students will use the Red System. Additional materials for ELA instruction and preparation include Preparing For Excellence and Harcourt Language Practice. Making Reading Connections will be used during the 37 1/2 minute extended day tutorial. Essential Skills for Reading Success will be used during the after school program. During the 2013-2014 school year Inquiry Teams in grades K-5 will create lessons that support writing. Materials to support content area instruction and activities will be made available to ELL students on their grade and/or proficiency levels. After School literacy materials consist of People's Common Core, New York Ready Practice, Strategies to Achieve Reading Success (STARS) and Comprehensive Assessment of Reading Strategies (CARS). Struggling at-risk readers will receive Wilson instruction in a small pull-out group. The Wilson Program, a multi-sensory program is utilized for at-risk ELLs in grades 3-5.

Kindergarten through grade 5 ELLs will use Getting Ready for the NYSESLAT and Beyond, which meets language needs and practice through the four modalities of Listening, Speaking, Reading and Writing, as well as to prepare students for the NYSESLAT exam. All kindergarten ELLs participate in the multi-sensory, Sing, Spell, Read and Write program, in order to build literacy skills. The program focuses on language and covers grammar, spelling, reading, vocabulary and handwriting.

Kindergarten through grade five will use Go Math for everyday instruction. This program includes a Response To Intervention (RTI) and Reteach section in addition to the everyday instruction for intervention use. Three math teachers push in to classes to support teachers and lower student to teacher ratio, as well as pull out small groups for additional intervention. Big Ideas in Math (grades 3-5) and New York Mastering the Standards is used during extended day instruction. Beginning in March 2014 Ready New York (CCLS) (grades 3-5) will be used. People's Common Core (grades 3-5) will be used during the After School Program.

At risk counseling is provided for students who are exhibiting social and emotional difficulties in school. Services are provided on a one-to-one basis or in a small group setting. The goal is to prevent social and/or emotional problems from imeding on academic progress.

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 ESL Program at P.S. 96 has been effective and successful as illustrated through the AMAO 1 and AMAO 2 Target results. Fourth grade students were successful on the State Science exam with 87% achieving Levels 3 and 4. However, ELLs did not fare well on both State reading and math exams. Teachers of ELLs understand the importance of purposefully identifying the language demands of the content learning objectives. For students to be successful they must be able to comprehend the instruction and to produce evidence of understanding. In order for this to occur teachers implement a variety of strategies connected to comprehensible input, building background and encourage student interaction. Instruction includes both content objectives and language objectives to achieve optimum comprehension focusing on the Common Core Learning Standards in conjunction with the ESL Standards.

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

All grade K - 5 students will begin using the The Go Math! program during the 2013-2014 school year. This program is a hands-on program, which incorporates scaffolds and differentiation to support ELLs and SWDs with a translated edition.

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

Math in My World and Math Connects has been discontinued. These programs were not aligned with the CCLS. The Go Math Program has replaced Math in My World and Math Connects. Go Math is aligned to the CCLS and allows for a variety of differentiation, hands-on activities and manipulatives. It includes a RTI and Reteach section in addition to the everyday instruction for intervention. The Program also has a translated edition for added native language support.

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

your building.

ELLs are afforded equal access to all school programs both during the core school day and through after school supplementary programs. ELLs have access to small group instruction during "0" period, extended day and through Academic Intervention Services in ELA and content area instruction. In addition to a Title III after school program, ELL students will participate in the Century 21 reading and math after school program (2 days/75 minutes) per week beginning mid-October 2013 through mid April 2014. They will have the opportunity to participate in an after school program in order to receive supplementary language, literacy development instruction, and test taking preparation. Grade 4 ELLs will have the opportunity to attend an after-school science program in order to prepare them for the New York State ESPET exam.

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

In English Language Arts a balanced literacy approach is applied. Leveled books are utilized for small groups, cooperative groups and shared reading. This instruction supports the areas of listening, speaking, reading and writing. In kindergarten the Sing Spell, Read and Write Program is used. The Writing Workshop model includes daily journal entry writing, pre-writing, writing, editing and shared published pieces in a variety of genres. Teachers provide mini lessons to support writing skills and strategies. Math instruction occurs through the Houghton Mifflin Go Math Program with additional support for Spanish speakers through a translated edition. Science NYC/NYS scope and sequence is followed. Students are introduced to the scientific method and prepared to complete a science project each spring. Social Studies instruction occurs through Scott Foresman materials. Getting Ready for the NYSESLAT is utilized for additional practice in the four modalities and preparing ELLs for the NYSESLAT.

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

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

Native language support is provided throughout the ESL programs. English Language Learners are provided with a variety of language support. Many teachers providing ESL instruction are able to communicate and offer language and vocabulary support (in Spanish). Additionally, students have class libraries and the school library to access native language materials and resources. ELLs also have access to bilingual dictionaries and glossaries. They have simultaneous use of English and alternative language editions of tests. Oral translators are provided for lower incidence languages when a test translation is not available in students' native language.

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

Every effort is made to provide services and support which correspond to ELLs' ages and grade levels. Students' educational backgrounds, age and proficiency levels are considered when forming groups. Groups are flexible, with change occurring to reflect student needs throughout the year. Transitional ELLs are also supported during the school day instruction as well as after school ELA and math test preparation. PS 96 is rich in both age and grade level materials and resources. While a number of ELLs may be performing below grade level, there is a myriad of materials available to provide rigorous, academically challenging instruction and learning opportunities to all ELLs. Teachers and students have access to leveled text in content areas in order to meet the needs of all students.

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.

Newly enrolled ELL students and their parents are invited for an informational orientation each spring. Students and parents are taken on a school tour, informed of programs available to students, provided with packets of information in their respective languages and with an opportunity to pose questions of concern. Each September all parents in kindergarten through grade 5 are invited to meet their child's teacher. They are informed of class procedures and rules, homework and other instructional areas

of concern. Newly arrived ELLs and their parents are also invited to family workshops in content areas and Partners in Print workshops for ELL kindergarten students and their parents. Parents of ELLs are encouraged to participate in activities and events sponsored by the Parent Coordinator and the Parent Teacher Association of P.S. 96.

18. What language electives are offered to ELLs?

Although no language electives are offered, students have access to a variety of literary materials in various languages, in their classrooms as well as the school library, which parents also have access to. Families are encouraged to read a variety of genre from both their native language as well as in English. Parents who attend the Partners In Print receive books in Spanish and English in order that they can build a home library.

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)?

Paste response to questions here:

## 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. Professional development is conducted for all staff at PS 96, including paraprofessionals and related service providers who participate in grade meetings and staff conferences. Additionally, the parent coordinator and secretaries attend staff conferences and regional professional development in order to specifically address language interpretation needs and compliance information as it relates to parents' and students' needs. In order for ELLs to receive quality instruction, on-going professional development is an essential catalyst for providing all staff with effective and proven strategies, methodology and activities.

2. Providing teachers with sound, essential approaches will afford students optimal conditions for second language acquisition. Throughout the 2013-2014 school year, ELL teachers as well as classroom and content area teachers will attend professional development workshops in the area of ESL methodology, accelerating vocabulary, academic language acquisition, Response to Intervention (RTI) across the content areas, and implementing and aligning the Common Core Standards with the New York State ESL Standards. Additionally, teachers will attend various workshops offered by Office of English Language Learners. Teachers participating in the various professional development activities turn-key elements of the sessions with other ESL and special education teachers. One of the components of implementing Achieve 3000 is the professional development extended to teachers through this program. Achieve 3000 instructors and training team provides professional development in order to meet the needs of teachers of ELLs and special education students utilizing the program. These training sessions will continue throughout the 2013-14 school year.

3. Beginning in Fall 2013 through Spring 2014, grade 5 ELLs, their parents and staff of both P.S. 96 and the prospective middle schools, will begin to become engaged in the transition process of moving students up to middle school. The designated person, Ms. DeGuire P.S. Guidance Counselor, meets with parents, teachers and students in order to inform and provide all parties with valuable communication and information. Each students' individual academic, linguistic and emotional profile is communicated to the intended middle school. Parents and students are invited to visit prospective schools, and provided with opportunities to inquire of the academic and language programs available in order to make an optimum decision for their child's future. All of these initiatives are addressed in order to ease the transition process.

4. As per Jose P., P.S. 96 ensures the staff completes a minimum of 7.5 hours of ESL training. Ms. Palumbo, ESL Coordinator will provide professional development for staff members who have not fulfilled the mandated hours in the area of ESL methodology. Documentation of staff members who attend and complete ESL professional development training either at P.S. 96 or other professional sites providing this professional development is kept on file. During the 2013-14 school year content area teachers, ESL teachers and paraprofessionals will participate in monthly professional workshops in order to continue to analyze ELL data, examine differentiation and scaffolding strategies to support rigorous instruction as it applies to ELLs, and to analyze supplemental instruction and methodology to boost academic performance. Teachers of ELLs/classroom and content area teachers and paraprofessionals are provided with common preps in order to evaluate data assessments and to prepare and maximize English language acquisition opportunities for ELLs. Additionally, data results pertaining to ELLs (R-LAB/Spanish LAB, Interim Assessments, NYSESLAT) will be reviewed and discussed during Inquiry Team and grade meetings. During the 2013-14 professional development inquiry will focus on the new Teacher Evaluation System, Charlotte Danielson Framework, on student work and teacher team planning. We will be analyzing student writing samples and discuss strategies for improving writing performance. This will prove beneficial to the needs of ELLs as writing is often the modality with a lower proficiency rate. Through these means, all staff members at PS 96 will be informed in order to drive instruction and implement scaffolding strategies for quality teaching of 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. Kindergarten ELLs and their parents participate in Partners in Print, a literacy program. The core objective of this program is to include parents, teachers and children in literacy activities in order to facilitate the development of strong literacy in both languages. Additionally, three one hour family workshops for grade one through five students will be offered in reading, math, social studies, and science. These workshops will assist and support parents by giving them the necessary tools and strategies to support their childrens' academic success. Additionally, 21st Century workshops have been designed for parents to learn to support their childrens' literacy and math development. Within each workshop, parents learn effective reading and math strategies as they and their children experience hands on learning situations. Parents are also provided with activities to practice with at home with their children.

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

2. The Neighborhood Initiatives Development Corporation (NIDC) provides after school programs at P.S. 96. Over the years, NIDC has provided a broad range of youth development services including after school programs, which assist students in homework help. NIDC also supports students in social, athletic and leadership activities.

3. The needs of parents are evaluated in a variety of ways. Parents are asked to state written and oral language preference of communication notices/memoranda in order to meet parent needs and to encourage parent participation and involvement. Parents complete the Parent Survey through the Department of Education on a yearly basis. The Survey helps our school's leaders understand parents' needs and concerns about the school. The information captured by the survey is designed to support a dialogue about how to make the school a better place to learn. Additionally, during "Meet and Greet" (in September), Parent-Teacher Association meetings, parent-teacher conferences and parent workshops, parents, teachers and school leaders have the opportunity to ask questions and assess the needs of parents and their children. Parents of English Language Learners attend more workshops than any other subgroup in our school.

4. Parents are provided with opportunities to be actively involved in all school activities. School related information is disseminated to parents in their native languages. Every effort is made to involve the parents in the education of their children through involvement in the School Leadership Team, Parent-Teacher Association meetings and in-school workshops. The Parent Coordinator, Stephanie Guerrero's primary role at P.S. 96 is to be responsive to ELL parents' needs and concerns and to provide written and oral translations. Parent workshops are offered to support a home/school reinforcement program. Family workshops are offered in the areas of Literacy, Math and Science with valuable information and resources provided in the academic areas studied by their children. Every effort is made to provide workshops during convenient and accessible times for parents. Therefore, workshops are scheduled both during school hours and evening hours.

## 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.

In addition to the daily core instructional curriculum and targeted intervention programs, English Language Learners and their parents participate in extra-curricular activities, during the school day and after school. Under the 21<sup>st</sup> Century Community Learning Center (CCLS) Grant, students have the opportunity to enjoy a variety of educational and recreational activities as well. Under the 21<sup>st</sup> Century Grant, students get homework help through the Neighborhood Initiatives Development Corporation (NIDC), a community based organization. Another community based organization, The Leadership Program, offers students and their parents a series of workshops which are designed to strengthen the bond between parents and their children's school, enhance parent-child relationships; and provide meaningful and fun workshops for parents' personal development and their children's success. A total of fifteen parent workshops are scheduled during the school year. Additionally, one day each month parents attend a workshop with their children to work with teachers. The Building Family Series, is designed to build strong leaders in classrooms and communities. Grade 5 students will participate in twelve Violence Prevention Workshops. Grade 2-4 students will participate in after school dance, chorus and sports activities two days per week and grade 5 students will participate in sports activities one day per week. In addition, under the 21<sup>st</sup> Century Grant, grade 3-5 students will receive after school ELA and math instruction. Through the Stella Adler Acting Workshops four grade two classes will learn and practice voice and speech, movement and acting techniques over twelve weeks.

## Part VI: LAP Assurances

School Name: <u>The Richard Rodgers School</u>		School DBN: <u>11X096</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marta Garcia	Principal		11/15/13
Patricia Gelpi	Assistant Principal		11/15/13
Stephanie Guerrero	Parent Coordinator		11/15/13
Rosanna Palumbo	ESL Teacher		11/15/13
Sonia Guaraca	Parent		11/15/13
	Teacher/Subject Area		
	Teacher/Subject Area		
Rosanna Rubino	Coach		11/15/13
	Coach		
	Guidance Counselor		
	Network Leader		
Albert Lopez	Other <u>ESL Gr. 3 Teacher</u>		11/15/13
Maria Patane	Other <u>ESL Gr. 3 Teacher</u>		11/15/13
Christine Torres	Other <u>ESL Teacher</u>		11/15/13
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 11x096 School Name: The Richard Rodgers School

Cluster: 55 Network: 551

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

### **Part A: Needs Assessment Findings**

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

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

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

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

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

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

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

## **Part B: Strategies and Activities**

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

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

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

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

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

Spanish is the dominant primary language other than English spoken by the parents at P.S. 96. Albanian, Arabic and other low incidence languages are spoken by approximately 5% of parents. In majority of cases where parents require an interpreter, are accompanied by someone (i.e., family member, friend) who could communicate in English and their native language. Additionally, parents note preferred language of oral and written communication during the registration process and on their child's emergency information card. Written and oral translations and interpretations are provided to parents as requested and needed. For parents of lower incidence languages, a notice in their own language is attached to the English document stating, "If you require this notice to be translated into your native language, please see or call Ms. Guerrero, Parent Coordinator." The parents are informed to contact the school in order for written and/or oral translations to be provided through the Translation and Interpretation Unit. Attachment A of Chancellor's Regulation A-663, "Important Notice for Parents Regarding Language Assistance Services" is posted at the school's entrance in English, Spanish, Albanian, and other languages in order for parents to be assisted and advised by the school of how to avail themselves of services provided by both PS 96 and the Translations and Interpretations Unit. Additionally, upon entering our school's lobby a 'Welcome' notice is posted in ten languages which states, "For assistance please contact Parent Coordinator, Stephanie Guerrero, or District Family Advocate Marian Martinez." Spanish and Albanian-speaking parents have received an Emergency Evacuation Plan notice in their respective languages. The notices have been translated in order to ensure that parents fully understand the school's emergency procedures, if such a situation should arise. Every attempt is made by PS 96 to provide parents with translations in their preferred language. All staff members were notified of the Department of Education's Interpretation services and given their telephone number to contact them for oral and written translation services in order to be able to communicate with families in their respective languages. Ms. Garcia has also assigned Ms. Palumbo and Ms. Torres as coordinators of language access for parents. They will support parents on how to enroll a child in kindergarten, provide information on the Common Core Learning Standards and parents rights and responsibilities. Along with bilingual coordinator, Stephanie Guerrero, they will be responsible to offer translations and interpretation support to parents with limited English proficiency. The New York City Department Of Education will support us through translated versions of many commonly used letters, forms and applications on the Translated Documents Intranet page.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: The Richard Rodgers School	DBN: 11X096
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 55
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
# of certified ESL/Bilingual teachers: 4
# of content area teachers: 0

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

### Part C: Professional Development

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

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

Begin description here:

### Part C: Professional Development

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

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

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

### Part D: Parental Engagement Activities

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

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

Begin description here:

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

**Part D: Parental Engagement Activities**

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

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

**Part E: Budget**

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

Allocation Amount: \$

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

**Part E: Budget**

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

Allocation Amount: \$

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