

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

04M096

School Name:

JOSEPH C. LANZETTA SCHOOL

Principal:

DAVID PRETTO

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: PK-8 School Number (DBN): 04M096
School Type: Elementary-Middle Grades Served: PK-8
School Address: 216 East 120 Street, New York, NY 10035
Phone Number: (212) 860-5851 Fax: (212) 860-6074
School Contact Person: _____ Email Address: _____
Principal: David Pretto
UFT Chapter Leader: Sylvia Dadzie
Parents' Association President: Providencia Padilla
SLT Chairperson: Gabriela Espinal
Student Representative(s): _____

District Information

District: 04 Superintendent: Alexandra Estrella
Superintendent's Office Address: 160 East 120 Street, New York, NY 10035
Superintendent's Email Address: Aestrel3@schools.nyc.gov
Phone Number: (212) 348-2783 Fax: (212) 348-4107

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Christopher Groll
Network Number: 406 Network Leader: Christopher Groll

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
David Pretto	*Principal or Designee	
Sylvia Dadzie	*UFT Chapter Leader or Designee	
Providencia Padilla	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Gabriela Espinal	Member/ UFT: Chairperson	
Kristine Catterall	Member/UFT: Secretary	
Sari Seidel	Member/ UFT	
Jesenia Rosado	Member/ Parent	
Francisco Lantigua	Member/ Parent	
Mercedes Guzman	Member/ Parent	
Evelise Urena	Member/ Parent	
Yahaira Marzan	Member/ Parent	
Marian Wu	Member/ UFT	
Le Nora Carter	Member/ UFT	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

MISSION STATEMENT

PS 96 is a collaborative community dedicated to the mission of providing the highest quality education to each of our students. We believe that each child brings a unique set of abilities and talents to our school. Central to our mission is the teaching of important community values practiced through the implementation of a social-emotional curriculum. We encourage children to celebrate diversity, to respect each other, and to honor hard work. With the support of parents and partnerships, PS 96 is dedicated to meeting and surpassing the Common Core Learning Standards through a rigorous academic environment. Our goal is to ensure that our students will achieve their highest potential, become College and Career Ready, and begin a lifelong quest for learning.

The central challenge facing P.S. 96 is adapting to its fourth principal in six years and addressing a steadily declining student enrollment.

The areas in which P.S. 96 made the most growth were as follows: 10% increase in 5th Grade ELA, 12% increase in 5th Grade Math, 12% increase in 4th Grade Math, and a 6% increase in 8th Grade Math scores.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

2013-14 Quality Review identified the following areas of focus:

- research-based, effective instruction that yields high quality student work
- rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards

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

Percentage of students meeting standards on State English Language Exam was 11% in school year 2013-2014

Percentage of students meeting standards on State Math Exam was 9% in school year 2013-2014

Percentage of positive responses to NYC School Survey questions related to the school’s instructional core was 82% (5th percentile of peer range)

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2014, PS 96 will increase the amount of students meeting standards on Common Core performance tasks and the state ELA and math exams by 3%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			

1. Teachers monitor student progress in Common-Core-aligned curricula (ReadyGen, Expeditionary Learning, Go Math, CMP3) through summative task item skills analyses and LASW protocols	All students	October 2014-June 2015	Teachers, Principal and AP
2. Teachers integrate web-based differentiated instruction through iReady and MyON Reader based on unit summative assessment data	All students	October 2014-June 2015	ELA/Library and Math Lab Clusters, teachers, Principal and AP
3. Teachers engage in ELA and math curriculum professional development via DOE, Network 406 and the school throughout the year	Teachers new to Core Curriculum	July 2014-June 2015	Principal, AP, and Network 406 coaches
School will conduct a Saturday Academy focused on ELA and Math skill development through the iReady program	Selected students/SWDs and ELLs	January 2015-April-2015	Principal, AP, teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

TL Core Curriculum OTPS Per Session funds were used to compensate teachers who participated in DOE-facilitated PD for ReadyGen, Expeditionary Learning, and Go Math.

TL Citywide Instruction Expectations OTPS Per Session funds used for Saturday Academy.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic	x	Title IIA	x	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

All students will take the iReady Diagnostic Assessment in December/January to assess progress towards this goal and identify individualized plans for all students.

Part 6b. Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

2013-14 Quality Review indicated a Developing rating for Indicator 3.4: Establish a culture for learning that communicates high expectations to staff, students, and families, and provides supports to achieve those expectations

Percentage of positive responses related to school culture on the 2013-14 NYC School Survey was only 77%, below city average and ranked in the third percentile of peer range

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, P.S. 96 will develop a physical and social environment that is conducive to academic achievement as evidenced by an increase of 5% of positive responses in the School Quality Guide under the Environment: School Culture section.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
3. Develop and implement a school-wide discipline plan that is alignment with the New York City Discipline Code, PBIS framework, and Social-Emotional Learning	All students	September 2014-June 2015	Principal, AP, Dean, Guidance Counselor
4. Develop a teacher led PBIS Team Positive Behavior Intervention Supports/Social Emotional Team (PBIS) whose members include teachers, social worker and guidance counselor, dean, and administration. PBIS Team developed a framework including a behavior matrix to address the social-emotional needs of the school. The PBIS team provides on-going professional development to teachers throughout the year.	All teachers	September 2014-June 2015	Principal, AP, PBIS Team

5. 4Rs (Reading, Writing, Respect, Resolution) social- emotional curriculum, middle school advisory program peer mediation, and overall social-emotional learning support	All students	September 2014-June 2015	Advisory Teachers
6. PBIS team leader works closely with new teachers around behavior management and developing a positive social-emotional environment in their classrooms.	New teachers	October 2014-June 2015	Principal, Dean
PS 96's City Year of New York Team works on behavior coaching via a program called 50 Acts.	Selected students	October 2014-June 2015	City Year team
Daily Greeting: Arrival procedures include daily parent access to principal, parent coordinator, and guidance counselor, and City Year Team conducts "Power Greeting"; dismissal procedures provide parents with daily access to principal, AP, dean, parent coordinator, guidance counselor, and teachers	All families	September 2014-June 2015	Administration, dean, guidance, counselor, parent coordinator, City Year team, and teachers

Part 4 – Resources Needed

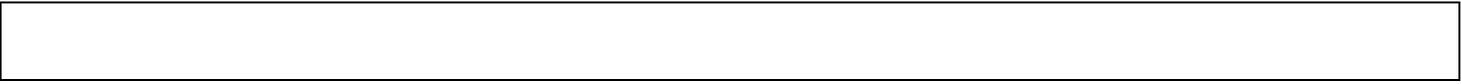
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Dean and administration work closely to develop and implement discipline plan, closely monitor behavior data gathered from OORs and logs, work with DOE Office of Safety and Youth Development and network 406 to track data to implement plan</p> <p>PBIS Team met throughout the summer to plan; during the school year the team is provided regular opportunities to meet to plan and receive training outside of the school</p> <p>Staff engaged in PBIS professional development during September 2-3 PD days</p> <p>Each teacher implements the social emotional curriculum (4Rs or advisory) one period per week; City Year facilitates peer mediation during lunch periods</p> <p>New teachers and PBIS/SEL team leader meet after school once per month</p> <p>City Year Team implements 50 ACTS behavior during lunch periods twice per week as not to disrupt instruction</p>

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA		Title III	x	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
PBIS Fundraisers throughout the year will be deposited in the General School Fund and used to purchase PBIS Store stock.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
10. Specify a timeframe for mid-point progress monitoring activities.				
PBIS Team, school leaders, and Parent Coordinator will administer a survey of students, families, and staff in January to determine progress towards this goal.				
Part 6b. Complete in February 2015.				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			



Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

2013-14 Quality Review identified the following areas of focus:

- research-based, effective instruction that yields high quality student work
- rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 80% of PS 96 teachers across the grades will collaborate in teacher teams to plan, adjust, and implement a rigorous, engaging, and coherent Common Core Learning Standards-aligned curriculum to meet the need of our students, including our English language learners and our students with disabilities as evidenced by teacher observations in competency 1e, summative tasks with item skills analyses, and pacing calendars.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Grade level teams have scheduled common planning time in order to plan and collaborate around new Common Core learning standards aligned English Language Arts (ELA) and math curriculum	All teachers	September 2014-June 2015	Principal, AP
Teachers teams meet weekly to analyze student work and use this data to plan instructions and make adjustments to the curriculum	All teachers	September 2014-June 2015	Principal, AP
Grade-band teacher teams meet weekly to engage in collaborative professional development on academic mindsets, targeted feedback, LASW protocols, exemplar development, and Danielson Framework components 1e, 3b, 3c, and 3d	All teachers	September 2014-June 2015	Principal, AP

Teachers implement web-based differentiated programs iReady and MyON Reader, targeting specific student needs based on ongoing summative assessment data	All students	October 2014-June 2015	Principal, AP, Math Lab and ELA/Library cluster teachers
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Schedule is created to allow multiple common planning periods.
 Citywide Instructional Expectations funds were used to compensate teachers summer professional attendance. Send at least one person grade to DOE ELA and math professional development, hire subs to cover for teachers that are out in professional development

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic	x	Title IIA	x	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

School leaders will analyze observation data after the second round of teacher observations in January to assess progress towards this goal.

The instructional cabinet will analyze Core Curriculum summative task item skills analyses in January to assess progress towards this goal.

Part 6b. Complete in **February 2015.**

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Percentage of responses related to systems for improvement on the 2013-14 NYC School Survey was only 75%, below city average and 11% of peer range

2013-14 Quality Review identified Indicator 1.3: *aligned use of resources to support instructional goals that meet students’ needs* as an Area of Focus

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, school leaders will strengthen teacher pedagogy, through 100% of Advance-eligible teachers being observed a minimum of four times, with targeted feedback, next steps with clearly delineated support mechanisms for improvement, and systems for teacher accountability .

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
After developing a calendar for observation cycles, school leaders execute observation cycles of unannounced informal observations of at least fifteen minutes, and formal observations including pre-observation conference, full lesson observation, and a post-observation conference. School leaders debrief findings at the end of each cycle and determine next steps for professional development.	All teachers	November 2014-June-2015	Principal, AP, Talent Coach
Instructional Cabinet is identified, consisting of two representatives of the following grade bands: K-2, 3-5, and 6-8. Additionally, the IEP teacher and a Dual Language teacher sit on cabinet. Instructional Cabinet develops and revises professional development activities during Monday afternoon sessions.	All teachers	September 2014-June 2015	Principal, AP, Instructional Cabinet, Network 406 coaches

School leaders and model teacher develop and facilitate an inter-visitation system; teachers exhibiting effective practice in particular components are identified, and teachers are recommended to observe their peers and adjust practice according to an inter-visitation protocol. School leaders and Model Teacher develop a schedule to facilitate peer inter-visitations.	All teachers	January 2015-June-2015	Principal, AP, Model Teacher
Model teacher will perform one-on-one peer coaching with selected teachers to support teacher improvement. School leaders will conduct non-evaluative visits with feedback to support teachers.	Selected teachers	January 2015-June 2015	Principal, AP, Model teacher, Model Teacher Team Leader, Network 406 Coaches

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Model teacher will be provided with coverage and per diem to facilitate professional learning opportunities, including inter-visitations and individual coaching sessions.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic	x	Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

School leaders will analyze observation data in January to assess progress towards this goal.

Part 6b. Complete in **February 2015.**

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

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|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

2013-14 Quality Review indicated a Developing rating for Indicator 3.4: Establish a culture for learning that communicates high expectations to staff, students, and families, and provides supports to achieve those expectations

Percentage of positive responses related to school culture on the 2013-14 NYC School Survey was only 77%, below city average and 3% of peer range

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, PS 96 will increase parental involvement in school activities and communication among community stakeholders by 5% as evidenced by family participation at student-led conferences, parent workshops, and completion of the learning environment survey responses.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Regular communication with parents via monthly school calendars, Coffee With the Principal, Parent Newsletters, updates, surveys, flyers, emails, and School Messenger via principal, parent coordinator, and teachers; teachers use Parent Engagement Tuesday time to contact no less than three families with positive news about their child. Provide workshops and activities to parents that are relevant to their child’s learning and engagement	All families	September 2014- June 2015	Principal, Parent Coordinator, teachers

Daily Greeting: Arrival procedures include daily parent access to principal, parent coordinator, and guidance counselor, and City Year Team conducts "Power Greeting"; dismissal procedures provide parents with daily access to principal, AP, dean, parent coordinator, guidance counselor, and teachers	All families/all students	September 2014-June 2015	Principal, AP, Parent Coordinator, Guidance Counselors,
Support Parent Association and School Leadership Team development through supporting events, networking, workshops and meetings.	Parent Association, School Leadership Team members	September 2014- June 2015	Principal, AP, Parent Coordinator, District Family Advocate
Establish a Parent Room to provide parents and staff with a dedicated space to serve the diverse needs of our parents and community. Maintain a log of room usage and strategize with Parent Coordinator on necessary adjustments and next steps.	All families	September-2014-June 2015	Principal, Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Teachers will be paid per-session to conduct parent workshops.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy	x	Title I Basic	x	Title IIA		Title III	x	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
40. Specify a timeframe for mid-point progress monitoring activities.				
School leaders and parent coordinator will administer a mid-year family survey to assess progress towards this goal.				
Part 6b. Complete in February 2015 .				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Teacher referral to RTI Team	iReady ELA, MyON Reader, Skill and strategy instruction based on data, Wilson, Great Leaps, Raz- Kids, Book clubs, Learning Leaders, Student Council peer tutoring, City Year Program tutoring, guided reading groups, shared reading and writing, modeling, scaffolding material, partner reading, individual conferences with student	Small group, one-to-one, and tutoring	During the school day, after school, and Saturday Academy
Mathematics	Teacher referral to RTI Team	iReady Math, , Great Leaps, Go-Math, Connected Math 3 for Middle School, , City Year Personnel , use of manipulatives, Skill and strategy instruction based on data, small group instruction, peer tutoring	Small group, one-to-one, and tutoring	During the school day, after school, and Saturday Academy
Science	Teacher referral to RTI Team	Skill and strategy instruction based on data, writing in the science genre, differentiated text sets	Small group	During the school day, after school,
Social Studies	Teacher referral to RTI Team	Skill and strategy instruction based on data, and non-fiction book clubs, differentiated text	Small group	During the school day, after school,

		sets		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher referral to guidance department	Crisis intervention, at risk- counseling, conflict resolution, strategies, self-esteem and self-confidence building, study skills, leadership development, civic engagement, and high school articulation, Asthma-related workshops, peer mentoring, 50 Acts Program	Small group, one-to-one, and large group	During the school day, after school,

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

x	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

The school has a hiring committee composed of the UFT representative and general and special education teachers and the administration. Prospect candidates are interviewed and possibly invited for a demonstration lesson. Pre-service professional development is provided around behavior management and instruction. Professional development is offered is provided to new teachers as well as all teachers via DOE, Network 406 and the school.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Administration and teachers will participate in professional development and job-embedded work around the Framework for Teaching and developing a common language for teaching. Professional development throughout around Common Core Learning Standards, new ELA and math curricula, learning targets, formative assessments, questioning and discussion. Paras, student teachers, and City Year staff have been trained on Great Leaps, small group instruction and asking effective questions.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Local day cares are invited to our pre-kindergarten and kindergarten open houses and early childhood activities.

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

A Measures of Student Learning (MOSOL) committee was formed to look at assessment practices from 2013-2014 school year and decide on which assessments best meet the needs of our students.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	308,488	x	9, 14, 16, 18
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	39,586	x	9, 14, 16, 18
Title III, Part A	Federal	11,200	x	9, 14,
Title III, Immigrant	Federal			9, 14,
Tax Levy (FSF)	Local	2,460,034	x	9, 11, 14, 16, 18

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 96 Joseph Lanzetta**, 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 the school and the families. The 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 the school community. **PS 96 Joseph Lanzetta** 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 the school community;

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

The 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;
- 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 (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Joseph C. Lanzetta	DBN: 04M096
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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 50
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S.96M has a total of 97 students in grades Kindergarten through 8th grade that have been identified as English Language Learners in need of ESL services. The school has started Dual Language classes that presently exist in grades K, 1 and 2. Although there is a strong need to have academic intervention services for many of our students, the Title III supplementary program will be used to provide our ESL middle school students in grades 6-8.

Based on the 2014 NYSESLAT and NYS ELA assessment, the data indicates that our ESL students in grades 6-8 need extra instructional support across all content areas, but more so in reading and writing skills. Based on the data we will be using the i-Ready computer program which provides individualized targeted instruction to the selected students. We will also be using the Language Power Program. This program addresses the four modalities of language proficiency by using a variety of differentiated resources. It also has assessments to track the students ongoing progress. The program will be held as a Saturday Academy where students will have an opportunity to work with the i-Ready program as well as be provided small group instruction with the ESL teacher and 2 additional service providers, at least one of which will be bilingual-certified. The iReady program is a literacy intervention based program which has assessments and tracks student progress. Based on the academic and language proficiency needs of the students, they will be strategically placed in small groups.

The ESL teacher will track the progress of the students by looking at proficiency levels on the NYSESLAT, NYS ELA assessment, i-Ready data, conference notes and class report cards. Working with the ESL students in grades 6-8, the ESL teacher will provide content specific instruction to the long term ELL students. This may entail supporting the students with content specific projects, concepts and/or skills that they are learning in their middle school classes. All lessons that are introduced to either the whole / small group will be aligned to the Common Core Learning Standards. The lessons will be scaffolded by the ESL teacher, depending on the task and the levels of the small / whole group.

The ESL teacher will plan lessons that are not only scaffolded but are also rigorous and engaging. While some students may be working on computers on the i-Ready program, others may be working in small groups on a project, or working independently on an assigned task.

After 5 sessions, the ESL teacher will review the performance data of the students and reassign them to new groups based on their performance level and not grade level. All students who speak limited English and have scored a proficiency level of beginner, will be provided specific language acquisitional lessons that focus on the four modalities of language proficiency; listening, reading, writing and speaking by the Dual Language teacher. The ESL teacher will use ESL reading strategies that focus on

Part B: Direct Instruction Supplemental Program Information

academic vocabulary and writing skills, while working with either small or whole group instruction. There will be supplemental native language activities around literacy where students could use the computer / leveled classroom libraries to enhance their English fluency and proficiency skills. When students are assigned to work with the i-Ready program, the ESL teacher will rotate the room to assist students while they are working on a specific i-Ready task. This time will also be used to conference one-one-one with students to discuss their current academic performance and plan next steps.

DATA: Beginner: 8 Intermediate: 10 Advanced: Long-term students

In assessing how many of the selected students are long-term ELLs we categorized the data as # of ESL years of service

4 Newcomers 7 2-5 years 9 6-7 years 10 8 years

Schedule: Saturday ELL Academy

The use of the NYSESLAT and NYS ELA performance tasks will be used to provide students targeted instruction in reading and writing. Students and teachers will use the rubrics so that students can begin assessing and tracking their own performance. The ELAP book will be used in identifying specific reading and writing activities, when a student has been identified as struggling with those skills.

The program will be held on Saturday mornings from 9:00 A.M. to 12:00 P.M. for a total of 15 sessions. The program will begin in January and be completed in April. The teacher ratio for the program will be 1:15. Students will be grouped according to their ability level. By having this ratio, each teacher will have smaller class sizes which will aid in the instructional program. This will enable the students to strengthen their English language skills.

Part C: Professional Development

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

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

Begin description here:

Professional development will be provided on the i-Ready program with a focus on the ELL students to the following teachers, ESL, Saturday Dual Language teacher and ELA Middle School teachers. Teachers will learn how the digital data program works and how they could use different assessments and tasks in assigning differentiating works for their ELL students.

The ESL and Dual Language teachers will meet weekly to review and plan the Saturday Academy activities and lessons. They will also collaborate on assessing and tracking the students' learning and communicating with the ELL parents of the Academy.

Part C: Professional Development

Professional development for the ESL teacher and the dual language teacher will be an ongoing series of Staff Development conferences and scheduled professional development. The ESL certified teacher will provide the Saturday Academy staff with ESL strategies to enhance the learning of the four modalities-listening, speaking, reading and writing for the English Language Learners. The duration of each session will be 45 minutes. These workshops will focus primarily on curriculum design and instruction for English Language Learners. The various staff members will be able to integrate the techniques and procedures when implementing their lessons for the ELL students in the Saturday program.

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: Parent engagement will be provided by the ESL teacher. It will be ongoing throughout the school year and take place after school. The parent session will be 45 minutes in duration. These sessions will take place after the 5th, 10th and 15th Saturday Session. It will begin after the Saturday session is finished for the day. A translator who speaks the parents language will be available during the workshop to help those parents who need translation services in their home language. Any handouts that will be distributed will also be provided in the parents native language.

Parent notices will be sent home informing the days and times of the workshops. Topics that will be covered will be How Can I Help My Child Succeed on the NYSESLAT and The Common Core Workshop. During the NYSESLAT workshop, parents will be introduced to the four components on the test and how they can help their child become proficient. The Common Core workshop will provide parents with an introduction to the Common Core.

Part E: Budget

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

Allocation Amount: \$ _____

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

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.
and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

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

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	1	1												2
Freestanding ESL														
Pull-out	1	1	1	1	1	1	1	1	1					9
Push-In							1	1						2
Total	2	2	1	1	1	1	2	2	1	0	0	0	0	13

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language	22									22
ESL	36	0	4	18	0	4	16	0	7	70

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	58	0	4	18	0	4	16	0	7	92
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*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	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	12	3	1																13	3
Arabic	1																		1	0
Bengali																			0	0
TOTAL	13	3	1	0	14	3														

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>2</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>1</u>	Asian: <u>0</u>	Hispanic/Latino: <u>2</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u> </u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	8	13	6	4	7	13	9	5					69
Chinese														0
Russian														0
Bengali			1											1
Urdu														0
Arabic	1	1	1	0	1			1						5
Haitian								1						1
French				1	1		1							3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	5	9	15	7	6	7	14	11	5	0	0	0	0	79

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	13	1	0	1	1	0	2	3	2					23
Intermediate(I)	0	3	9	2	1	1	1	2	1					20
Advanced (A)	5	5	7	4	4	5	11	6	2	0				49
Total	18	9	16	7	6	6	14	11	5	0	0	0	0	92

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		2		4		2		8
8	1		2		2		0		4

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0							
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 The school uses Fountas and Pinell. It shows the areas of weakness that need to be developed more. It shows what specific skills that the students could gain more practice when getting ESL services. It will also show what specific area that the student is struggling with. The ESL teacher will be able to guide her instruction to help bring those skills to a level of proficiency. Fountas and Pinnell scores will

allow the teacher to determine the child's reading level. By doing so, the teacher will be able to assist the student to achieve a higher reading level.

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

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

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Paste response to questions here:

- The patterns across the grades are: According to the ELL Periodic Assessment is that many of the students need more help with the writing and listening. The ELL students do not receive tests in their native language.
 - Teachers are using the results of the ELL Periodic Assessments to drive their instruction. The teachers were given a spreadsheet that contained the results of the ELL Periodic Assessment, the NYSESLAT and the Beginning of the Year ESL Assessment. Each student's scores are on the sheet as well as the next steps. The ESL Periodic Assessment will be given in the Spring and will also be analyzed as well.
 - The school is learning about what strengths and weaknesses the students have in listening, speaking, reading and writing. They are using the data to help them to guide their instruction. Based on the results teachers are more aware of the types of lessons that can be formulated to help the students achieve in those areas.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

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

6. How do you make sure that a child's second language development is considered in instructional decisions?
A student's second language development is considered in instructional decisions based on teacher observations and scoring on standardized tests. The teachers look at the student's scores on the ELA, Periodic Assessments, conferences and teacher observations. The parent interview is used to determine the level of English proficiency the child has obtained prior to being admitted to the school. The child's educational history is also used. Content area teachers teach so that they are building the student's English language skills.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

Paste response to questions here: a. Students are assessed in the target language by teacher assessment. She is constantly assessing and uses her conference notes to determine the levels of strength and weakness. She also uses Fountas and Pinell to assess. Estrelita program also assess the students in both kindergarten and first grade dual language classes.

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

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

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of the programs for ELLs are evaluated based on an AYP meeting with an administrator to evaluate the data. The scores on the NYSESLAT, ELL Periodic Assessment, Beginning and Mid Year ELL Assessments, and teacher observations and conference notes are used to determine the success of the programs. All of the data that is used is analyzed to see how the ELLs are progressing and

what is the area of weakness. Each test is carefully examined. On the NYSESLAT students are examined to see the areas of weakness. By doing this the ESL teacher will focus on those areas. This data is shared with the teaching staff and will be used to drive the instruction.

Part IV: ELL Identification Process

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

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

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

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

There are many steps that are taken annually to evaluate ELLs using the New York State English as a Second Language

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
 3. The school will ensure that entitlement letters are distributed and parent survey and program selection forms are returned by handing them out at the parent meeting and having the parents sign the form while they are at the meeting. There will be a checklist made by the ESL teacher to help keep a record of those forms that are filled out. ATS reports are used to determine which students will be eligible to receive ESL services. Based on those reports of eligibility students will receive an entitlement or non entitlement letter to take home to their parents. The ESL teacher will use the ATS reports to also determine eligibility for ESL services. She will look at the NYSESLAT results to determine eligibility and the levels of those who are continuing in the program. The eligibility letters are kept in a folder by the ESL teacher in the ESL classroom.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
 4. The criteria that are used and the procedures that are followed to place identified ELL students in bilingual or ESL programs are as follows: The ESL teacher will look at the ATS reports as well as the home language survey. The ESL teacher will look at the data to determine which students will need to receive ESL services. Based on the data on ATS and the home language survey the ESL teacher will make a determination of ESL services. These parents will be notified by a letter that the student brings home if the student has not passed the LAB-R. They will be informed that the student will be receiving ESL services due to the score on the LAB-R in the same manner. The parents will be notified when the parent meeting will take place. The parents will receive a notice that is sent home by the student. The date of the parent workshop will also be listed in the school calendar. The first parent orientation meeting will happen at the beginning of the school year after the ELL students have been identified. Many handouts will be given to the parents in their native language. A translator will be there to translate for the ESL teacher in Spanish or any other native language.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
 5. After reviewing the parent survey and program selection forms for the past few years, all of the parents have wanted their children in an ESL program. (100%). Based on choice, parents have chosen the free standing ESL program for several reasons. Our ELL's population varies from grade to grade. Parents prefer their child to be mainstreamed into a monolingual class. The parents have also mentioned that many of our ELL's students have siblings that attend our school and prefer that they stay in close proximity of one another. Parents have received ongoing support from this learning community and want their child to continue to attend P.S. /M.S. 96. The primary goal of our freestanding ESL program is to assist students in becoming proficient in the English language within three years. Our main objective is to provide daily instruction in listening, reading, writing and speaking. Using the many ESL strategies and techniques will help the students increase their proficiency of the English language.:
The ESL teacher will look at the various ATS reports to closely examine to make sure that all ELLs will receive the NYSESLAT. The RLAT will be used to make the determination for administering the NYSESLAT. Various pedagogues from a variety of grades will help to administer the NYSESLAT. The NYSESLAT test will be administered according to the appropriate grade bands. Testing accommodations for all students will be closely monitored. The following pedagogues will help with the NYSESLAT: Bruni Ortiz, Michelle Alvarado, Gabrielle Espinal, and Grace Bustos.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
 6. Yes, the program models offered at P.S. 96 are aligned with parent requests. We will build alignment between parent choice and program offerings. The parents have chosen that they want their children in an ESL program at the school. If a parent has not chosen ESL and they want another program for their child, we will help them to locate the school that best fits their needs.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
- A. Part 4 ELL Programming and Scheduling Information
 1. (A.) P.S. 96 delivers instruction to our ELL's through a free standing ESL Push in and Pull out Program. The ESL teacher services grades k-8 and special education. She pushes in for some 6th and 7th grade students. The rest of the classes are pull out. Common Core aligned lessons are carefully planned out and administered to the students. The ESL teacher has a mini lesson, vocabulary, differentiation, higher order questioning and checking for understanding during the lessons.
 - (B.) Our classes are homogeneously grouped in this grade, making the push in program an effective technique to follow. The program models are as follows: Students are grouped according to their grade. Within those grades students are placed in heterogeneous groupings. The ESL teacher can provide more English language support to these students in their classroom, while assisting the ESL students in meeting the content standards. In grades K-8 the students are spread among both general and special education making it difficult to follow this model. For these grades the ESL teacher pulls these students out to give them more individualized instruction to meet their needs. We have groups of ELL's students which are mandated for either 360 minutes for the beginner/intermediate or 180 minutes for the advanced students. The kindergartens proficiency levels are either a beginner or advanced level as per their Lab-R scores. In this grade we have adapted the pull out model. The beginners will be serviced for 360 minutes a week and the advanced students will participate in 180 minutes a week. In first grade most of the students are at the beginners level. They will be given 360 minutes a week and the advanced students will participate in 180 minutes of ESL services. Our second grade ELL's scored mostly in the beginning to intermediate level. They will be given 360 minutes of ESL services a week. In third grade most of the students scored in the intermediate level. These students will be serviced 360 minutes a week while the rest of the students will be serviced 180 minutes a week. The fourth through eighth grades have a varied ESL level. They fall between beginning through advanced groups. They will be grouped

according to their level. We also have a kindergarten dual language program. The students are being taught in both Spanish and English. Estrelita is the phonics program that is being used every day. The dual language program will continue next year but we will be adding first grade. Each year another class will be added.:

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 2. The organization of the staff ensures that the mandated number of instructional minutes is provided according to the proficiency levels in each program model. The ESL teacher both pushes into their class and helps the ESL students during the teacher's lessons or the ESL students go to the ESL classroom to do some multisensory activities that are related to their proficiency level. The ESL instruction for all ELLs as required under CR Part 154 is met as stated above by servicing the ESL students 360 minutes a week for beginners and intermediate levels and 180 minutes a week for the advanced students. The RLAT report which is generated frequently is examined to carefully check which students are at the appropriate level. The LAB-R which is used to determine which students will be receiving services and what is their level. All students are grouped accordingly and each teacher whose students are receiving ESL services is given the specific times and days as the specific times and days the services will occur.
 1. (A.) P.S. 96 delivers instruction to our ELL's through a free standing ESL Push in and Pull out Program. The ESL teacher services grades k-8. She pushes in for some 6th and 8th grade students.
(B.) Our classes are homogeneously grouped in this grade, making the push in program an effective technique to follow. The ESL teacher can provide more English language support to these students in their classroom, while assisting the ESL students in meeting the content standards. In grades K-8 the students are spread among both general and special education making it difficult to follow this model. For these grades the ESL teacher pulls these students out to give them more individualized instruction to meet their needs. We have groups of ELL's students which are mandated for either 360 minutes for the beginner/intermediate or 180 minutes for the advanced students. The kindergartens proficiency levels are either a beginner or advanced level as per their Lab-R scores. In this grade we have adapted the pull out model. The beginners will be serviced for 360 minutes a week and the advanced students will participate in 180 minutes a week. In first grade most of the students are at the beginners level. They will be given 360 minutes a week and the advanced students will participate in 180 minutes of ESL services. Our second grade ELL's scored mostly in the beginning to intermediate level. They will be given 360 minutes of ESL services a week. In third grade most of the students scored in the intermediate level. These students will be serviced 360 minutes a week while the rest of the students will be serviced 180 minutes a week. The fourth through eighth grades have a varied ESL level. They fall between beginning through advanced groups. They will be grouped according to their level. We also have a kindergarten dual language program. The students are being taught in both Spanish and English. Estrelita is the phonics program that is being used every day. The dual language program will continue next year but we will be adding first grade. Each year another class will be added.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

3. The content areas are delivered in several different ways. The ESL program adheres to the Common Core Learning Standards. These programs use a balanced approach to literacy, including high-quality instructional practices that facilitate academic excellence for ELLs. The ESL lessons are comprised of a variety of different methods. New vocabulary is introduced. There is a mini lesson, high order questions, and checking for understanding. Total Physical Response is also used as a variety of ESL methodologies. The ESL lessons also adhere to the state standards, including New York State Learning Standards for all curriculum areas and re aligned to the ELA standards. The students are able to practice their reading, writing, listening and speaking skills. In some classes, the children meet in the meeting area, and then sit in small groups using differentiated instruction to do an activity that relates to the lesson. Scaffolding techniques are used extensively, as needs arise. Modeling, bridging, contextualization, schema building, text re-presentation, and metacognition:
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 4. Differentiated instruction is provided in the ESL classes. Our school planned a program, that meets all state mandates and are in compliance with the CR part 154, servicing the ELL's for 180 or 360 minutes. ELL's are provided with bilingual books and glossaries to assist them in their academic instruction. There are several web based programs are used to differentiate instruction for all students. The ESL teachers uses a variety of specialized methods to enable all children to improve their listening, reading, writing and speaking knowledge of the English language. Since PS/MS 96 has a wide variety of levels, teachers have been made aware of the different characteristics of each language proficiency level. During the beginning level, teachers provide opportunities for ELL's to listen and demonstrate responses physically; encouraging verbal responses; provide an abundance of comprehensible input; develop listening and speaking skills; and use activities to help provide pre writing skills such as matching words with pictures. At the intermediate level teachers: provide more opportunities for students to respond verbally continue to

support reading comprehension with realia; activate background knowledge; and wiring tasks ranging from labeling items to writing sentences. At the advanced level teachers: scaffold lessons; focus on vocabulary building; and encourage more complex sentence structures. All the above strategies can be used across all content areas and are grade level appropriate.

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

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

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

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

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

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

5. There are many targeted programs for ELLs in ELA, math, and other content areas. The range of intervention services that are offered in the school are as follows: The ESL classroom is a print rich environment and provides students an opportunity to develop their ability to improve their listening, speaking, reading and writing skills. ESL lessons are common core aligned. Higher order questioning and scaffolding is used. Differentiation is also consistent among the various groups. ESL methodologies are used such as TPR (Total Physical Response).

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

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

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

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

6. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

c. Describe your plan for ELLs receiving service 4 to 6 years.

d. Describe your plan for long-term ELLs (completed 6+ years).

e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

6. The plan for continuing transitional support (2 Years) for ELLs reaching proficiency on the NYSESLAT is as follows: These students will be carefully looked at to see how well these students have maintained their level of proficiency. The ESL program is alligned with the Common Core Standards. Lessons are aligned with what the teachers are working on with their students in their classroom. a. We currently do not have any SIFE students. If we did we would give them extra practice with their listening, speaking, reading and writing skills. We will give the former ELLs extended time on their tests. They will receive a year of extra time on their exams b. ELLs who are newcomers will be in a separate group of beginners. They will be given ample time to practice the basic listening, speaking, reading and writing skills. A great deal of TPR (Total Physical Response) will be used. c. ELLs receiving service for 4 to 6 years will be grouped according to their level. Student data will be carefully looked at to determine the area of most need. These students will be given specific Common Core lessons

based on enhancing their listening, speaking, reading, and writing skills. d. Students will be grouped accordingly based on the data. They will be given extra support based on the area of weakness. e. Former ELLs will be given Common Core based lessons specifically designed for former ELLs. Many of these students will use scaffolding to help them during the lessons. They will practice different components of the English language in their classroom. Both the classroom teacher together with the ESL teacher will work closely to formulate various ESL methodologies to help the child during the instructional period.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

Courses Taught in Languages Other than English ⓘ

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

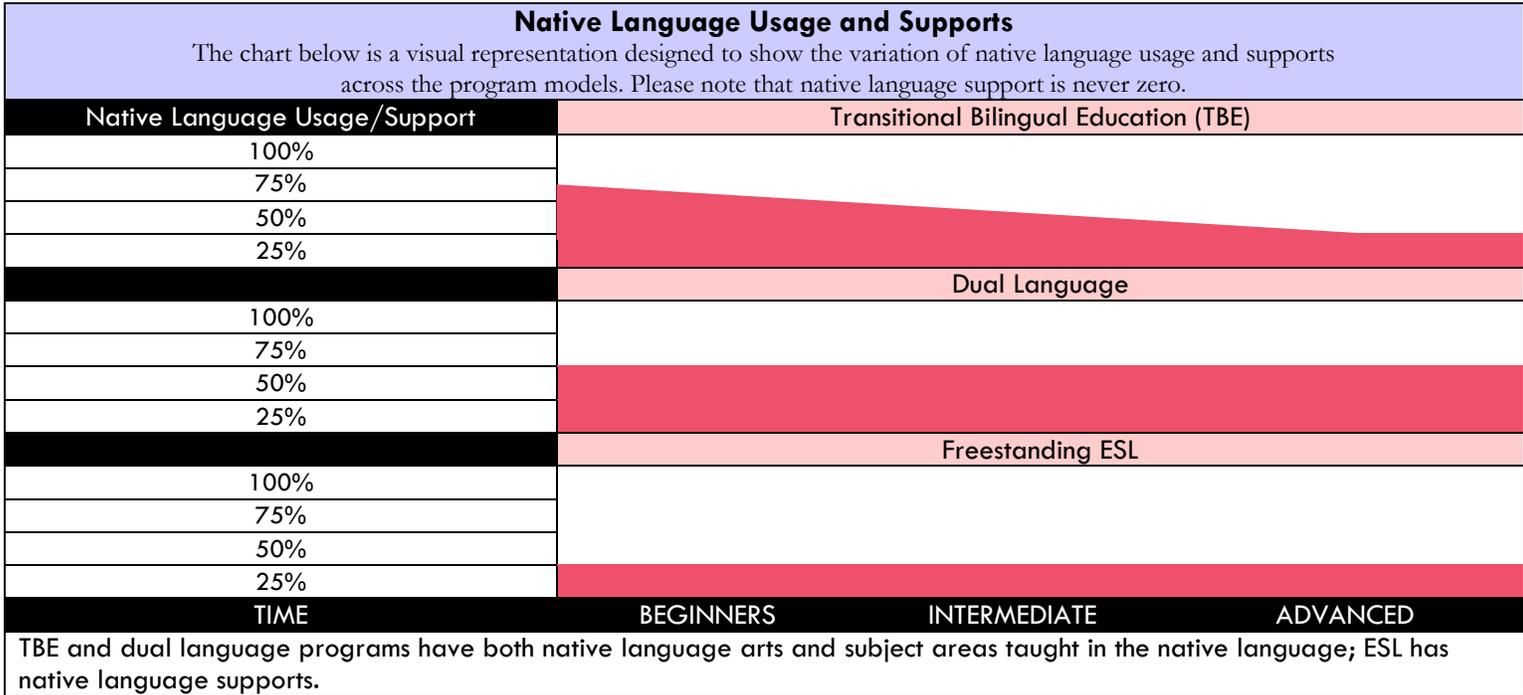
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

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

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

The data is reviewed ongoing to drive the instruction.

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

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

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

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

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

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

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

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

Paste response to question here:

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

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

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

The school invites all of the ELLs to the Saturday Program. They are invited by receiving a parent letter with a permission slip. The letter explains that they are chosen to participate in the program with the dates and times that the program will be meeting. During

the ESL Saturday Program, ESL strategies and methodologies will be used to enhance the students knowledge of the English language. The ESL students will be engaged in Common Core aligned lessons to prepare them for the NYSESAT. Students will be focusing in on all modalities of the test which include listening, speaking, reading and writing. The students will be broken up into groups according to their grade.

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

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

Paste response to questions 8-17 here :

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

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

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

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

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

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

18. What language electives are offered to ELLs?

There are no language electives that are offered to ELLs.

19. For schools with dual language programs:

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

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

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

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

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

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

C. Professional Development and Support for School Staff

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

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

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

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

D. Parental Involvement

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

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

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

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

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

E. Additional Information

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

Paste response to question here:

School Name: P.S.96M

School DBN: 04M096

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 04M096 School Name: 096

Cluster: 04 Network: 408

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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