

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: PS96
DBN (i.e. 01M001): 27Q096
Principal: VIVIAN OSA EWEKA
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Superintendent: MARY BARTON
Network Leader: CHARLES AMUNDSEN

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Vivian Osa Eweka	*Principal or Designee	
Maureen McGuire	*UFT Chapter Leader or Designee	
Patience Davoren	*PA/PTA President or Designated Co-President	
Gladys Nolan	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	
Daryn Copper-Cobbs	Member/ SLT Chairperson\Teacher	
Felicia Cauthen	Member/ Teacher	
Laura Rajkumar	Member/ Parent	
Sivetri Persaud	Member/ Parent	
Erica Joseph	Member/ Parent	
Laura McCall	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

Improvement in Mathematics:

As a result of the collaborative efforts of all teachers and administrators, students in Grades 3-5 will be prepared for and demonstrate progress towards achieving proficiency in math by a 5% increase in the number of students achieving Level 3's and 4's on the 2015 NYS Math Exam.

Comprehensive Needs Assessment

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

Comprehensive Needs Assessment:

Analysis of the 2013- 2014 NY State Math Exam indicated that 27.5% of our students in third grade, 31.9% of students in fourth grade and 53.7% of students in fifth grade met State standards and achieved levels 3 and 4. The School Quality Snapshot revealed that student achievement data indicated a 39.6% percentage of students at levels 3 & 4 school wide and 9.2 points earned. The school earned an average score of 2.9 out of 4.5 for performance. Therefore, the goal for the 2014-2015 school year is to increase the number of students meeting grade level Math standards by five percent.

Further analysis of the School Quality Snapshot achievement data indicated an average student proficiency of 2.87 and 11.1 points earned. The document further revealed that, school's lowest third received 9.5 points on student progress and 9.1 on the math early grade progress. Therefore it is crucial to strengthen the math program from the early grades into the testing grades in an effort to show substantial growth.

Instructional Strategies/Activities

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

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

Activity 1: A Balanced Common Core Math Prototype

This school year steps were taken to implement a cohesive balanced math prototype. The Pre-K classes have integrated the Splash program into their daily instruction which is geared to address the mathematical needs of our youngest students. In grades Kindergarten through fifth grades, the students are immersed in the Common Core aligned math program- GoMath. The program is deliberately organized with complex and research-based lessons. This prototype consists of the Workshop model of instruction and grade specific program that includes; problems of the day guided and differentiated independent instruction with embedded center activities. This prototype provides opportunity for students to demonstrate their learning through performance tasks that integrate real word problems that are designed to offer students multiple opportunities to write about and reflect on the processes they used to solve problems and make sense of new mathematical concepts. To strengthen students Math fluency, students will engage in addition and multiplication minute math and the Grab and Go center activities will augment the teaching of ongoing lesson topics.

Activity 2: Differentiated Lessons

Teachers will ensure that their lessons are differentiated to meet the needs of all learners and learning styles. Ongoing summative and formative data will be utilized to group and meet the needs of individual students. Daily topic assessments through quick check, chapter test and performance tasks will be used to collect ongoing data to monitor and drive instructions. Using these data, students will be grouped in flexible groupings to provide enrichment activities as well as activities that would address their individual needs. Response-to-Intervention model will be used to meet the needs of students who are struggling beyond just needing more practice time or lacking pre-requisite skills. Teachers will conduct daily mini-lesson and strategy lessons to strengthen and address the identified students' weaknesses. The school technology availability has been updated and all classrooms are now equipped with smart boards and laptops available students. In addition, grade appropriate smart board tools are available and teachers are now able to use the Go Math online programs; such as Think Central to enhance interactive classroom experiences

Activity 3: Scheduling and Cluster Position

School year 2014-2015 Pre-K will continue to have an additional 15 minutes added to their instructional day and all classes scheduled for a 90 minutes math block. During this math block students will utilize components of the Go Math program in a workshop model of instruction. To enhance the math program an assigned Math Cluster position has been implemented. The cluster teacher will provide between 50 to 150 additional minutes of math instruction per week. In collaboration with classroom teachers, the Math Cluster will diagnose strengths and weaknesses and use problem solving strategies and project based learning to enhance and remediate instruction that will strengthen and enhance students' mathematical skills and knowledge. The math cluster teacher has been programmed to conduct push in /pull out of students on performance levels 1 and 2 daily for 2 periods daily. This educator will also be a resource for colleagues and provide needed professional development related workshops, model lessons and be available for inter-visitation. In addition, this individual will collaborate with grade teams to create mid-year assessments and monthly pacing

calendars aligned to the Common Core Learning Standards to ensure that all lessons are taught. This educator will provide enrichment opportunities for grades four and five students in a Math Early Bird program as well as instruct students in Saturday Academy program. Furthermore, this educator will assist in acquiring materials and resources to enhance the math program.

Activity 4: Professional Development of the Math Cluster and Academic Professionals

Collaboratively, a sequence of proposed learning experiences was created by the Professional Development Team. This professional development plan is reflective of the needs of staff via data collected based on the staff self-assessment survey and demonstrated individualized staff needs. Teachers will participate in inter-visitations among classrooms throughout the building and other NYC public schools classrooms to observe best mathematical practices in action. The Cluster teacher will attend professional development workshops offered by the Network and outside agencies. The information acquired will be turn keyed to the staff and its application monitored both in formal and informal observations. Teachers of English Language Learners and Special Education will attend workshops and will provide professional development sessions as needed for the school staff. Through ongoing work session and professional learning opportunities, the staff will address the school wide instructional focus relating to academic vocabulary development and educators will be prepared to use the Common Core Learning Standards, mathematics practices and Math Talk to drive instructions. Furthermore, these Professional development sessions will, facilitate teachers' skill of using multi-step problems and strategies to strengthen students' problem skills.

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

- 1. Responsible Staff Members:** Classroom teachers and paraprofessionals, Math Cluster, Administration, Academic Intervention Providers, SETSS and the English as Second Language ESL teacher.
- 2. Responsible Staff Members:** Classroom teachers and paraprofessionals, Math Cluster, Academic Intervention Providers, SETSS and the English as Second Language ESL teacher.
- 3. Responsible Staff Members:** Math Cluster, Classroom teacher, Administration.
- 4. Responsible Staff Member:** Members of the Professional Development Team including Administration, Classroom teachers, Paraprofessionals, the ESL Teacher, All Service Providers, SETSS, Math Cluster, Network Representative, and Contracted Staff Developer.

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

- 1. Targeted Population:** At the beginning of the school year, teachers administer the beginning of the year GoMath Baseline assessments to all students in grades K-5. An item skills analysis is created to determine students' current levels of mathematics achievement and standards mastered by each student as well as provide insight into areas of deficiencies. Assessments results are analyzed and lessons then crafted to meet student needs. Furthermore, monthly benchmark test are administered for all grades K-5 at the end of each chapter. These exams and daily kid watching notes provide opportunities for ongoing progress monitoring and allows for formative assessments to be utilized daily in the flexible grouping of students. The Go Math midyear and End of Year assessments will be administered in January and June respectively for all students in grades K-5. These tests will be used as a benchmark to assess student growth and mastery of the standards. Item skills of the data gathered is utilized to formulate flexible groups and drive instructions. All General Education students, students with Disabilities and English Language Learners (ELL) will be impacted.
- 2. Targeted Population:** All General Education students, Students with Disabilities and English Language Learners (ELL) – The effectiveness of the differentiated activities, will be tracked through formative data, unit test and benchmark assessments. These assessments will be used to determine progress. The impact will be reflected in the flexibility of the groups and standards mastered. The use of math tools to increase student ability to use manipulatives appropriately as well as increase students' ability to understand the mathematical skill or concept. The effectiveness will be reflected in students' ability to independently use mathematical tools to solve problems. Increased use of math vocabulary will be acquired through read alouds that align with a particular unit of study and the progress made will be evaluated by student performance tasks and deepen understanding of mathematical practices. Think Central intervention and students enrichment tools will enable students to log in daily and practice assigned skills both in school and at home. To monitor progress, teachers receive online daily activity reports which are used to track progress. Students' use of available online interactive math games to enhance problem solving skills is also monitored via electronic data reports. Progress made is analyzed and results used to group students and drive instructions.
- 3. Targeted Population.** At the beginning of the year, the math clusters assess students' readiness level through the use of Gomath pre-requisites assessments. An

item skills analysis is created and used to drive instructions. The effectiveness of the Math Cluster will be monitored through formal and informal observations, log of assistance, analysis of students' periodic data and evaluation of professional development workshops. Through direct classroom instruction, the math cluster teacher will collect and analyze ongoing assessment data for all K-5 students. Benchmark results will be tracked and monitored to determine progress. This data will be shared with teacher teams, instructional team and administration. Additional monitoring of this activity will be conducted through monthly data meetings with the administrative team to review the identified strengths and weakness of students. An item skills analysis will be derived which will be used to drive instructions. Students' progress will be monitored through chapter tests, topic benchmark assessments as well as Midyear and End of Year Common Core Standards aligned assessments. In collaboration with colleagues, the Math Cluster teacher will develop a monthly pacing calendar, which will be implemented by all educators to ensure that all Pre-April and Post-April Common Core Skills and concepts are explicitly taught. The effectiveness will be tracked by the completion of lessons. All General Education students, Students with Disabilities and English Language Learners (ELL) will be impacted by this scheduling and addition of a Math Cluster position.

- 4. Targeted Population:** All educators – All teachers will attend professional development workshops that provide insight on how to adjust their curriculum so they can provide differentiated instruction based on their student's need. The effectiveness of the professional development will be monitored through classroom observations and ongoing feedback tailored to target individual teacher goals. Impact will be determined by students' progress in unit and bench mark assessments.

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

- 1. Implementation Timeline:** September 2014- June 2015
- 2. Implementation Timeline:** September 2014- June 2015
- 3. Implementation Timeline:** September 2014- June 2015
- 4. Implementation Timeline:** September 2014- June 2015

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

1. This school year a concerted effort was placed on acquisition of CCLS aligned math program. The balanced Math prototype embodies the research based Go Math program. The Mandatory 90 minutes block for math has allowed adequate time for direct instruction independent and guided activities with the inclusion of formative ongoing assessments. The program facilitates teachers administering instruction through the workshop model. Lessons are tailor made to address and cater to all learning styles interests and multiple intelligences of our students. Educators on each level use centers, differentiated activities, strategic grouping and intervention work stations to further meet the diversities of our students.
2. Math instruction is structured using the workshop model of instruction. Daily teachers' engage in small group and individualized differentiated activities with students. The Gomath programs is equipped with enrichment and reteach resources to address students demonstrated needs. The use of these resources, the creation of structured math centers, Grab and Go center activities will enhance mathematics development. Added to our math center this year were classroom math libraries equipped with books that are used in motivational activities, enhance math vocabularies and to solidify math concepts across topics and grades. Furthermore, deliberate steps were taken to have all centers include math strategies, math concept board with math vocabulary words and interactive 100 chart and calendars. The use of technological resources such as Think Central Students are been used to move instructions. Students are frequently immersed in online programs such Go Math Think Central, Khan Academic and a host of select web based programs.
3. The Math Cluster Teacher whose primary responsibility is to enhance students problem solving skills, assess the math program and use the data collected to meet the needs of all students. Through strategically planned instruction, grade appropriate math skills aligned with the Common Core State Standards will be addressed. In addition, the math cluster was strategically programmed to provide additional support to grades/classes that are identified 'as in need' in math and receive an additional 90 minutes each week. During the session math standards and mathematical practices are addressed. Practical novel approaches/strategies are used to help students to solve real word problems. Quick addition for grade 1 - 2 and multiplication math minutes as needed for grade 3 – 5 are incorporated into lessons to build fluency.
4. Regular professional developments are facilitated to strengthen the math skills and knowledge of our staff. Professional development Monday sessions and weekly inquiry meetings. Outside entities, Network personnel and our math cluster assist in the training of our staff. Model lesson and inter-visitation are planned to provide teachers added support.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent

Involvement Policy (PIP).

Strategies to increase parental involvement: A series of math workshops by grade will be offered to assist parents in helping their children achieve math goals. Meetings will be scheduled at different times to accommodate parents' schedules. The school messenger phone system will be used to inform parents of opportunities to assist their children. The Parent Association Meetings will be used as another venue to inform parents of how they may impact their children's math skills and scores. Additionally, monthly newsletters, announcement board and bulletins will further inform parents on how they can collaborate with the school to further assist our students to achieve scores at the highest level in math. Parents will be invited to visit math classrooms during open school to engage in student learning. Family math / Science night will be scheduled to provide parents the opportunity to engage in math activities with their child/children. Teachers are setting math games and fluency activities on the PS 96Q Engrade progress report system. Information on strategies and next steps are sent via email to parents. Parents who have indicated they do not have email are receiving printed copies of this information. Student portfolios are introduced at the November conference. Parents are encouraged to visit their children's teachers on Parent Engagement Tuesdays with the opportunity of reviewing their children's portfolios and assessing their progress.

Budget and Resource Alignment

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

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

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Goal and Action Plan #2

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

Annual Goal #2

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

Improvement in English Language Arts

As a result of the collaborative efforts of all teachers and administrators, students in Grades 3-5 will be prepared for and demonstrate evidence of increased proficiency in literacy as indicated by at least a 3% gain in the number of students achieving Level 3's and 4's on the 2015 NYS ELA Exam.

Comprehensive Needs Assessment

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

Comprehensive needs assessment

*Analysis of the 2013-2014 New York State ELA Exam data indicated that 25.0% of our students in third grade, 29.8% of students in fourth grade and 37.0% of students in fifth grade achieved levels 3 and 4. The School Quality Snapshot indicated that 31% percent of students scored at performance levels 3 & 4 school wide. As shown on the data students' average proficiency was 2.41, 2.57 and 2.68 respectively for grades 3-5. Additionally, our school earned 2.6 points out of 4.5 for performance. The School Quality Snapshot further revealed 4.1 points earned out of 16.7 on the ELA early grade progress. Therefore, it is crucial to strengthen the early grade literacy development and a need for an increased number of students to attain proficiency. Our goal for the 2014-2015 school year is to increase the number of students meeting grade level ELA standards by three percent.

*As noted in the 2013-2014 Quality Review, PS 96Q has structured systems for professional inquiry and proficiently engages in professional collaborations in teams using an inquiry based approach that promotes shared leadership and focuses on improved student learning. However, consistent linkage of individual classroom teachers and subject area professionals has to be in place in order for data of shared groups of students to be will be aggregated, analyzed, and instruction adjusted in a timely manner to increase student performance.

Instructional Strategies/Activities

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

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

Activity 1: Differentiated Lessons

Using the Balanced Literacy prototype, students will participate in differentiated reading and writing instruction, which will be comprised of authentic teacher created lessons aligned with the Common Core Learning Standards. Lessons prescribed by the Common Core Learning Standards (CCLS) based curricula Core Knowledge Literacy Program and the ReadyGen Language Arts Program will be implemented and differentiated to meet the needs of all learners and learning styles. Ongoing summative and formative data will be utilized to group and meet the needs of individual students. Teachers will conduct mini-lesson and data driven strategy lessons to strengthen and address the identified students' weaknesses. Online tools will be available to the students through Imagine Learning, Pebble Go, Khan Academy and other academic websites. Teachers will assign differentiated online tasks. Appropriate literature based on the students' Fountas and Pinnell instructional reading levels will be chosen and read during Guided Reading. Literature circles will be implemented in the upper grades during guided reading to enhance students' comprehension and discussion techniques. In alignment with the school's instructional focus, text dependent questions, academic language and vocabulary will be implemented and fostered through each lesson. In addition, questions on Webb's Depth of Knowledge levels 3 and 4 (DOK) questions will be tailored towards improving targeted skills and strategies.

Activity 2: Incorporation Technology in the Reading Block

In 2013-2014 the school upgraded its technology. All classes from Kindergarten through Fifth Grades have functioning Smart Boards and laptops for a majority of students in the classes and addition of IPADS during center activities for students in Pre-K and Kindergarten. All students from Third through Fifth Grades will have access to Khan Academy web based program and targeted ELL students will be working with Imagine Learning Software. Pebble Go was also purchased to facilitate the research skills of

students in the Early Childhood grades. With the use of updated hardware and access to approved websites, teachers will be incorporating technology into their lessons and further differentiate instruction.

Activity 3: Saturday Academy Tutorial:

A Saturday Tutorial Program has been put in place to assist students who are approaching grade level standards in grades 3-5. This program will be in affect from December through April. A second-grade Saturday tutorial for students approaching grade will also be implemented in January and will run through April. These programs are geared to enhance students' comprehension and writing skills. A research based New York Crosswalk Coach Plus for the Common Core Learning Standards will be utilized. These tutorial periods adds 90 minutes of reading instruction to the school week for students in grades 3-5 and 120 minutes to students in grade 2. In these setting students are able to receive targeted, individualized differentiated instruction and strategically planned remediation or enrichment.

Activity 4: Implementation of Common Core Reading Programs in grades Pre-K through 5th.

This school year steps were taken to implement a cohesive balanced literacy prototype. The Pre-K classes have integrated the Splash program into their daily instruction to address the literacy needs of our youngest students. This Common Core Literacy Program incorporates all the disciplines including all components of literacy, Social Studies, Science and Arts. A 90 minute Literacy block for all grades has been implemented. In grades Kindergarten through Second grades, the students are immersed in the Common Core aligned Core Knowledge Language Arts Reading Program. Assessment activities are embedded in the program and provide teachers the opportunity to gather needed data to differentiate their lessons. Students in Grades 3-5 will utilize the Ready Gen Literacy Program. Students will demonstrate their learning through performance tasks that integrate reading, writing, speaking, and listening. This approach allows students to focus on responding to text-based responses and produce writing that analyzes sources and defends argumentative claims through textual evidence based writing. Both programs align to the New York State Instructional shifts by incorporating a balance of literary and informational texts within the content areas of Social Studies, Science and the Arts. Additionally, students engage in reading of authentic literary units covering all genres of study. All students are provided with a grade level appropriate text which encourages students to analyze and evaluate their reading during a close reading workshop.

Activity 5: Professional Development of the Academic Professionals

In collaboration with the Professional Development team a sequence of proposed learning experiences was created. This professional development plan is reflective of the needs of staff via data collected based on the staff self-assessment survey and demonstrated individualized staff needs. The members of the Professional Development team, as well as additional educators from the school, will continue to provide job-embedded learning experiences. This approach supports our determination to continually nurture the school wide belief of building teachers' capacity within the building. The team will also seek outside consultants when resources are not available within. Network support will be utilized to address these gaps. The team will also ensure that resources and knowledge are provided to support the school's instructional focus. Teachers will also participate in inter-visitations among classrooms throughout the building to observe best practices in action. Teachers of English Language Learners and Special Education will attend workshops and will provide professional development sessions as needed for the school staff. Through ongoing work session and professional learning opportunities, the staff will address the school wide instructional focus relating to language and vocabulary development as well as the development and use of effective text-dependent questions. Common planning time has been incorporated into the master schedule to allow for joint planning and collaboration. Additionally, Inquiry periods are programmed into the school day schedule and Tuesday After school professional time to facilitate teacher vertical and horizontal teams. This designated time will be utilized to analyze grade-level data, plan standard-driven lesson, develop formative assessments, and identify opportunities for differentiation.

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

1. Responsible Staff Member: Classroom teachers, Paraprofessionals, Administrators, ESL Teacher, All Service Providers, Reading Recovery/Core Knowledge Facilitator / ReadyGen Literacy Facilitator and SETSS

2. Responsible Staff Members: Classroom teacher, Cluster teachers, Administrators, Service Providers, SETSS and the English as Second Language ESL teacher.

3. Responsible Staff Member: Saturday Academy Teachers, Administrators

4. Responsible Staff Member: Classroom teachers, Paraprofessionals, Administrators, ESL Teacher, All Service Providers, SETSS, Reading Recovery and the Core Knowledge/ ReadyGen Literacy Facilitator and educator

5. Responsible Staff Member: Members of the Professional Development Team including Administrators, Classroom teachers, Paraprofessionals, the ESL Teacher, All Service Providers, SETSS, Reading Recovery and the Core Knowledge Literacy Facilitator, Network Representative, and Contracted Staff Developer.

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

1. Targeted Population: All general education (including ELL students), and Students with Disabilities. At the beginning of the school year, teachers administer the Fountas and Pinnell beginning of year running records to all students in grades K-5 to determine students' current reading and instructional levels. Based on the data students RTI levels are crafted and instruction provided accordingly. Based on the RTL levels, students are progressed monitored, monthly, bi-monthly and weekly. The Ready Gen Baseline assessment is administered beginning in October for grades 3-5. Ready Gen mid-year and end of the year assessments are also administered in January and then in June. In grades K-2, the beginning of the year Skills assessment is administered in September and ELA MOSL assessment in October. These initial assessments provide teachers with insight into identified areas of deficiencies. Analysis of standards mastered is detailed on school net is used to group students and drive instructions. The impact of student differentiation is monitored through students' progress through, improved reading levels, formative assessments and use of ongoing running records. The analyzed data is used to develop students groups and drive instructions. Fountas and Pinnell benchmark reading assesses are also administered in January and May to evaluate students' independent and instructional reading levels. Teacher-created mid- year and end of year CK assessments will be administered in January and June respectively to determine student progress Lessons are then crafted to meet student needs. Monthly benchmark exams using our Common Core Curriculum (Ready Gen and Core Knowledge) and ongoing progress monitoring allows for formative assessments to be utilized daily in the flexible grouping of students. This positively impact instructional decisions so that all students can demonstrate increased mastery.

2. Targeted Population: All General Education students, Students with Disabilities and English Language Learners (ELL). Teachers created item skills analysis and formative data will be analyzed frequently to track students' progress and determine impact. Students in the lowest third are progress monitored frequently. Data collected from daily Guided Reading groups are used to track students' progress. In addition, The Khan Academy website is used for intervention, remediation and enrichment. The Imagine Learning Program provides individualized online instruction for ELL students. The utilization of these online educational websites will be tracked via online reports.

3. Targeted Population: Students in grades 2-5 that are approaching standards. The Saturday Tutorial Program instruction focuses on individual skills that have been identified through item skills analysis of the New York State ELA, the Ready Gen Baseline, CK and Mid-Year data. Formative assessments checklist and teacher created item skills analysis are used to track students' progress. Areas of strength and areas in need of improvements are determined, addressed and shared with the classroom teachers. Teachers instructing these programs will frequently provide feedback to classroom teachers and service providers of the students that attend the program. Instructors collect and analyze data. Instructions are then tailored to meet the individualized needs of the students. The data reports and progress made are then shared with administration, classroom teachers and parents in the progress reports.

4. Targeted Population: All general education (including ELL students), and Students with Disabilities. Using the Common Core Literacy Programs (Ready Gen and Core Knowledge) student data is collected using cumulative assessments which comprises of Domain Assessments and Student Performance Tasks to monitor progress of academic content that allows for learners to be engaged in appropriately challenging tasks that aligns with the standards on each grade. Ongoing formative assessments and End of unit performance writing tasks are used to monitor progress. Progress monitoring using running records tracks students reading levels and comprehension. In grades k-2, the Core Knowledge skills assessments and unit tests will be used to monitor students.

5. Targeted Population: All educators. Implementation and evaluation of Professional Development workshops provided. The teacher-made materials and documented lesson planning. Participation on the vertical inquiry teams meeting where student work will be analyzed and next steps determined. Minutes from this team meeting will document the effectiveness of the professional development implementation practices. Through instructional rounds, log of assistance, evidence of implementation of strategies discussed, and inter-visitation with teachers across the grades in the area of ELA aligned to Ready Gen and Core Knowledge curriculum.

Minutes and agendas will be created to document participation in collaboration experiences such as inquiry meetings, professional development team meetings and school wide team meetings. Additionally, grade level planning of ELA units and integration of schools instructional focus strategies will further document success. Critical friends /Inquiry team meetings will further document its effectiveness. The Core Knowledge/Reading Recovery and vertical Inquiry /data meetings will meet monthly with the administrative team to discuss students' progress

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

1. **Implementation Timeline:** September 2014- June 2015
2. **Implementation Timeline:** September 2014- June 2015
3. **Implementation Timeline:** September 2014- June 2015
4. **Implementation Timeline:** September 2014- June 2015
5. **Implementation Timeline:** September 2014- June 2015

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

1. Strategically programming of common planning and professional inquiry periods. Teachers will meet during weekly inquiry team periods to collaborate and devise instructional strategies that can be implemented to guide effective teacher practice and student progress. Teachers are provided a minimum of three common planning periods each week to discuss instructional strategies, interpret data, lesson plan and monitor student progress on a the class/ grade.
2. Technology is infused into the literacy instruction through the use of the SMART Boards, laptops, and IPADs. Instruction includes multiple-media presentations and will provide multiple entry points for students. Readworks.org facilitates students reading comprehension for all students from K-5. The Imagine Learning aids English Language Learners in our school, while the Khan Academy website provides support to Grade 3-5 students. Pebble GO also is utilized to assist Early Childhood students when researching topics. In order to provide technical support, a Technology intern has been assigned to the school.
3. During the Saturday Tutorial, the Math and Literacy teachers utilize the NYS Crosswalks Coach Plus program to enhance students understanding of literacy and math concepts. The content specialists in grades 4 and 5 rotate in order to provide focused instruction. Another highly qualified educator provides instruction in Grades 3 in both subject areas. Each session is a total of 180 minutes with 90 minutes devoted to Literacy. Grade 2 session is devoted to literacy and a total 120 minutes.
4. Teachers collaborate, plan and adjust literacy lessons that are prescribed by the Core Knowledge and Ready Gen programs. Assessments are administered to assess students understanding and drive instructional decisions. Teachers are provided with a minimum of three common planning periods each week. These periods provide opportunity for teachers to discuss and adjust instructional decisions. The creation of common assessments, student conferences' and lesson planning is used to monitor students' progress.
5. A professional development survey was administered and the data analyzed. The professional development team then created a plan for professional development workshops. This plan reflected the needs of the educators on our staff. Upon the completion of a professional development cycle, the PD teams will evaluate the success of the professional learning experience and adjustments made where necessary to the next cycle and schedule. Vertical, horizontal and school-wide inquiry teams have also been established to allow for collaboration and professional discussions. Teams submit their agendas, minutes and next step. This information is used to support this activity.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Strategies to increase parental involvement:

New this year, designated time for parental engagement and communication has been built into the schedule as well as increased number of Parent Teachers Conferences. Parents will have access to teachers on Tuesday afternoons from 2:35pm-3:15pm. At this time and at other designated periods, several workshops will be offered by grade to assist parents in providing support to their children at home. Workshops regarding strategies and activities that can be used with students to improve reading progress will be conducted. Workshops will be facilitated in order for parents to learn about the expectations of the Common Core Learning Standards and the assessments that their children will be exposed to. Parents will be encouraged to be active participants in their children's daily reading and a review of their children's

progress through Engrade. The school messenger service will inform parents of opportunities for parental involvement. Information relating to these opportunities will be highlighted in Parent Association Meetings. The monthly newsletter, PS96 announcement board and PA notice board will be used to further keep parents informed about specific activities and content covered in our literacy programs.

Budget and Resource Alignment

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

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

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Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, student attendance will increase by 2 percent.

Comprehensive Needs Assessment

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

Comprehensive needs assessment

2013-2014 Elementary School Snapshot data indicated that in comparison to our peer school PS 96Q had a 7% deficit and among city schools a 3 % deficit. The school wide data revealed that for all students in attendance, 17.4% of the students has less than 90% attendance in comparison to peer schools. In addition, the 2013/2014 School Quality Snapshot indicated our attendance percentage went from 94% to 93.4% in 2013-2014. The goal was created in order to increase our students overall attendance as well as reduce the attendance percentage points between our school and our peer schools. This goal will increase student instructional time and instill core virtues that embodies values and behaviors needed to prepare students to meet higher demands in academic performance

Instructional Strategies/Activities

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

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

. Activity 1: A school attendance committee was formed.

The attendance committee was formed to monitor the daily attendance of each grade. Team members were assigned roles as case managers to collect, report and analyze specific trends or patterns noticed among students in the grades assigned. Monthly meetings will be held to provide an opportunity to deliberate and plan strategic steps that will be implemented to monitor and increase the attendance rate of targeted students, whose monthly attendance exceeds 3 or more absences or lateness.

Activity 2: Parent Notification of Concerns relating to Attendance/ importance of Good Attendance

Attendance case managers will follow up with parents to notify of students that have chronic lateness and absences. Students whose attendance falls below 95% will have a letter sent home tailored to each child's specific case. The letter will reference the amount of instructional time lost for the related absences and or lateness. If attendance becomes chronic for particular students the attendance district liaison will reach out to the parents/guardians to address concerns. The liaison will also conduct home visits if deemed necessary. Attendance Parent Workshops- Parent workshops coordinated by the District Liaison will be for the purpose to educate parents/guardians on the importance of good attendance. We will also implement an Attendance Award ceremony twice in the school year to honor students that have 100% attendance within the school year. Targeted students who have made significant improvement in their attendance will be recognized. Students will partake in a midyear celebration in February 2015 and an end of year celebration in June 2015. Parents of each student will also be recognized for their partnership in ensuring their child attends school on a daily basis. The School Messenger Phone System will continue to be utilized to make daily phone calls to homes of students who are absent.

Activity 3: Incentive for Perfect Attendance:

Students that continue to have perfect Attendance will have their names posted on a special Attendance Bulletin Board. Classes that achieve perfect daily attendance will be recognized monthly during Early Morning Announcements. Classes with outstanding monthly attendance will be awarded attendance trophies for their effort.

Activity 4: Character Development

Our school will develop a Character Education Program that provides students with opportunities to build characteristics that are important for developing themselves as leaders and instilling confidence and pride that will transcend into achieving their academic goals. The virtues were chosen using the Academic and Behaviors Examples of Practice specified by the Chancellors Regulations concerning student achievement. This will allow students to understand how these virtues affect their personal and academic life on a daily basis.

A school-wide initiative Cloud 9 which is planned to commence in January will be used to promote positive character development that target specific core virtues. The program promotes a school-wide reinforcement of positive behavior and life skills that will transcend towards greater scholastic achievement.

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

1. **Responsible Staff members:** Classroom teachers, Attendance Personnel, Guidance Counselor, Attendance Coordinator and Administrators.
2. **Responsible Staff Members:** Classroom teachers, Attendance Personnel, Guidance Counselor, Attendance Coordinator and Administrators.
3. **Responsible Staff Members:** Classroom teachers, Attendance Personnel, Guidance Counselor, Attendance Coordinator and Administrators.
4. **Responsible Staff Members:** Classroom teachers, Attendance Personnel, Guidance Counselor, Attendance Coordinator and Administrators.

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

1. **Targeted Population: Targeted Population:** All general education, Students with Disabilities and English Language Learners will be impacted. Successes of the Attendance Team will be evident in consistent, commendable increase in the attendance of students across the grades. There will be notable decline in the number of students' absences in the targeted population. Effectiveness and impact will be determined and progress made assessed by the reduction in the number of students who are consistently late or absent on a daily basis students in the targeted population. Progress made in the reduction number of the students who are consistently late on a daily basis will be documented.
2. **Targeted Population: Targeted Population:** All general education, Students with Disabilities and English Language Learners will be impacted. Successes of the Attendance Team will be evident in consistent, commendable increase in the attendance of students across the grades. There will be notable decline in the number of students' absences in the targeted population. Effectiveness and impact will be determined and progress made assessed by the reduction in the number of students who are consistently late or absent on a daily basis.
3. **Targeted Population: Targeted Population:** All general education students, Students with Disabilities and English Language Learners will be monitored. To evaluate progress and the impact of this activity, the frequency of the classes attaining perfect attendance will be monitored by graphing and posting the daily attendance in the school auditorium. The attendance team will strategically focus on classes' not showing progress and devise additional strategies for improvement.
4. **Targeted Population: Targeted Population:** All general education students, Students with Disabilities and English Language Learners will be monitored. A Core Virtue Bulletin Board will be displayed to showcase the Virtue of the Month. In addition, each classroom will have a personal Core Virtue bulletin board to display student reflections and personal goals of how they have internalized the traits and behaviors discussed..

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

1. **Implementation Timeline:** September 2014-June 2015
2. **Implementation Timeline:** September 2014- February 2015 and March 2015-June 2015
3. **Implementation Timeline:** September 2014-June 2015
4. **Implementation Timeline:** September 2014-June 2015

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

1. The Attendance Team will meet monthly to analyze attendance and punctuality records of students with poor records. Adequate steps will be put in place to deliberately and strategic address the concerns individually and collectively. .
2. Attendance Parents Workshops will be conducted twice a year. Parents will be inform of the connection between attendance and students' success in school. Parents and teachers will collaborate on how to improve students' attendance and punctuality records. Parents will be provided resources that could facilitate their children's attendance and punctuality in school. .

- 3. Staff and administrators will monitor daily and monthly student attendance. Students and classes with perfect attendance will continue to be recognized monthly during school assembly . Resources will be utilized in purchase of trophies and other incentives for students.
- 4. Students that exhibit behaviors that target specific monthly core virtues will be recognized during monthly Student of the Month celebrations aligned with Parent Association meetings..

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Strategies to increase parental involvement:

During the monthly Parent Association Meetings, parents/ guardians will be informed of the importance of good attendance. Parent workshops focused on attendance will be conducted early in the school year and later in the spring to inform parents and guardians of the school attendance policies and impact of good attendance on student achievement. Additional parent workshops targeting parents and guardians of students who are consistently late will be held to address this issue. Parents and guardians will be invited to attendance awards ceremonies twice a year in recognition of their collaborative efforts

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2015, 80% of teachers will demonstrate progress with an increase of at least one level in component 3d according to the Charlotte Danielson's Framework for Teaching-Using Assessment in Instruction.

Comprehensive Needs Assessment

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

As indicated in the 2014-2015 Quality Review Report, across classrooms, the learning environment is reflective of the school's belief about how students learn best as teachers structure lessons that enable students to engage in peer discussion, critical thinking based on higher-order questions, the report further indicated that the school was centered on Danielson Framework for Teaching, with a focus on questioning and discussion. According to the report, focus is needed in using various formative assessments data to assess students' progress.

A review of 2013-2014 MOTP also indicated the need to improve the use of formative data and assessment results to evaluate student progress and inform curricular and instructional adjustments to meet the needs of all students. Our goal this school year is to strengthen teacher practice in this area. So that all learners are engaged in appropriately challenging tasks and demonstrate high order thinking skills in student work products and discussions that reflect high levels of student thinking and participation.

Also, noted in the 2013-2014 Quality Review Report the school has structured systems for professional inquiry and proficiently engages in professional collaborations in teams using an inquiry based approach that promotes shared leadership and focuses on improved student learning. To further strengthen this collaboration, consistent linkage of individual classroom teachers and subject area professionals should be in place. Through this collaboration, summative and formative data of shared groups of students will be aggregated, analyzed, and instruction adjusted in a timely manner in order to increase student performance.

Instructional Strategies/Activities

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

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

Strategy – All teachers will participate in professional growth practices that shift teaching practices.

Activity 1: In 2014-2015 school year, a Professional Learning Team was established to collaboratively plan professional learning opportunities for the school. All teachers will participate in a series of professional development sessions that shifts teaching practices and focus on strengthening the common language and understanding of what quality teaching looks like through a detailed understanding of Danielson's Framework for Teaching component 3b-Using Assessment in Instruction. The 2014-2015 professional development calendar will focus attention on providing multiple opportunities for professional learning centered around this component. In addition, alignment of the school's instructional focus (including the CIE instructional shifts) and curricula across grades and subjects areas to close the achievement gap and promote college and career readiness in all grades by strategically providing high quality supports and extensions into the curricula so that all learners are engaged in appropriately challenging tasks. Furthermore, educators will participate in study groups and professional learning that focus on understanding assessment and the use effective use of assessment to drive instruction. Research articles and academic literature will be analyzed and interpreted.

Activity 2: Conduct initial planning conference with each teacher at the beginning of the school year and discuss observation options. Multiple classroom observations to observe practices across competencies of all the domains and a focus on teacher instructional practices and the alignment with the Danielson Framework. Provide teachers timely feedback that will enhance their pedagogical delivery to improve achievement for all students. The principal and Assistant principal will conduct an end of year summative conference with each teacher.

Activity 3: All teachers considered their teaching practice and completed a self –assessment regarding their practice within the domains of the Danielson Framework rubric. Based on the teachers self-assessment, in conjunction with a review of teacher data, current student data, and administrator's input and the school instructional focus, individual teachers have crafted 2-4 professional learning goals. The administration will make organizational decisions that will support teachers in reaching their measurable goals. Differentiated professional workshops will be implemented to meet these needs.

Activity 4: Teacher teams use an inquiry-based approach that promotes shared leadership and focuses on improved student learning. To further strengthen this collaboration, consistent linkage of individual classroom teachers and subject area professionals has to be in place. Through this collaboration, summative and formative

data of shared groups of students will be aggregated, analyzed, and instruction adjusted in a timely manner in order to increase student performance. Data from the Saturday Tutorial Program is also shared and analyzed amongst professionals

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

1. Responsible Staff members: Principal, Assistant Principal, cluster network Achievement ELA and Math cluster, Teacher Effectiveness Coach and outside agencies. The assignment of the reading recovery educator as a point person of the Core Knowledge/ Ready Gen Literacy Programs and Math Cluster a point person for the mathematics program to support teacher developments using the Common Core aligned ELA and Math Curricular.
2. Responsible Staff members: The principal and cluster network support staff will support the assistant principal on effective classroom observations. The DOE talent coach will meet with administrators regularly to provide additional support in component 3d. The DOE Teacher Development Coach has provided small group and individualized learning support to staff using research articles on formative assessment techniques.
3. Responsible Staff members: The principal / assistant principal will hold conferences, weekly vertical teacher team meeting with all teachers. The schedule has been strategically programmed to include a minimum of three common planning periods monthly to facilitate teacher development. The principal and cluster network support staff will support the assistant principal on effective classroom observations.
4. Responsible Staff members: Principal, Assistant Principal, Classroom teachers, SETSS, ELL, science, Math cluster, Literacy Facilitator and support staff will participate in collaborative inquiry and share best practices of instruction

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

1. **Targeted Population:** All teachers including SETSS/ELL and Cluster teachers – Through teacher observation and classroom practice the integration of professional development will be monitored to showcase effective classroom practice that aligns with the Danielson framework rubric specifically component 3d. Improvement in pedagogy evidenced by a focus on lesson design, using formative assessment techniques, questioning techniques, and multiple entry points will be documented in teacher observations. The impact of this activity on student progress and achievement for all students in irrespective of subgroup identification will be evident in their formative and summative assessments.
2. **Targeted Population:** All teachers including SETSS/ELL and Cluster teachers- Multiple Classroom observations conducted will be evaluated. Observed practices across competencies of all domains and specifically component 3d and impact of feedback provided will be assessed through walkthroughs, instructional walks and improvement in pedagogy. The impact on students' achievements irrespective of subgroups identification will be analyzed through ongoing assessments. Through individual teacher's pre and post conferences and data conferences, progress made towards pedagogical delivery will be evaluated. The impact on students' achievements will be evaluated through on ongoing assessments.
3. **Targeted Population:** All teachers including SETSS/ELL and Cluster teachers will complete a self–assessment regarding their practice within the domains of the Danielson Framework rubric and craft 2-4 professional goals. The alignment of teachers' observations with their identified goals and progress will be determined. Impact of the activity through improved pedagogical instruction across classrooms will be evident in improved pedagogy including lesson design, using assessment to drive instruction, questioning techniques and multiple entering points. Progress will be further evaluated by the impact on students' achievements irrespective of subgroups identification.
4. **Targeted Population:** All educators. Implementation and evaluation of Professional Development workshops provided. The teacher-made materials, unit and lesson planning. Participation on the vertical inquiry teams meeting where student work will be analyzed and next steps determined. Minutes from this team meeting will document the effectiveness of the professional development implementation practices. Through instructional rounds, log of assistance, evidence of implementation of strategies discussed, and inter-visitation with teachers across the grades in the area of ELA aligned to Ready Gen and Core Knowledge curriculum. Minutes and agendas will be created to document participation in collaboration experiences such as inquiry meetings, professional development team meetings and school wide team meetings. Additionally, grade level planning of ELA units, collaboratively developed math pacing calendars and integration of schools instructional focus strategies will further document success. Critical friends /Inquiry team meetings will further document its effectiveness.

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

1. Implementation Time: September 2014- June 2015
2. Implementation Time: September 2014- June 2015
3. Implementation Time: September 2014- June 2015
1. Implementation Time: September 2014- June 2015

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

1. The 2014-2015 professional development calendar developed in collaboration by the principal, assistant principal, and professional development team will focus on: the alignment of the school's instructional needs, (including the CIE instructional shifts) across curricula to close achievement gap and promote college career readiness in all grades. Strategically, designed professional development based on teacher demonstrated needs and goals will be provided to enhance teacher practice.
- 2, Core resources including, the principal, assistant, teacher instructional leads, CFN personnel and specialized professional developers including, scholastic, ELA and math, DOE Teacher Effectiveness support staff and DOE Teacher Development Coach will be utilized in providing these differentiated professional development sessions.

3. The principal and assistant principal will conduct Initial planning conferences at the beginning of the school year and discuss observation options. Multiple classrooms observations, formal and informal will be conducted. Timely feedback aligned with the Danielson Framework rubric that will enhance pedagogical delivery will be provided to promote teacher effectiveness and improve achievement for all students. An end of the year, summative conference will be conducted by the principal and assistant principal to reflect on practice throughout the year and discuss evidence of performance, learning and ways to improve practice.

4. Professional Development Mondays will be utilized for professional development, A professional development survey was administered and the data analyzed. The professional development team then created a plan for professional development workshops. This plan reflected the needs of the educators on our staff. During the school day Inquiry teams periods have been strategically programmed into the days schedule to and will be used to support this activity. Upon the completion of a professional development cycle, the PD teams will evaluate the success of the professional learning experience and adjustments made where necessary to the next cycle and schedule. This information is used to support this activity.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Principal, Assistant Principal, Parent Coordinator, Assistant Principal, Core Knowledge Facilitator, Math Cluster, classroom teachers, service providers, SETSS and ESL Teacher will host workshops and information sessions for parents by grade on the Common Core Curriculum, grade appropriate instructional practices, State ELA and Math and ways parent can support their children.

Reading Level specific reading behaviors aligned to individual students will be provided to parents and guardians to support their children.

Parents will receive resources to support students at home in all academic subject areas. Workshop materials will be translated. Interpretation support will be provided.

- Parent Coordinator and other staff members will attend regularly scheduled parent meetings to share information and respond to parent questions and inquires.
- School website and school messenger will provide updated information on parent workshops, curricular materials and extra-curricular activities for students, translated into all languages
- Parents will be trained on how to use ARIS Parent Link/Engrade to access student assessment information.
- Progress Reports and Report Cards will be provided to parents to keep them up to date on student reading/math levels.

* New this year, designated time for parental engagement and communication has been built into the schedule as well as increased number of Parent Teachers Conferences. Parents will have access to teachers on Tuesday afternoons from 2:35pm-3:15 p.m. At this time and at other designated periods, several workshops will be offered by grade to assist parents in providing support to their children at home. Workshops regarding strategies and activities that can be used with students to improve reading and math will be conducted.

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

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

1.

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

5.

6.

7.

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

4.

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

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>Push-In / Pull- Out Intervention and Modeling</p> <p>Push-In / Pull-Out for students who scored Levels 1 and 2.</p> <p>Saturday Academy Program Instruction will be provided to prepare the students for the 2015 ELA exam and to improve reading comprehension.</p> <p>Saturday Program for ELL students. This program will support and assist LEP student meet the performance standards and become proficient in English.</p> <p>Reading Recovery individualized Instruction</p>	<p>The Reading Recovery/Specialist, and SETSS provider, will push into the classrooms to model lessons and differentiate for targeted students. Targeted students will receive additional support from the service providers within the classroom.</p> <p>Small group instruction to build math skills/ concepts for grade 4 students.</p> <p>A group of approximately 70 students will participate in the Saturday Academy Program that targets reading skills and strategies that build comprehension.</p> <p>This Saturday program will provide differentiated instruction to in Grades 2-5</p> <p>Reading Recovery individualized one-to-one tutoring</p>	<p>Push-In services will be provided 1-2 times a week. Reading Recovery will be provided daily in a Pull-Out</p> <p>Small group instruction will be provided daily during the school day.</p> <p>This group will meet on Saturdays from 9:00am-10:30am</p> <p>This group will meet from 9:00am-12:00pm on Saturdays from January - April.</p> <p>Beginning in January students in grade 1 will receive Reading Discovery individualized instruction</p>
Mathematics	<p>A Math Club will be developed to provide enrichment for students who scored 4s or high 3s on the New York State Exam (2014).</p> <p>Push-In / Pull-Out for students who scored Levels 1 and 2.</p>	<p>. Novel, differentiated activities will be utilized to meet the learning styles, interests and mathematical and logical intelligences of students in the group. Students will be immersed in real life problems and project – based activities will be used to enhance mathematical</p>	<p>Mondays, Wednesdays and Friday from 7:30 a.m. to 8:15 a.m.</p>

	<p>Saturday Academy Program Instruction will be provided to prepare the students for the 2015 Math exam and to improve mathematics achievement.</p>	<p>skills.</p> <p>Small group instruction to build math skills/ concepts for grade 4 students.</p> <p>A group of approximately 70 students will participate in the Saturday Academy Program that targets math skills and problem solving strategies.</p>	<p>Small group instruction will be provided daily during the school day.</p> <p>This group will meet on Saturdays from 10:35am-12:00pm.</p>
<p>Science</p>	<p>Balanced literacy Approach will incorporate science in the literacy block.</p> <p>After- School Program</p>	<p>The workshop model will be incorporated into the literacy block. AIS instruction will be provided to support the acquisition of science concepts and inquiry skills.</p> <p>In Grade 4, a group of approximately 20 students on the grade will participate in an After-School Science Program. Instructors in the program will target science concepts and test preparation for NYS Science Exam.</p>	<p>During the school day.</p> <p>This program will be offered twice a week after the school day March through May.</p>
<p>Social Studies</p>	<p>This discipline connects to literacy through overarching themes.</p>	<p>Whole group, as well as, small group instruction will be incorporated into the literacy block and AIS instruction to support the acquisition of social studies curriculum. Furthermore, each class will have an additional instructional period.</p>	<p>During the school day.</p>
<p>At-risk services (e.g. provided by the</p>	<p>At- risk guidance</p>	<p>A pull-out program for students in need</p>	<p>During the school day, 1-2 times a week</p>

**Guidance Counselor, School
Psychologist, Social Worker, etc.)**

of guidance. Students will work with the
guidance counselor to discuss topics,
relating to interpersonal skills, health
and wellness.

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Strategies for Attracting Qualified Teachers:</p> <p>*Administrative staff will regularly attend hiring fairs to identify and recruit highly qualified teachers.</p> <p>*Administrative staff also utilizes the "Teacher Finder" website to research the qualifications of those that are being considered for hiring.</p> <p>*Administrative staff, as well as other staff members will network with their colleagues in other schools to determine if there is any possibility to obtain a highly qualified teacher that has been excessed.</p> <p>*Public School 96Q will continue to host inter-school visitations to showcase the Core Knowledge Program and highlight successes that the school has achieved. Colleagues from neighboring schools will have the opportunity to speak to our teachers and students and view best practices.</p> <p>*A mentor will be assigned to support less qualified teachers.</p> <p>*The school will also seek network support for teachers that are not highly qualified.</p> <p>*Available workshops will be researched and attended by the educators that lack high qualification.</p> <p>*Funds are also allocated to support staff members that require special certificates to become highly qualified.</p> <p>*Assignments will be changed if the ELL, Science or Physical Education programs are not being instructed by highly qualified.</p> <p>*All intervention provided for Students With Disabilities will be provided by licensed highly qualified professionals.</p>

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).
All staff members including teachers of all grades PreK-5, Principal, Assistant Principal, Literacy specialist, SETSS, ESL cluster teachers and paraprofessional will be provided with a series of professional development that will enable all students meet the Common Core State Standards (CCSS). These professional development workshops will focus on the alignment of instruction with the Common Core learning Standards and the 2014-2015 school year instructional focus. Furthermore, the professional development sessions will strengthen the common language and understanding of what quality teaching looks like through the lens of Charlotte Danielson Framework for Teaching. The 2014-2015 professional development calendar collaboratively crafted by the Professional learning Team will focus attention on: Aligning the school's instructional focus (including the CIE instructional shifts), Common Core State Standards and curricula across grades and subjects areas to close the achievement gap and promote college and career readiness.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
--

Attendance of the student in temporary housing is strictly monitored. The school's social worker will act as the liaison. Phone calls and home visits are made as necessary. Ongoing collaboration with the temporal housing staff to mitigate student truancy. The school social worker ensures that the student is receiving adequate academic services and interventions. The parent coordinator and the social worker liaise with local agencies within the community to ensure that the parent and student are supported. When needed, funds are used to ensure that the student has all necessary school supplies and school uniforms.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Pre-k students become acclimated to the main building in the month of May. They visit Kindergarten classrooms and observe a lesson so they can see firsthand the room environment, and learning experience associated with Kindergarten. They tour the main building visiting the main office, Principal's office, and the Assistant Principal's office. They further explore the school library, nurses office and bathroom locations. They will have the time to ask questions, or share concerns they have about Kindergarten.

In the month of May we provide our Pre-K / new Kindergarten parents and guardians the opportunity to learn about our kindergarten program at P.S. 96Q. The Assistant Principal, Core Knowledge Early Literacy Facilitator, Parent Coordinator, ESL teacher, and Math Cluster Teacher will share academic expectations for Kindergarten. The Core Knowledge curriculum, Common Core Learning Standards, Math Standards, and Cook Shop program will be shared with parents. Parents will be made aware of the college and career standards that prepare our students for higher academia and varied career opportunities. Parents receive a packet which describes the curricular, summer reading list, dress code information, a supply list that will be needed in September as well as the school arrival and dismissal times. There is time allotted for questions and concerns. Parents are able to visit a Kindergarten classroom, so they have an idea of the room environment and the level of academic rigor in Kindergarten.

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.

Grade teams and teacher teams with the support of instructional support staff will construct and refine rubrics and grading policies that offer clear expectations for students' performance. Progress based on the Common Core Learning Standards that offer a clear portrait of student mastery of key concepts in Math and ELA will be determine and analyzed. Grade level teams will use an analysis of common assessments (revised Core Knowledge assessments, ReadyGen bench mark assessments, math unit assessments, grade level constructed performance check lists, and teacher designed assessments.) to create a clear representation of student progress towards goals across subject areas. Grade level teams will adjust curricular and instructional decisions so that all students demonstrate increased mastery.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

Parent Involvement Policy (PIP)

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

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences four times a year 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 2014-2015 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 through Engrade, Progress Reports and individual students' report cards;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year.
- 2014-2015 Parent PS96Q Handbook available to provide parents with pertinent information about the school;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

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 (SCEP) 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	\$143,190.63	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$109,417.00	X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,443,160.00	X	See action plan



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<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: PS 96	DBN: 27Q96
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 17
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

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

The English as a Second Language supplemental program at PS 96Q will provide services to our current and former English Language Learners in second through fifth grade. There is one second grade student at the beginning level, 12 students in grades 2-5 at the advanced level and 4 former ELLs in grades 2 and four. These students speak Spanish, Arabic, Punjabi and Haitian Creole. Although these students are mainly at the advanced or proficient level on the NYSESLAT, they were chosen so that we can continue to help them meet the rigorous demands of the Common Core curriculum. The direct instruction component of the program will consist of an after school/Saturday program that will be used to develop language proficiency and high academic achievement in Math.

The objective of the program is to assist students in becoming proficient in the English language and also to improve their math skills. The students will be provided with intense instruction in listening, speaking, reading and writing. This will take into account their learning styles and identified intelligences. Instruction will be differentiated to suit their needs based on ongoing formative assessments. They will be exposed to scaffolding strategies that will enhance acquisition of language and mastery in math. Content will be made comprehensible in order to improve their academic language development. Students will use a variety of graphic organizers to help them process and evaluate information and develop better writing skills so they can meet the higher academic standards and work towards proficiency on the NYSESLAT as well as the state exams in Math and ELA.

Depending on staffing, the program will either meet twice a week after school for two hours each day or every Saturday for three hours. The afterschool hours would be from 2:40-4:40 and the Saturday program would be from 9:00 am- 12:00 pm. The afterschool program will begin in January and end in May for about 40 sessions. The Saturday academy would also begin in January and end in May for a total of 20 sessions. This program would also use Title III funds to pay for a supervisor while the students are in the building. Final program determination will be made once the appropriate staff is selected.

The language of instruction will be English, however the students native language will be used in order to promote and encourage comprehension when necessary. Students will have access to bilingual glossaries, dictionaries and books. Groups will be formed based on grade and proficiency level, but they will be flexible according to individual needs and based on ongoing assessments. This program will assist and support our ELLs so that they can meet the performance standards in the content areas and become college and career ready.

The instruction for this program will be provided by a certified ESL teacher. It will focus on developing

Part B: Direct Instruction Supplemental Program Information

social and academic language skills in the areas of speaking, listening, reading and writing. Math instruction will focus on moving from the concrete to the abstract and solving word problems. All instruction will be in alignment with the Common Core curriculum. Students will be using manipulatives, tools and technology while doing their problem solving activities and the teacher will scaffold and differentiate instruction to meet their needs. Data analysis from NYSESLAT, NYS ELA and Math, running records, observations and teacher generated assessment tools will be used to identify strengths and weaknesses and drive instruction.

Materials to be used will include test preparation books in reading, writing and math. Students will also read leveled fiction and non-fiction books. The students will also listen to audio books and use the internet to augment the program. The teacher will focus on developing students academic language in order for them to communicate effectively in English and be prepared to take the state exams. The teacher will demonstrate, model, use graphic organizers, simplify and paraphrase instructional language and focus on explicit teaching of key vocabulary. All instruction will be differentiated to meet the diverse needs of the students. Developmentally appropriate strategies and hands-on activities will be used.

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 is provided during our faculty meetings and grade level meetings in order to meet our teacher's needs. Since our ESL population continues to change, our classroom teachers need professional development that will help them to teach ELLs more effectively.

Our ESL teacher attends professional development sessions that are held by our network ELL supervisor. These workshops focus on instruction that supports academic rigor and high expectations for ELLs. The ESL teacher will then turnkey new information to the staff during faculty conferences and common prep times. Classroom teachers also link with the ESL teacher during Circular 6 to discuss individual student needs and concerns.

All classroom teachers receive professional development on a regular basis during our afterschool meetings. Topics include Vocabulary Instruction, Analyzing student work, Questioning Techniques, Differentiated Instruction, Curriculum Mapping, Assessment, etc.

The ESL teacher will provide workshops as needed for classroom teachers in order to share methodologies and best practices that will reinforce the program in the classroom. Skills and strategies for teaching ELLs will be shared so that the teachers can best meet the needs of the students.

In order to support our Title III program, the ESL teacher in the building will conduct several PD sessions for the staff assigned to the program. These sessions will take place after school for one hour and Title III funds will be used to pay teachers the per session rate. The professional development will begin in December and continue once a month for the duration of the program for a total of 5 sessions.

Part C: Professional Development

Topics to be covered include :

Stages of Language Acquisition
Scaffolding strategies for ELL's
Developing Academic Language for ELL's
Assessment for ELL's
Preparing for the NYSESLAT

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: _____

Our parent engagement activities will consist of an afterschool program designed to help the parents of our ELLs learn English. This program will meet twice a week for an hour and a half each day from 5:00pm - 6:30pm. It will begin on January 6, 2015 and meet for approximately 14 sessions. This program will support and facilitate the language acquisition skills of our parents.

Many of our parents have limited English skills and would benefit from classes that will teach them life skills, literacy and math. This will allow them to be able to help their children with their schoolwork, improve their communication skills and help them improve the achievement of our English Language Learners. Instruction will be provided by a certified ESL teacher who will use ESL methodologies and strategies to improve the social and academic language of the parents. This will empower them to function in our competitive society. Classes will focus on math, literacy and life skills. Parents will be given training in utilizing the ARIS system in order for them to obtain information about their child's academic progress and assessments. They will also learn math and literacy test tips, information about the NYSESLAT, promotional criteria and testing accommodations. Instruction will also focus on teaching life skills such as how to write a check, completing job applications, filling out forms from various agencies, completing questionnaires, writing formal and informal letters and the oral language needed for daily life. Math and literacy skills will also be addressed based on their needs.

Parents will be notified about the program by letter. Letters will be sent home in English and translated into the parents native language. Translation services will be utilized throughout the year to ensure all correspondence is available to parents in their native language. The parents will be informed of the program dates and times, as well as the topics to be covered during the program .

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional 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 27	Borough Queens	School Number 96
School Name PS96		

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 Mrs. Vivian Osa Eweka	Assistant Principal Mrs. Brenda Clyburn
Coach type here	Coach type here
ESL Teacher Brenda Duncan	Guidance Counselor Jan MaDougal
Teacher/Subject Area Marjorie Jackson/Math	Parent type here
Teacher/Subject Area Felicia Cauthen/Literacy	Parent Coordinator Huda Knott
Related Service Provider type here	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	0
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)	322	Total number of ELLs	33	ELLs as share of total student population (%)	10.25%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>					9									0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE	13	9	3	3	2	3								33
SELECT ONE														0
Total	13	9	3	3	2	3	0	33						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	30	ELL Students with Disabilities	4
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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										0
ESL	30		4	3			0			33

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	30	0	4	3	0	0	0	0	0	33
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	3	0	1	0	1								7
Chinese	0	0	0	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	2	0	0	0	1	0								3
Arabic	2	5	2	1	1	1								12
Haitian	1	0	0	1	0	0								2
French														0
Korean														0
Punjabi	6	1	1	0	0	1								9
Polish														0
Albanian														0
Other														0
TOTAL	13	9	3	3	2	3	0	33						

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)	2	0	0	1	0	0								3
Intermediate(I)	0	4	0	2	1	0								7
Advanced (A)	11	5	3	0	1	2								22
Total	13	9	3	3	2	2	0	32						

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	3	0	0	0	!Und
4	3	2	0	0	
5					
6					
7					
8					
NYSAA Bilingual (SWD)					

NYS Math

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

NYS Science

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

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

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)								
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.
 PS96Q uses Fountas and Pinnell assessment tool to assess the literacy skills of ELLs in the lower grades (K-5). In addition, grades 3-5 use ongoing periodic assessments, RAI and ITI. Other informal assessments, continue to be utilized. ELLs are administered the LAB-R on admission to the public school system for the first time, to test their literacy skills. The 2012-2013 RLAT report revealed that out of 29

students taking the NYSESLAT, 12 students scored at the Advanced level, 6 students at the Intermediate level and 1 at the Beginning level. Six (6) students scored at the Proficient level. Based on the data, students at the beginning and intermediate levels will need interventions in listening comprehension, decoding or both and transfer those skills to reading comprehension where instruction must be differentiated. Advanced students will also be exposed to differentiated instruction and assessments to suit their specific needs.

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

Data patterns across proficiency levels revealed that on the LAB-R there were 2 kindergarten students at the Beginning level and 11 at the Advanced level. On the NYSESLAT, 54% of the students in Kindergarten scored at the Advanced Level, 24% scored at the Proficient level and 22% at the Beginning level. One hundred percent (100%) of the students in grade 1 scored at the Advanced level. In grades 3-5, 46% of the students scored at the advanced level, 23% at the proficient level and 30% at the Intermediate level. The newly arrived students across all grades scored at the beginning and intermediate levels in all the modalities.

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](#))

Our scores indicated that approximately 48% of the students who took the NYSESLAT scored at the advanced level. Some of the advanced students who missed the cut scores did so because of their performance on the listening and speaking components of the test. For instructional purposes, teachers must plan more rigorously in these areas and use the reading and writing components to improve listening and speaking. Students will be exposed to instruction that focuses on interpreting maps and charts. Instruction will be designed to set the upper limits for student's reading comprehension by exposing them to rich, complex literature and vocabulary that are aligned to the common core standards. Beginner students must be given opportunities to use their prior experiences and build on their background knowledge in order to develop their listening and speaking skills thereby gaining more experiences in reading and writing English and in bridging the gap. Students will be placed in flexible groups based on their proficiencies, interests, intelligences and identified needs. Teachers will differentiate instruction to meet the needs of students and use ongoing assessments to guide instruction. Twelve English Language Learners took the ELA examination during the 2012-2013 school year. Six (6) students scored at level 2 and six (6) students scored at level 1. Twelve (12) students took the State Math examination during the 2012-2013 school year. One (1) student scored at level 3, six (6) students scored at level 2, and five (5) students scored at level 1.

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?

4a. The ESL program is the only program offered at PS96 because of the total number of students we have and their first language composition. Two thirds of the students in the 5th grade are at the advanced level of proficiency. At least 75% of them are at the advanced or proficient level of proficiency at listening and speaking. They will continue to receive 180 minutes of instruction as per CR Part 154. Students who continue to be enrolled during the school year are usually at the beginning or intermediate level of proficiency and have very limited English skills. The goal at PS96 is to have students attain English proficiency and also move up at least on proficiency level during the school year in order for them to achieve the state's standards. The NYSESLAT results showed that 14 out of 29 (48%) scored at the advanced level, 6 out of 29 (20%) scored at the proficient level, 7 out of 29 (24%) scored at the intermediate level and 1 out of 29 (3%) at the beginning level. Students who are currently in grades one and two showed great improvement. Teachers will incorporate scaffolding techniques that would promote improvement in all the four modalities. Even though PS96 does not offer native language classes, teachers take into account the students' first language when instruction is being given. Students are given opportunities to use bilingual dictionaries, glossaries and other reference materials and speak to each other in their first language in order to clarify instruction when necessary. The Periodic assessment predicts the NYSESLAT proficiency levels that students may get based on the reading, writing and listening scores.

4b. In order to improve English proficiency, teachers are using the data from the ELL Periodic Assessments to differentiate instruction based upon individual needs and performance. Reading and writing instruction are focused on the areas identified as needing improvement using the running record assessment (Fountas and Pinnell) for the younger students, and the Periodic Assessments for the older students. The school

leadership team has implemented an instructional program that ensures continuity of instruction and language development. Based on areas of deficiencies identified, teachers will focus more on the four modalities of reading, writing, listening and speaking. In addition, other school wide assessments inclusive of RAI's and other Predictive Assessments are administered using research based latest technologies that make it easy to use in the classroom. Teachers identify the skills and strategies that need to be taught in order to promote language acquisition of ELLs. Test results are analyzed from the data obtained from the different assessments to determine where improvements can be made in order to drive instruction, create flexible groups and offer additional intervention services. Teachers establish measurable student performance goals and modify teaching and learning to support the needs of the students. The Inquiry Team monitors the data and uses the results to improve and guide instruction. Common assessments are created and scaffolding strategies in addition to ESL methodologies are used with ELLs to promote learning and improve scores.

4c. The results of periodic assessments show that ELLs are improving. Each year many English Learners move up from proficiency level to the next. The periodic assessments reveal that students must focus on reading and the writing components in order for them to acquire English Language proficiency and score at the proficient level on the NYSESLAT. Ongoing formative assessments monitor the progress students are making with a focus on the acquisition of their academic language that would assist them in being successful on their ELA and Math state tests.

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](#).)

PS 96Q gathers the data from formative and summative assessments that students take during the year. During our Circular 6's where teachers on specific grades meet to plan instruction on a weekly basis, the academic progress that ELLs are making is discussed. Students who are identified as being in Tier 1 are exposed to a rigorous, creative curriculum which includes language development for ELLs. Those students who are identified as Tier 2 participate in Academic Intervention groups where instruction and assessments are differentiated to meet their needs in addition to teaching the core instruction. Intensive and individualized instruction that focuses on a small, targeted set of skills is given to those students identified as Tier 3 in a small group setting or one to one instruction for students who participate in the SETTS program.

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

A comprehensive identification of ELLs who are experiencing reading difficulties is done based on their ELA scores (grades 3-5) and the Fountas and Pinnell assessment (running records) for grades K-5. Also, the ELLs periodic assessment given in the Fall and the Spring is an indicator as to the language development of students. In addition, other ongoing formative assessments are administered during the year that teachers use to prepare effective lessons for ELLs and guide instruction. Progress in reading development is monitored over time as teachers use differentiated instruction and assessments, a wide range of appropriate graphic organizers, flexible groups, ESL methodologies like scaffolding and focus on the quality of classroom instruction given to students. Promoting listening, speaking, reading and writing as part of their curriculum will ensure that their second language development needs are met. Explicit, systematic instruction is therefore to be part of the instruction given to ELLs.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

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

P.S.96 evaluates the success of our ESL Program by collecting, analyzing and using the data obtained from LAB-R, NYSESLAT, ELL Periodic Assessments, State ELA and Math tests and other informal assessments given to English Language Learners throughout the school year. Teachers use the data to measure the effectiveness of the program. This feedback helps to guide the instruction of the ESL program and assesses the needs of students in the four modalities. Based on our evaluation, different teaching methodologies are used to create effective teaching and learning. Students who took the NYSESLAT during the 2012-2013 school year showed overall improvement from the previous year. Approximately 14 out of 29 (48%) of students scored at the Advanced level, 6 out of 29 (20%)

at the Proficient level, 7 out of 29 (24%) at the Intermediate level and 1 out of 29 (3%) at the Beginner level. PS96 adheres to the units of instruction as per CR Part 154 for its English Language Learners. This target population is receiving the intended services by the ESL teacher. Evaluation is an ongoing process as we try to ensure that the program is being implemented effectively. It helps us to focus on our efforts and guide us through the areas of instruction where we need to pay closer attention.

Paste response to question here:

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](#).)

Students are initially identified to determine whether they are limited English proficient at the time of enrollment in the NYC public school system. As per CR Part 154, parents complete the Home Language Identification Survey (HLIS). This process is initially done by the Pupil Accounting Secretary. If their home language is other than English, or the student's native language is other than English, the designated pedagogue will conduct the interview. The HLIS will determine what language the child speaks at home. The LAB-R establishes English proficiency levels. Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. The ESL teacher is the pedagogue who will administer the informal oral interview in English and the formal initial assessment. Translation services will be made available during the ELL identification process. Translators from the Department of Education will be called upon to assist with translation services should the need arise. There are also staff members available who can be used as translators. On completion of the informal and formal initial assessment of the HLIS, the students will be administered the Language Assessment Battery – Revised (LAB-R) within ten days of enrollment in school by the ESL teacher. If the pupil scores below the state designated level of proficiency, he or she is admitted into the ESL program. Spanish LAB is administered once to students to determine language dominance. Students who score at the Beginning or intermediate level get 360 minutes of instruction per week. Students who score at the Advanced level get 180 minutes of instruction per week. Students will then take the New York State English as a Second Language Achievement Test (NYSESLAT) at the end of the school year. If students score below the state designated proficiency on this test they are required to remain in the program during the next school year. Students exit the program when they score at the Proficient level on the NYSESLAT. The ESL teacher uses the RLER to identify students for administration of the LAB-R based on their home languages. After testing students who are entitled to receive services will also be eligible to take the NYSESLAT at the end of the school year. The students' most recent score determines eligibility for services. Students' Individual Test History (HISE) will also be used to ensure that students are not tested inappropriately. The RLAT or RNMR reports are used to determine NYSESLAT and LAB-R levels. The RLAT, RMSR and RNMR reports will be analyzed. These reports focus on a breakdown of the NYSESLAT scores in the four modalities of listening, speaking, reading and writing. Based on the results, teachers will determine where students' deficiencies lie and plan interventions to address the deficiencies identified.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

Parents of newly enrolled ESL students attend a Parent Orientation session which is mandated by the NYC Department of

Education. Parent choice coupled with program availability determine program placement for ELLs. This session is conducted by the school's ESL teacher in collaboration with the Parent Coordinator and administration within twenty days after school has started in September. Parents view a video from the Department of Education in which all three programs (Transitional Bilingual Education (TBE), Dual Language (DL), and Free Standing English as a Second Language (ESL)) are presented and fully explained to them in their native language. Bilingual classes are formed when there are 15 or more students on two contiguous grades. If there are not enough students to form a bilingual class, students can opt to go to another school in the district or stay in the ESL program at that school. If the school does not have a bilingual program in the native language of the student, parents are to be informed where such a program exists. If parents do not select a program the student is automatically placed in a bilingual program or an ESL class. Parents who had previously chosen a TBE/DL program and they were not available at that time will be notified as soon as it comes available based on enrollment or if there are other schools in the district opening that program. The school keeps a record and notifies parents as soon as the program becomes available. In addition, the orientation focuses on the state standards, assessments, school expectations and general program requirements. Support staff will be present to assist parents who may still be having difficulty understanding the programs. Parents are also provided with materials about the three programs in their home languages. At the end of the orientation session, parents complete the Parent Survey and Selection forms. Parents who do not attend the initial orientation session will be called to make appointments for a one on one conference with the ESL teacher to complete the forms. This procedure is repeated until all parents attend and understand the program choices available to them and make their choices. In addition, the teacher corresponds with parents via the telephone and at Parent-Teacher Conferences. The ESL teacher creates a program that ensures English Language Learners receive the mandated number of instructional minutes as per CR Part 154.

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

The ESL teacher is responsible for distributing entitlement letters and Parent Survey and Program Selection forms. These letters are sent out at the beginning of the school year to inform parents about the results of the LAB-R test and which students are eligible to receive services. Parents receive these forms in their native language and in English. Parents of students who took the LAB-R and tested out will also receive notification of this. If forms are not returned after several attempts to get in touch with parents students are placed in an ESL class. At parent orientation sessions, and during one on one conferences parents complete forms and return them to the teacher. Parents who do not attend orientations are called by the ESL teacher for one-on-one conferences. If that fails, the ESL teacher will call parents for a telephone interview or send e-mails to parents if available. The ESL teacher stores copies of the forms in a locked cabinet and a copy is placed in the students' cumulative files. Parents also are sent letters when the results of the NYSESLAT are released. Continued entitlement, non-entitlement letters are also sent to inform parents of the results in both their home language and in English. Some parents request that they receive their notices in English. The ESL teacher keeps in touch with parents on a regular basis.

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. When parents participate in the Parent Orientation and in one-on-one conferences, they receive information in their native language about the programs offered. Due to the number of English Language Learners registered at PS96Q, this school does not offer Bilingual or Dual Language programs. Schools can form bilingual education classes when there are 15 or more ELLs of the same language in two contiguous grades. Parents are informed that they have the option of transferring their child to another school within the district provided such a program is available at the other schools in the district. When parents choose a program that the school does not currently offer, the school must keep records in order to notify parents when the program of choice opens. Placement letters including continued entitlement letters are sent home in both the students' first language and in English. Home Language Identification Surveys (HLIS) are placed in the student's cumulative files and a copy is given to the ESL teacher who keeps it in a locked closet. Copies of entitlement letters are kept in a binder for safe keeping.

e:
:

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.

The NYSESLAT is the test that is used to assess an English learner's performance in English and allows that student to exit from the ESL program. A student's performance level is determined by the scale scores on the Listening, Speaking, Reading and Writing tests.

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. [i](#)

The ESL program continues to be the program requested by the parents based on their responses. Parents want their children to be taught in English. Parents are also aware that due to our small numbers, we currently only offer the ESL program at P.S.96. All of the parents (100%) identify the ESL program as their first choice since they want their children to be taught in English only. Yes, the program we offer is aligned with parents' requests. All of the parents have indicated that they prefer their children to be in an ESL program. They are also aware that PS96 only offers an ESL program and the reasons for that decision.

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])?

P.S.96 uses a push-in / pull-out organizational model to deliver instruction to ELLs. Due to larger numbers in Kindergarten and Grade 1 the push-in model will be used in those classes. Since the numbers are much smaller in grades 2-5 the pull-out method will be used. Grades 2 and 3 (6 students) are heterogeneously mixed with proficiency levels ranging from beginning to advanced. Grades 4 and 5 (5 students) are also heterogeneously mixed. All ELL students (newcomers and long term) are given instruction that is differentiated to suit their needs. Students are exposed to spiraling and scaffolding strategies that enhance the acquisition of language. Diverse visual and listening techniques are used so that students can make sense of new concepts, use their prior knowledge and experiences to make connections to their environment and acquire academic language. Students continue to be enrolled throughout the year. Many of our students are new to the United States. As students register in our school, they are administered the LAB-R within ten days which determines their eligibility and placement.

- :
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)?

New students are tested using the LAB-R assessment within ten days of entering P.S.96 after informal interviews are done. Based on the results, students are given 360 or 180 minutes of instruction as mandated by CR Part 154. Parents are given the option of placing their children in schools with bilingual classes since P.S.96 only offers ESL classes. In compliance with CR Part 154, beginner and intermediate ELLs in our program will continue to receive 360 minutes per week of explicit ESL/ELA instruction. Advanced ELLs will receive 180 minutes for ESL/ELA instruction using the Pull-Out method. The ESL teacher creates a program that ensures English Language Learners receive the mandated number of instructional minutes as per CR Part 154

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.

The ESL program comprises two components; a language arts instructional program and a content area instructional component, both of which are delivered in English using ESL methodologies. Instruction takes into account the first language, culture, background knowledge and experiences of the students. Content is made comprehensible in order to enrich academic language development by the use of varied graphic organizers that take into account students' learning styles and identified intelligences. P.S.96 incorporates the differentiated instructional model which focuses on meeting the needs of individual students. Students are exposed to content using the Core Knowledge Curriculum. This encourages steady academic progress as students build their academic knowledge over the school year. It also encompasses a core knowledge of diverse cultural traditions and multiculturalism that include and welcome our English Language Learners. Teachers give explicit instruction about how students will complete tasks. They are given several opportunities to demonstrate their understandings. The teacher uses modeling, visuals and hands-on techniques so that students can make connections. Other appropriate resources will also be used to match the needs of the students. Native language is supported by students being given opportunities to use bilingual glossaries and books during the regular instructional day. The ESL teacher takes into account the students' first language and they are encouraged to speak with peers in their first language in order to clarify misunderstandings. During state exams students are entitled to use bilingual glossaries and translated texts in Math and Science. Students at the beginning and intermediate levels of proficiency also participate in a computer-based program "Imagine Learning". This program includes the students' first language as they navigate

instruction throughout the program. Instruction is differentiated to suit the needs of ELLs when content area and topics are being covered. In order to develop their comprehension skills intense instruction on developing academic language is done making use of appropriate graphic organizers, pictures, realia and using scaffolding techniques to enhance and promote understanding.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
PS 96Q ensures that ELLs are appropriately evaluated in their native language by providing translated versions of standardized tests in both math and science where applicable. Students also have access to glossaries in their first language and bilingual dictionaries and cultural books to enhance their language acquisition.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Students take the ELL Periodic Assessments in the Spring and in the Fall given by the Department of Education. The data obtained from the results are used to guide instruction in the modality that shows deficiencies. During the course of the school year varied formative assessments in reading, writing, listening and speaking are used to determine students' strengths and weaknesses. Writing assignments would emphasize drawing evidence from tests using specific rubrics for different types of writing. The ESL teacher will provide systematic opportunities for students to build their academic vocabulary which in turn would more effectively listening and speaking especially during debates and oral presentations.
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).

6a. Currently there are no SIFE students at P.S.96. However, if such students are registered their needs will be addressed by using differentiated instruction and ensuring that they are given their mandated hours of instruction based on their proficiency levels. Teaching skills and strategies will be modified to accommodate their academic profiles and learning styles.

6b. Students who have been in school for less than three years are given intensive instruction in phonics and phonemic awareness. PS96 uses the Core Knowledge Curriculum in grades Kg. - Grade 2 and our ELLs participate in that rigorous program. This year (2013-2014) students in Grades 3 - 5 will use the Ready - Gen reading program. They are also given many opportunities to develop their listening and speaking skills. They are exposed to guided reading and writing lessons and participate in all class and school wide activities. They are immersed in reading and teachers also adhere to academic rigor in all areas. P.S.96 uses a Core Knowledge Curriculum. Therefore students are exposed to explicit content areas that develop their academic language. Instruction will be differentiated to meet the needs of students. English Language Learners will receive instruction as mandated by CR Part 154. In addition, students will participate in academic intervention services (AIS), SETTS and after school programs where deemed necessary. Students reaching proficiency on the NYSESLAT will continue to be given testing accommodations for two consecutive years. Students at the beginning of proficiency level will participate in a computer based program, Imagine Learning, for at least 25 minutes every day.

6c. Students who are in the program for four to six years will be identified based on the RLER. These students are referred to the Pupil Personnel Team (PPT). Students are then tested should the need arise and placed in SETTS classes and/or given additional academic intervention services (AIS). Title III funds will be used to form after school classes in which these students will participate focusing on identified educational deficiencies in Literacy and math. All service providers are qualified in their subject areas. The ESL teacher collaborates with classroom teachers and related service providers in order to plan instruction to meet the academic needs of students. The mode of delivery of service will be either push - in or pull -out model.

6d. There are no long term English Language Learners at P.S.96. However should the need arise those students will continue to be exposed to rigorous instruction using ESL methodologies that would promote their language acquisition and improve their academic language. They will have access to computers, technology and varied materials that would foster literacy development using their background knowledge in prior experiences.

6e. Former ELLs will continue to receive testing accommodations for up to two years after becoming proficient on the NYSESLAT. They will also participate in all After - School, Early Bird, Saturday programs and Extended Day classes when made available.

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?

English learners who have been identified as having special needs will receive instruction based on their IEPs. They will also receive push in/pull out services by the SETTS teacher and speech and language services where identified. The teacher will use ESL methodologies. IEP's will be reviewed and based on the findings scaffolded instruction will be provided through the use of varied graphic organizers, differentiated instruction, visuals, realia taking into account the students learning styles. Students will also participate in the Imagine Learning computer-based program which is individualized to suit students' academic needs and would accelerate their English Language development.

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?

ELL students with disabilities are intergrated with other English language learners during the ESL period. They interact with the general education population at lunch, during assembly programs and in school -wide activities. In addition they participate in the health and physical education classes with the rest of the school's population.

Courses Taught in Languages Other than English ⓘ

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

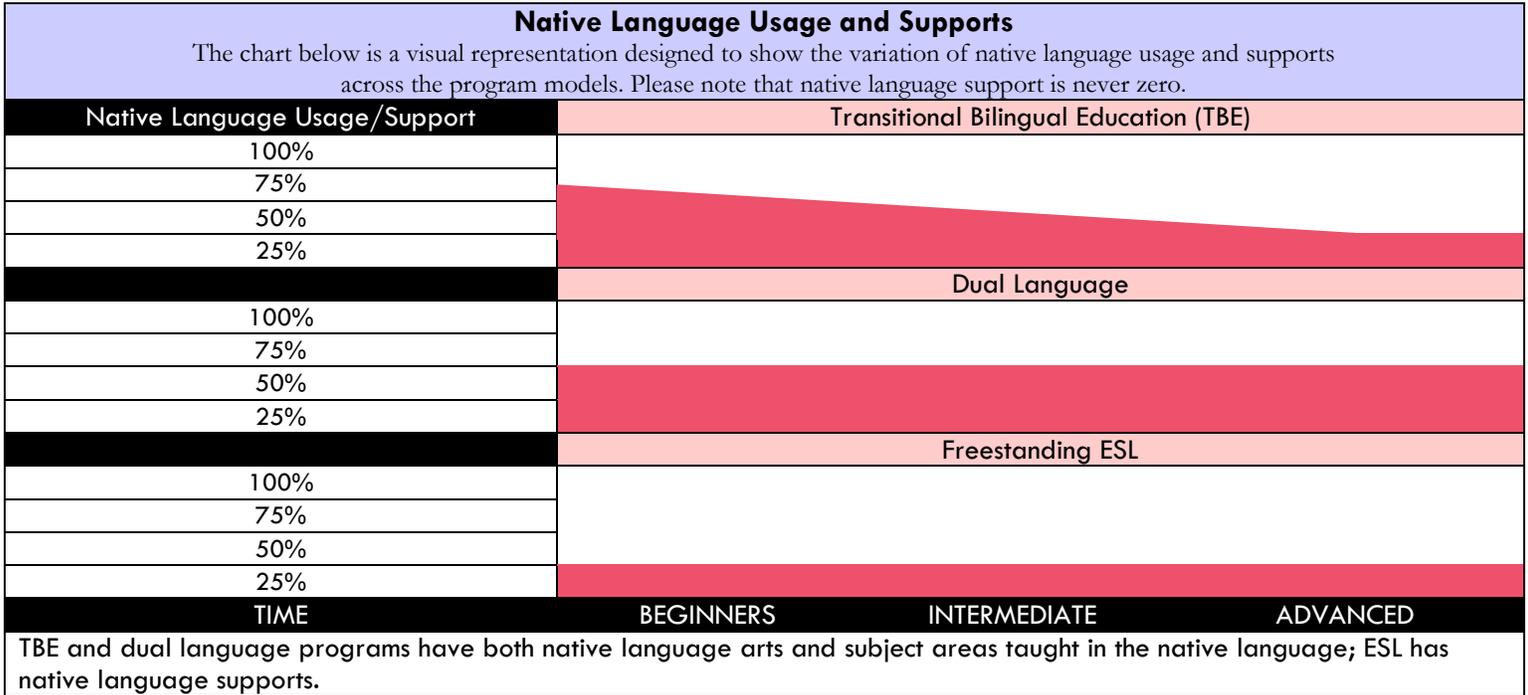
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

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

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

English learners participate fully in all intervention programs. They receive the required hours of instruction based on their proficiency level as per CR Part 154. In addition, students with IEPs receive instruction from the SETTS teacher and other students receive instruction in Math and ELA from the AIS teachers. They also participate in After-School programs. Using the assessments available the teacher focuses on the students' academic deficiencies and plans lessons to improve those areas. All instruction is given in English but teachers take into account the students' first languages and utilize them where necessary. Some English Language Learners receive speech and language services a minimum of twice per week, of thirty minutes duration in a small group setting. Students who score at a proficient level on the NYSESLAT continue to receive testing accommodations when testing for up to two years. Students also receive AIS services using the Push-in or Pull-out models where appropriate during Extended day. The guidance counselor is in charge of the articulation process as students transition from one school level to another and this is inclusive of all English Language Learners. An After School Science program for students in grade 4 is conducted between January and May. All ELLs are included in this program that is held for two days per week. Students are placed in small groups or flexible cooperative learning groups as the need arises. Instruction is differentiated using scaffolding strategies and realia. Social Studies is incorporated into our Balanced Literacy program. All units of study encompasses World and American history in addition to ancient civilizations. Students are immersed in quality instruction on a daily basis since PS96 uses the Core Knowledge Curriculum where many nonfiction books, articles and topics are used as basic reading material for students. Developing academic language is emphasized and varied graphic organizers are used to ensure that ELLs grasp concepts and understand what is being taught. The Ready-Gen reading program is now being used which focuses on higher-order level questioning skills and will assist ELLs with the acquisition of academic language.

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

PS96 prepares English language learners in the four modalities of listening, speaking, reading and writing by exposing them to rigorous content and language activities. This school uses the Core Knowledge curriculum in Grades k-2 and the Ready-Gen reading program in Grades 3-5. The ESL teacher works collaboratively with teachers who have English learners in their rooms to identify strengths and weaknesses and use data derived from formative and summative assessments to drive instruction. The ESL teacher uses ESL methodologies to reinforce skills and strategies taught so that students can acquire the academic language they need in order to be successful when taking state examinations. Students who struggle to read the complex text levels demanded by the Common Core State Standards will be exposed to scaffolding strategies and differentiation of instruction and assessments. Lessons will be taught explicitly and continuously modeled by the teacher. Students are encouraged to use their cultural and literary experiences in order to make connections and increase their success when reading texts in succeeding grades.

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

Students in grades 3-5 will be using Ready-Gen reading instructional program. Additional students from Kindergarten will be added to our computer-based program for ELLs "Imagine Learning".

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

No services or programs will be discontinued this year.

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

English Language Learners are afforded equal access to all school programs. They participate in all After School programs and in Extended Day. All notices for programs are sent home in the student's native language and in English. Our ELLs participate in assembly programs where they act and narrate based on the class' performance. They participate in AIS groups, are given speech services when identified. This group was chosen based on the results of the NYSESLAT and LAB-R assessments. Our goal is to improve the language acquisition skills and the academic language of our ELLs. When Title III funds become available ELLs will participate in all after-school programs and before-school programs. Saturday programs may also be given.

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

P.S.96 uses a variety of instructional materials to enhance students' academic language development and acquisition.

- Treasure Chest – Macmillan/McGraw Hill. Kindergarten and grades 1 and 2 use this research-based Reading/ Language Arts program. It uses effective phonemic awareness instruction and extends their understanding of narrative and informational text.
- Handprints – An Early Reading Program which focuses on phonics and phonemic awareness. Phonics and Phonemic Awareness – by McGraw Hill. Month by Month Phonics is also used to supplement other phonics programs when necessary.
- Leveled books on tapes – New Heights – Building Fluency and Comprehension audio books. This fosters reading fluency, comprehension and vocabulary development. Students read independently using books matched to their instructional level.
- Lending Libraries – students read fiction and nonfiction books which are leveled and grade appropriate (Fountas and Pinnell)
- Content area books – P.S.96 uses the Core Knowledge Curriculum which facilitates differentiated instruction and small group instruction. It exposes ELLs to a wide range of visual and text features that support their acquisition of language and is knowledge based. Students read books on tape matched to their instructional levels using headphones. Students confer with teachers before and after readings.
- Getting Ready for the NYSESLAT and Beyond – Attanasio & Associates. This book prepares students for the NYSESLAT focusing on the four modalities of listening, speaking, reading and writing. Empire State NYSESLAT - Continental Press - Preparation for NYSESLAT also focuses on test preparation.
- A variety of test preparation books are used to prepare students for ELA and Math State tests.
- Audio books – Leap Pad Library – Leap Frog School House help students develop their listening and speaking skills.
- Picture dictionaries in Spanish

Math and Science glossaries are available for student use.

Bilingual dictionaries in Arabic, Punjabi, Haitian Creole and Spanish are available.

- Books and CD Sets , games and puzzles are used to encompass different learning styles and multiple intelligences.
- . Imagine Learning (computer based program), help students at their level of proficiency acquire English. This program incorporates their first language. In addition, students also have access to the Study Island Math and Literacy computer program and Online Envision Math program.

Envision Math Online Program is used to enhance instruction Progress Coach (grades 3-6) and Math Steps Grades 1 and 2 are used by the general education population which also includes the ESL population.

ELLs use Peoples Common Core Math for grades 1-5.

- . Ready-Gen Grades 3-5

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

ESL students have the opportunity to use bilingual glossaries and dictionaries where appropriate during instruction. They are also entitled to use bilingual glossaries and translated text in Math and Science during state exams. Students are encouraged to use supplemental materials beneficial to them especially if they demonstrate mastery in their first language. Students can also borrow books in their native language where available. Bilingual dictionaries have been purchased in Spanish, Arabic, Punjabi and Haitian Creole and are available to students. PS96 has plans to purchase bilingual books in the languages mentioned during the school year. PS96 only offers an ESL program based on the population. The ESL classroom gets support from the local public library during class visitations.

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

All of the resources correspond to our English Language Learners' ages and grade levels. Leveled libraries are utilized, and audio books are used related to grade and proficiency levels. Bilingual glossaries, dictionaries and bilingual books are available to students. Relevant services are provided to support our students.

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

Newcomers are tested and placed using the LAB-R within ten days of registration. They are identified as being proficient, advanced, intermediate or at the beginning level. Students are placed in general education classes but get the ESL instruction they

need as per CR Part 154 requirements using a push-in or pull-out model. Currently PS96 does not provide services or activities to assist newly enrolled English Language Learners before the beginning of the school year.

18. What language electives are offered to ELLs?

Instruction is given wholly in English, however the students first language is respected and valued during instruction.

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)?

:

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. Bimonthly meetings are held by the ELL Supervisor. Professional development focuses on the preparation of lesson plans that support academic rigor and high expectations for ELL students. ESL teachers and teachers of English Language learners have been trained to use Smart Board technology and the internet to enhance instruction and expose students to 21st Century learning. Teachers also have common planning periods (Circular 6) where they collaborate and discuss teachers' and students' needs. They identify areas to be addressed and refocused so that instruction to ELLs is enhanced and appropriate interventions implemented. In addition, other Professional Development Workshops are posted on the internet by the Department of Education, UFT workshops and weekend courses. Teachers are exposed to regular professional development on a monthly basis by school administration which enable them to acquire additional expertise so that they can implement instruction that would enhance learning to the ELLs in their classes. The ESL teacher turnkeys new information to the rest of the staff. One on one conferences are conducted with the secretary to apprise her of the current mandates and requirements for students and parents of English Language Learners. Para professionals, special education teachers, guidance counselor, parent coordinator and the assistant principal participate in our faculty conferences when professional development is conducted. The psychologist works at P.S.96 one day a week and the speech therapists, occupational therapist and physical therapist work two days a week. If present, they also participate in our professional development activities. During Circular 6 sessions and preparation periods, ELL workshops are also conducted. Professional Development workshops are planned for the entire school year by Administration. There is a professional development plan (SBO) which is conducted on Thursdays for 50 minutes. During this time teachers collaborate in teams based on grades/subject area and discuss varied topics inclusive of:

- a. MOSL
- b. Data Analysis using student work
- c. Questioning Techniques - Danielson
- d. Differentiated Instruction for ELLs
- e. Manipulatives in Math

Some other topics that are important for ELLs and SWD's include:

- a. Activating Prior Knowledge
- b. Developing Academic Vocabulary
- c. Comprehension Monitoring
- d. Scaffolding Techniques
- e. Generating Questions (DOK)

Social Studies and Science instruction is incorporated into our balanced literacy framework with a focus on developing academic language and comprehension monitoring. The Ready - Gen reading program is now being used and many of the reading passages are based on social studies and science topics (nonfiction).

Math topics include:

- a. Curriculum mapping - unit planning
- b. Examination of math online programs
- c. Differentiation in math for ELLs.
- d. Performance based assessments
- e. Alignment of mathematical practices to standards

2. The guidance counselor focuses on articulation procedures for students transitioning from elementary to middle schools. Workshops will be conducted for parents focusing on middle school application processes for various schools.

3. Professional Development is scheduled by administration for the entire school year. A portion of all the professional development includes ELL training for staff in using ESL methodologies and strategies to use with English Language Learners. During Circular 6 (45 minutes) which is held once per week, teachers are also exposed to ESL methodologies to be used with the English

Learners in their classrooms. Teachers will document their time as they use a Sign-In sheet which would determine the number of minutes and the topics covered toward the 7.5 hours of training requirement. These sign in sheets would be kept by Administration as evidence of participation. Some of the topics for ESL professional development include:

1. Successful Strategies for English Language Learners
 - a. Using the Workshop Model
 - b. Scaffolding Instruction
 - c. Questioning techniques for English Language Learners
 - d. Developing Academic Language Vocabulary

2. Differentiated Instruction Modules 1 through 5
 - a. Introduction to Differentiation
 - b. Assessment
 - c. Strategies/Materials/Activities
 - d. Tiering and Curriculum Compacting
 - e. Managing DI classroom

3. Stages of Second Language Development

4. Using Technology with English Language Learners

5. Common Core State Standards - ELA/Math

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?

Parents at P.S.96Q are involved in many school activities. They assist at morning line up, taking students to classes when they are late and collecting attendance scan sheets. In addition, they assist teachers in all grades, organizing folders, leveling books and other classroom activities. These parents have had training with Learning Leaders. All activities include parents of ELLs. The Parent Association coordinates taking of school pictures, other fund raising activities and plan future events with the parent coordinator. Five parents are members of the school leadership team. Parents participate in monthly workshops that focus on different topics that are relevant to their needs.

2. The Parent Coordinator collaborates with the “Chrysalis Empowerment and Transformation Group” focusing on parent development, stress management, yoga and conflict resolution. Parents have met with personnel in the councilman's office in the community to discuss community concerns. Cornell University also offers nutrition workshops and parenting skills seminars. “Neighborhood Health Providers” also assist in conducting workshops for parents at P.S.96Q. Parents of English Language Learners participate in all of these seminars, workshops and school activities. Sylvan Learning Center will conduct workshops for parents on several topics. The parent coordinator will conduct workshops and training for the ARIS link to show parents how they can obtain their child's grade and other pertinent information.

3. The Parent Coordinator conferences with parents on a daily basis identifying their specific needs and addressing their concerns. In addition, parents complete surveys, questionnaires and submit inquiries and concerns in a suggestion box which is placed in a strategic location in the building. The Parent Coordinator assists parents with their concerns about their children and other family members. She is the liason between staff, administration and parents. She coordinates parent workshops, school events and assists the Parent Association with training, meetings, information and materials. She assists the ESL teacher with Parent Orientation sessions mandated by the Department of Education.

4. An ESL After School program for parents (21 and over) will take place twice per week from 4:00pm-6:00pm. A tentative date for the beginning of these classes would be the first week of January. In order to recruit parents for these programs, letters are sent out in English and in the parents first language. Notices are posted in business places in the community.

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.

hj

Part VI: LAP Assurances

School Name: PS96

School DBN: 27Q096

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Vivian Eweka	Principal		12/13/13
Brenda Clyburn	Assistant Principal		12/13/13
Huda Knott	Parent Coordinator		12/13/13
Brenda Duncan	ESL Teacher		12/13/13
Laura McCall	Parent		12/13/13
Felicia Cauthen	Teacher/Subject Area		12/13/13
Marjorie Jackson	Teacher/Subject Area		12/13/13
	Coach		1/1/01
	Coach		1/1/01
Jan McDougal	Guidance Counselor		12/13/13
	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: 27Q096 School Name: 096

Cluster: 5 Network: 531

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.

The data and methodologies used ensure all written correspondence and oral interpretations are addressed in a timely manner. Home Language Surveys are reviewed and languages are assessed by the ESL provider. The ESL teacher provides a list of the various languages to administration and the pupil accounting secretary. Written notices, progress reports, discipline policy, report cards and parent services are translated by the Translation and Interpretation Unit of the DOE in the various languages. Written translations services are provided to parents. The school pupil accounting secretary downloads information from the internet in various languages. The Translation and Interpretation Unit provides DOE schools with an internal resource for requesting translation and oral interpretation services. This is made available so that non-English speaking parents can participate more fully in their children's education. Home languages are obtained from the ATS system (RLER / HLIS). When notices need to be translated in different languages, the ESL teacher gives them to the pupil accounting secretary who in turn uses DOE personnel to get them translated. The ESL teacher also uses the Internet (DOE) to get translated letters to send to parents on a regular basis. Oral interpretation is provided by staff members and in house volunteers when needed or available. When language interpreters are not accessible to parents within the school, parents are directed to contact 718- 752-7373, Ext. 4.

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 feedback from our community of English Language learners has been positive, Many of them have indicated that they would like to have communication from the school sent in English even though it is not their first language. Parents of English learners attend our Parent Association meetings and workshops given by the Parent Coordinator and other content area teachers. They are usually accompanied by someone who speaks English. Parents also provide feedback directly to the Parent Coordinator.

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 procedures currently in place ensure that Non-English speaking parents are apprised of pertinent information that is distributed in a timely manner. The school's pupil accounting secretary is given notices that are to be sent home. They are then sent via e-mail to the DOE Translation and Interpretation Unit @translations@schools.nyc.gov. Within approximately seven days the secretary receives the translated notices, letters, reports, etc. via e-mail. The school secretary downloads the information, and sorts and places them in the appropriate teachers' mailboxes. Additional copies are given to the Parent Coordinator to disseminate where necessary and applicable. The Bill of Rights and Responsibilities is posted in English and the first languages spoken at PS96 in the hallway next to the offices. In addition, parents have access to this document at Parent Teacher Conferences and will be given a copy upon request.

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 school will provide oral interpretation services utilizing the Translation and Interpretation Unit at (718) 752-7373 Ext.4. The school's pupil accounting secretary has a list of all English Learners with information regarding their current grade, class and teacher. The school currently has access to oral translation services in Spanish, Punjabi and Bengali given by school aides and teachers. Languages for which there are no oral interpretation services available will be directed to the Parent Coordinator who will then call the Translation and Interpretation Unit. At group and one-on-one meetings, the school makes use of teachers and school aides who speak Spanish, support staff who speak Haitian Creole and volunteer parents and students who speak Arabic and other identified languages.

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>.

The school will fulfill Section V11 of Chancellor's Regulations A-663 by displaying the Department of Education's A-663 "Important Notice for Parents" regarding Language Assistance Service in the office and Parent area. This document will be situated in a prominent location in each area and will be given to parents upon request.