



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

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

**04M096**

**School Name:**

**P.S. 096 JOSEPH LANZETTA**

**Principal:**

**DAVID PRETTO**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: PS 96 Joseph Lanzetta School Number (DBN): 04M096  
Grades Served: PK-8  
School Address: 216 East 120 Street, New York, NY 10035  
Phone Number: 212-860-5851 Fax: 212-860-6074  
School Contact Person: David Pretto Email Address: dpretto@schools.nyc.gov  
Principal: David Pretto  
UFT Chapter Leader: Michael Hawkins  
Parents' Association President: Jesenia Rosado  
SLT Chairperson: \_\_\_\_\_  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 4 Superintendent: Alexandra Estrella  
Superintendent's Office Address: 160 East 120 Street, New York NY 10035  
Superintendent's Email Address: Aestrel3@schools.nyc.gov  
Phone Number: 212-348-2873 Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: Manhattan Director: Yuet Chu  
Director's Office Address: 333 7<sup>th</sup> Avenue, 8<sup>th</sup> Floor, New York, NY 10001  
Director's Email Address: ychu@schools.nyc.gov  
Phone Number: 646-470-0721 Fax: 917-339-1765

**Section 2: School Leadership Team (SLT) Signature Page**

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
David Pretto	*Principal or Designee	
Michael Hawkins	*UFT Chapter Leader or Designee	
Jesenia Rosado	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

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

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

#### **The Framework for Great Schools and SCEP Development**



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

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

#### **The Six Elements of the Framework for Great Schools**

**Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## **Accountability Tools and the Framework for Great Schools**

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYSED's Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

## **Title I Requirements and Strengthening Title I Parent Involvement**

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### **Next Steps for SCEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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

Our school population includes close to 30% students with disabilities, and 20% students who are English Language Learners. Additionally, we have students who live in shelters and treatment centers who require intensive social-emotional support

### 04M096 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	458	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	9	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	87.1%	% Attendance Rate		89.2%
% Free Lunch	80.0%	% Reduced Lunch		0.6%
% Limited English Proficient	18.4%	% Students with Disabilities		30.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		27.9%
% Hispanic or Latino	69.0%	% Asian or Native Hawaiian/Pacific Islander		0.8%
% White	1.6%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.34	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		8.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		9.46
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	11.2%	Mathematics Performance at levels 3 & 4		9.1%
Science Performance at levels 3 & 4 (4th Grade)	75.5%	Science Performance at levels 3 & 4 (8th Grade)		21.4%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		X
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>School received a Developing in QR Instructional Core components (1.1, 1.2, 2.2)</p>		
<p>School received a Proficient in Teacher Teams 4.2</p>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2015, PS 96 will increase the amount of students meeting standards on Common Core performance tasks and the state ELA and math exams by 3%.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teachers monitor student progress in Common-Core-aligned curricula (ReadyGen, Expeditionary Learning, Go Math, CMP3) through summative task item skills analyses and LASW protocols POSSIBLY THROUGH MASTERYCONNECT SYSTEM</p>	<p>All students</p>	<p>October 2015-June 2016</p>	<p>Teachers, Principal and AP</p>
<p>Teachers integrate web-based differentiated instruction through iReady</p>	<p>All students</p>	<p>October 2015-June 2016</p>	<p>ELA/Library and Math Lab Clusters, teachers, Principal and AP</p>

and MyON Reader based on unit summative assessment data			
Teachers engage in ELA and math curriculum professional development via DOE, consultants, and the school throughout the year	Teachers new to Core Curriculum	July 2015-June 2016	Principal, AP, and BFSC, POSSIBLY LIT LIFE and METAMORPHOSIS
School will conduct a Saturday Academy focused on ELA and Math skill development through the iReady program	Selected students/SWDs and ELLs	January 2016-April-2016	Principal, AP, teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
TL Vision for School Improvement OTPS Per Session funds will be used to compensate teachers who participated in DOE-facilitated PD for ReadyGen, Expeditionary Learning, and Go Math.											
TL Vision for School Improvement OTPS Per Session funds used for Saturday Academy.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>	X	<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>	X	<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<u>All students will take the iReady Diagnostic Assessment in December/January to assess progress towards this goal and identify individualized plans for all students.</u>
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>PS 96 needs to build upon its work with regards to growth mindsets and parent involvement to engage families in their child’s social and emotional development, and further incorporate the growth mindset principles into the PBIS system.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2015, P.S. 96 will develop a physical and social environment that is conducive to academic achievement as evidenced by an increase of 5% of positive responses in the School Quality Guide under the Environment: School Culture section.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Develop and implement a school-wide discipline plan that is alignment with the New York City Discipline Code, PBIS framework, and Social-Emotional Learning</p>			
<p>Develop a teacher led PBIS Team Positive Behavior Intervention Supports/Social Emotional Team (PBIS) whose members include teachers, social worker and guidance counselor, dean, and administration. PBIS</p>			

Team developed a framework including a behavior matrix to address the social-emotional needs of the school. The PBIS team provides on-going professional development to teachers throughout the year.			
PBIS team leader works closely with new teachers around behavior management and developing a positive social-emotional environment in their classrooms.			
Daily Greeting: Arrival procedures include daily parent access to principal, parent coordinator, and guidance counselor, and City Year Team conducts "Power Greeting"; dismissal procedures provide parents with daily access to principal, AP, dean, parent coordinator, guidance counselor, and teachers	All families	September 2015-June 2016	Administration, dean, guidance, counselor, parent coordinator, City Year team, and teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teachers utilize 40 parent engagement time to plan and implement parent workshops.											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
2015 QR yielded Developings in 1.1, 1.2, and 2.2, with 1.1 as an area of focus		

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016, 80% of PS 96 teachers across the grades will collaborate in teacher teams to plan, adjust, and implement a rigorous, engaging, and coherent Common Core Learning Standards-aligned curriculum to meet the need of our students, including our English language learners and our students with disabilities as evidenced by teacher observations in competency 1e, summative tasks with item skills analyses, and pacing calendars.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Grade level teams have scheduled common planning time in order to plan and collaborate around new Common Core learning standards aligned English Language Arts (ELA) and math curriculum</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	
<p>Teachers teams meet weekly to analyze student work and use this data to plan instructions and make adjustments to the curriculum</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	
<p>Grade-band teacher teams meet weekly to engage in</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	

collaborative professional development on academic mindsets, targeted feedback, LASW protocols, exemplar development, and Danielson Framework components 1e, 3b, 3c, and 3d			
Teachers implement web-based differentiated programs iReady and MyON Reader, targeting specific student needs based on ongoing summative assessment data	All students	September 2015-June 2016	

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
School leaders will analyze observation data after the second round of teacher observations in January to assess progress towards this goal.
The instructional cabinet will analyze Core Curriculum summative task item skills analyses in January to assess progress towards this goal.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		

**Part 2 – Annual Goal**

<p>Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, school leaders will strengthen teacher pedagogy, through 100% of Advance-eligible teachers being observed a minimum of four times, with targeted feedback, next steps with clearly delineated support mechanisms for improvement, and systems for teacher accountability .</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>After developing a calendar for observation cycles, school leaders execute observation cycles of unannounced informal observations of at least fifteen minutes, and formal observations including pre-observation conference, full lesson observation, and a post-observation conference. School leaders debrief findings at the end of each cycle and determine next steps for professional development.</p>		<p>September 2015-June 2016</p>	<p>Principal, AP, Talent Coach</p>

Instructional Cabinet is identified, consisting of two representatives of the following grade bands: K-2, 3-5, and 6-8. Additionally, the IEP teacher and a Dual Language teacher sit on cabinet. Instructional Cabinet develops and revises professional development activities during Monday afternoon sessions.		September 2015-June 2016	Principal, AP, Instructional Cabinet
School leaders and model teacher develop and facilitate an inter-visitation system; teachers exhibiting effective practice in particular components are identified, and teachers are recommended to observe their peers and adjust practice according to an inter-visitation protocol. School leaders and Model Teacher develop a schedule to facilitate peer inter-visitations.	All teachers	September 2015-June 2016	Principal, AP, Model Teacher
Model teacher will perform one-on-one peer coaching with selected teachers to support teacher improvement. School leaders will conduct non-evaluative visits with feedback to support teachers.	Selected teachers	September 2015-June 2016	Principal, AP, Model teacher, Model Teacher Team Leader

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Model teacher will be provided with coverage and per diem to facilitate professional learning opportunities, including inter-visitations and individual coaching sessions.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2015, PS 96 will increase parental involvement in school activities and communication among community stakeholders by 5% as evidenced by family participation at student-led conferences, parent workshops, and completion of the learning environment survey responses.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Regular communication with parents via monthly school calendars, Coffee With the Principal, Parent Newsletters, website updates, surveys, flyers, emails, and School Messenger via principal, parent coordinator, and teachers; teachers use Parent Engagement Tuesday time to contact no less than three families with positive news about their child. Provide workshops and activities to parents that are</p>	<p>All families</p>	<p>September2015-June2016</p>	<p>Principal, Parent Coordinator, teachers</p>

relevant to their child's learning and engagement			
Daily Greeting: Arrival procedures include daily parent access to principal, parent coordinator, and guidance counselor, and City Year Team conducts "Power Greeting"; dismissal procedures provide parents with daily access to principal, AP, dean, parent coordinator, guidance counselor, and teachers	All families/all students	September 2015-June 2016	Principal, AP, Parent Coordinator, Guidance Counselors, City Year
Support Parent Association and School Leadership Team development through supporting events, networking, workshops and meetings.	Parent Association, School Leadership Team members	September 2015- June 2016	City Year, principal, parent coordinator

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

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

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

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

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
The school has a hiring committee composed of the UFT representative and general and special education teachers and the administration. Prospect candidates are interviewed and possibly invited for a demonstration lesson. Pre-service professional development is provided around behavior management and instruction. Professional development is offered is provided to new teachers as well as all teachers via DOE, Network 406 and the school.

#### 2b. High Quality and Ongoing Professional Development

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

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. TA Coordination with the Regular Program

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

### Part 4: SWP Schools Only

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

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

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

#### 4b. Measures to Include Teachers in Decisions Regarding Assessments

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

A Measures of Student Learning (MOSOL) committee was formed to look at assessment practices from 2014-2015 school year and decide on which assessments best meet the needs of our students.

#### 4c. "Conceptual" Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	282,961.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	39,886.00		
Title III, Part A	Federal	11,316.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,580,375.00		

#### <sup>1</sup>Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

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**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 the school. **PS 96 Joseph Lanzetta**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS 96 Joseph Lanzetta** will support parents and families of Title I students by:

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### **School-Parent Compact (SPC) Template**

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

#### **I. School Responsibilities**

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;

- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

-

**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: <u>Joseph C. Lanzetta</u>	DBN: <u>04M096</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>50</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>1</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

- After 5 sessions, the ESL teacher will review the performance data of the students and reassign them to new groups based on their performance level and not grade level. All students who speak limited English and have scored a proficiency level of beginner, will be provided specific language acquisitional lessons that focus on the four modalities of language proficiency; listening, reading, writing and speaking by the Dual Language teacher. The ESL teacher will use ESL reading strategies that focus on academic vocabulary and writing skills, while working with either small or whole group instruction. There will be supplemental native language activities around literacy where students could use the computer / leveled classroom libraries to enhance their English fluency and proficiency skills. When students are assigned to work with the i-Ready program, the ESL teacher will rotate the room to assist students while they are working on a specific i-Ready task. This time will also be used to conference one-one-one with students to discuss their current academic performance and plan next steps.

## Part B: Direct Instruction Supplemental Program Information

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

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

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

-  
Schedule: Saturday ELL Academy

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

-  
The program will be held on Saturday mornings from 9:00 A.M. to 12:00 P.M. for a total of 15 sessions.

The program will begin in January and be completed in April. The teacher ratio for the program will be 1:15. Students will be grouped according to their ability level. By having this ratio, each teacher will have smaller class sizes which will aid in the instructional program. This will enable the students to strengthen their English language skills.

## Part C: Professional Development

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

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

Begin description here: \_

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

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

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

### Part D: Parental Engagement Activities

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

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

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

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

### Part E: Budget

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

Allocation Amount: \$ \_\_\_\_\_

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

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>04</b>	Borough <b>Manhattan</b>	School Number <b>96</b>
School Name <b>Joseph Lanzetta School</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>David Pretto</b>	Assistant Principal <b>James Konstantinakos</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Natalie Camen</b>	School Counselor <b>Bea Torres</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Vacant</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Alexandra Estrella</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>5</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>5</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>4</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>460</b>	Total number of ELLs	<b>95</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>	0													0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	88	<b>Newcomers</b> (ELLs receiving service 0-3 years)	21	<b>ELL Students with Disabilities</b>	28
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	18	<b>Long-Term</b> (ELLs receiving service 7 or more years)	7

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>	21									0
<b>ENL</b>	42		12	18		12	7		6	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

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

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	5	8	8	9	5	19	4	14											0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

### Freestanding English as a New 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	7	10	11	10	9	5	8	4	12					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	1	1	1			2	1						0
Haitian														0
French						2								0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1				1			1					0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	1	0	0	2	1	3	1	1	2					0
<b>Emerging</b> (Low Intermediate)	2	4	1	0	2	3	0	1	2					0
<b>Transitioning</b> (High Intermediate)	3	3	2	0	0	0	0	0	4					0
<b>Expanding</b> (Advanced)	2	5	7	9	6	2	8	3	5					0
<b>Commanding</b> (Proficient)	0	1	5	1	0	2	0	2	1					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0	0	0	0					0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	1	5	1	0	2	0	2	1					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	4	0	0	0
4	5	1	0	0	0
5	5	0	0	0	0
6	3	2	0	0	0
7	12	1	0	0	0
8	7	3	0	0	0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	9		0		1		0		0
4	6		3		0		0		0
5	3		3		0		0		0
6	4		2		0		0		0
7	13		0		0		0		0
8	8		2		0		0		0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	2		3		2		0		0
8	6		4		0		0		0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
The school uses Fountas and Pinell. It shows the areas of weakness that need to be developed more. It shows what specific skills that the students could gain more practice when getting ESL services. Estrelita is used in the dual language programs. Some of the teachers also use teacher-created assessments. This data is going to help with instruction for the ELLs. The ESL teacher will be able to plan her lessons and use scaffolding to help the students to achieve the Commanding level on the NYSESLAT. The ESL teacher will be also use the data in order to differentiate during the lessons.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
The data reveals that 11 students are at the Entering (Beginning) level. There are 15 students who are at the Emerging (Low-Intermediate) level. There are 12 students who are at the Transitioning (High Intermediate) level. A total of 47 students who are at the Expanding (Advanced) level. A total of 12 students who are at the Commanding level (tested out). Most of the students are at the Expanding (Advanced) . The least amount of students are at the Entering (Beginning) level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
At this time 2015 modalities are not available.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?  
Most of the students who are at kindergarten level are at the Transitioning (High Intermediate) level(3 of them). In the first grade most of the students are at the Expanding (Advanced) level (5 of them). In the first, second and third and fourth grade most of the students are at the Expanding (Advanced) level. In the fifth grade most of the students are at the Entering (Beginning) and the Emerging (Low-Intermediate) levels. In the sixth, seventh and eighth grades most of the students are in the Expanding (Advanced) levels. In the lower grades most scored in Transitioning (High Intermediate) Expanding (Advanced). In the upper grades most scord in the Expanding

- (Advanced). The school uses standardized test scores. Students are assessed in reading sight words. Fountas and Pinell is used. Conferences are held with teachers. b. Teachers are using the results of the ELL Periodic Assessments to drive their instruction. The teachers will be given the results of the ELL Periodic Assessment, the NYSESLAT . Each student's scores will be reported to the classroom teacher as well as the next steps. The ESL Periodic Assessment will be given in the Spring and will also be analyzed as well.
- c. The school is learning about what strengths and weaknesses the students have in listening, speaking, reading and writing. They are using the data to help them to guide their instruction. Based on the results teachers are more aware of the types of lessons that can be formulated to help the students achieve in those areas.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]  
The school uses standardized test scores and Rally interim assessment data in grades 2-8. Teachers work together on looking at where the students need to improve. Students are assessed in reading sight words. Fountas and Pinell is used. Conferences are held with teachers.
  6. How do you make sure that a student's new language development is considered in instructional decisions?  
A student's second language development is considered in instructional decisions based on teacher observations and scoring on standardized tests. The teachers look at the student's scores on the ELA, Periodic Assessments, conferences and teacher observations. The parent interview is used to determine the level of English proficiency the child has obtained prior to being admitted to the school. The child's educational history is also used. Content area teachers teach so that they are building the student's English language skills.
  7. For dual language programs, answer the following:
    - a. How are the English-proficient students (EPs) assessed in the target language?
    - b. What is the level of language proficiency in the target language for EPs?
    - c. How are EPs performing on State and other assessments?
      - a. Students are assessed in the target language by teacher assessment. She is constantly assessing and uses her conference notes to determine the levels of strength and weakness. She also uses Fountas and Pinell to assess.
      - b. The level of proficiency in the target language for EPs is to be at the commanding level. They will need to become proficient in the English language.
      - c. The third grade dual language students in the dual language program will take the state and other assessments such as the Estrelita program assessments. This is the first year for this third grade dual language class so it will be their first time taking any state assessments.
  8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
The success of the programs for ELLs are evaluated based on an AYP meeting with an administrator to evaluate the data. The scores on the NYSESLAT, ELL Periodic Assessment, teacher observations and conference notes are used to determine the success of the programs. All of the data that is used is analyzed to see how the ELLs are progressing and what is the area of weakness. Each test is carefully examined. On the NYSESLAT students are examined to see the areas of weakness. By doing this the ESL teacher will focus on those areas. This data is shared with the teaching staff and will be used to drive the instruction.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.  
PS/MS 96 is a PK-8 school located in District 4 in East Harlem. There are 460 students enrolled in the school. There are 21.59% of our students are ELL's with the majority from the Caribbean (Puerto Rico, Dominican Republic), and Central America (Mexico, Ecuador, and El Salvador). We have a total of 94 ELL students currently in our k-8 program. They are being serviced in a push in and/or push out model. The LAP team is comprised of David Pretto, Principal, Natalie Camen ESL teacher, Andrea Kelson, SETTS teacher and Bea Torres, guidance counselor. Our team carefully reviewed data to plan and create the Language Allocation Policy to use as a tool to drive individualized instruction for our English Language Learners (ELL's). Our drafted plan was created so that every student is provided with a strong foundation which will assist them in achieving academic achievement. We presently have one teacher who is permanently state certified in ESL.  
Parents and or guardians of newly admitted students are required to complete the department of education Home Language survey form (HLIS). The survey is given to them in their preferred language to help us to determine how well their child understands, speaks, reads and writes in English. The survey includes an informal oral interview in English and in the native language, and the formal initial assessment. The survey also asks parents to indicate the language in which they wish to receive important information from the school.

If needed, we provide assistance in completing this survey via the family assistant and licensed pedagogues who have been trained in explaining the HLIS to the parent. Our trained staff then reviews the HLIS to determine student's eligibility for NYSITELL testing. If the student is determined eligible, he/she is tested within ten days after their first day of attendance in our school. If after the testing is complete the student is entitled for services, they are placed in an ESL program. This school year students were tested. The students were in .

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
Student work is carefully examined to determine the student's level of ability. The work is carefully used to determine the student's strengths and weaknesses in order to help the student to become proficient in English.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).  
We currently do not have any SIFE students. The SETTs provider as well as the School Based Support Team will determine whether or not the student will need to have an IEP.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
The school will ensure that entitlement letters are distributed and parent survey and program selection forms are returned by handing them out at the parent meeting and having the parents sign the form while they are at the meeting. There will be a checklist made by the ESL teacher to help keep a record of those forms that are filled out.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).  
Paste response to question here:
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
When entitlement is verified parent/guardians of newly enrolled ELL's are given an entitlement form and invited to attend our ELL parent orientation which will be conducted by the ESL teacher. They are notified by letters in their preferred language. In this meeting parents will have the opportunity to meet with the ESL and discuss the programs offered by the Department of Education. This meeting will take place in a timely manner and be repeated throughout the school year depending on newly enrolled students who are entitled, according to the LAB-R, for ESL services. During the orientation the parents will be given a parent survey selection form to complete in order to determine the best choice for their child. If any parent cannot attend, parents will then be contacted to discuss the choices, and given the opportunity to express what type of services they want for their child. These services will be provided for one year. During the following spring, the student will be given the NYSESLAT exam to see if the student needs to remain in the ESL program for future support in our school.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
The school will ensure that entitlement letters are distributed and parent survey and program selection forms are returned by handing them out at the parent meeting and having the parents sign the form while they are at the meeting. There will be a checklist made by the ESL teacher to help keep a record of those forms that are filled out.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
The ESL teacher distributes the parent survey and program selection form during the ELL parent choice workshop. If a parent does not attend the parent choice workshop the ESL teacher will call the parent and have another workshop in order to accommodate the parents.
9. Describe how your school ensures that placement parent notification letters are distributed.  
The ESL teacher gives each ELL student a placement parent notification letter. She also has a list of the date of when the letters were distributed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
The HLIS are located in a binder in the ESL room. The non-entitlement and entitlement letters are in a separate binder which is also located in the ESL room.
11. 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.  
After reviewing the parent survey and program selection forms for the past few years, all of the parents have wanted their children in an ESL program. (100%). Based on choice, parents have chosen the free standing ESL program for several reasons. Our ELL's population varies from grade to grade. Parents prefer their child to be mainstreamed into a monolingual class. The parents have also mentioned that many of our ELL's students have siblings that attend our school and prefer that they stay in close proximity of one

another. Parents have received ongoing support from this learning community and want their child to continue to attend P.S. /M.S. 96. The primary goal of our freestanding ESL program is to assist students in becoming proficient in the English language within three years. Our main objective is to provide daily instruction in listening, reading, writing and speaking. Using the many ESL strategies and techniques will help the students increase their proficiency of the English language.:

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
The ESL teacher distributes the continued entitlement and transitional support parent notification letters to each ELL student.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.  
For the freestanding ENL program the ESL teacher works with a group of ESL students in the ELA classroom. Students are grouped using heterogeneous grouping during classroom instruction. Our classes are homogeneously grouped in this grade, making the push in program an effective technique to follow. The ESL teacher can provide more English language support to these students in their classroom, while assisting the ESL students in meeting the content standards. For these grades the ESL teacher pushes into the classrooms which contain the English Language Learners. These students are given more individualized instruction to meet their needs. We have groups of ELL's students which are mandated for either 360 minutes for the beginner/intermediate or 180 minutes for the advanced students.
  - b. TBE program. *If applicable.*  
Paste response to questions here:
  - c. DL program. *If applicable.*  
For the dual language program the side by side model is used. The EPs and ELLs are integrated a total of 100% of the instructional day. English and Spanish is taught in each content area. Each language is separated in literacy. Students learn in their first language Emergent literacy is taught in the child's home language first.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
P.S. 96 delivers instruction to our ELL's through a free standing ESL Push in Program. The ESL teacher services grades k-8.  
(B.) Our classes are homogeneously grouped in this grade, making the push in program an effective technique to follow. The ESL teacher can provide more English language support to these students in their classroom, while assisting the ESL students in meeting the content standards. In grades K-8 the students are spread among both general and special education classes. For these grades the ESL teacher pulls these students out to give them more individualized instruction to meet their needs. We have groups of ELL's students which are mandated for either 360 minutes for the beginner/intermediate or 180 minutes for the advanced students. The kindergartens proficiency levels are either a beginner or advanced level as per their NYSITELL scores.
3. Describe how core content is delivered in each program model. 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 content areas are delivered in several different ways. The ESL program adheres to the Children First Initiative's uniform curriculum. These programs use a balanced approach to literacy, including high-quality instructional practices that facilitate

academic excellence for ELLs. They also adhere to the state standards, including New York State Learning Standards for all curriculum areas and re aligned to the ELA standards.

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

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

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

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

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

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

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

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

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

The ESL teacher together with the SETTs provider will make the determination.

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

The improvements/programs that will be considered for the upcoming school year is as follows: The new Common Core Curriculum: Ready Gen for the elementary grades and Expeditionary Learning will be used. Students will be given additional support using these programs to help them improve their listening, speaking, reading and writing abilities. The

Chart lessons will be taught by using extra support by adding picture cards and a greater emphasis on vocabulary and language support.

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

Students are given extra support based on their IEP goals. They are grouped accordingly and are given the mandated services based on their IEP. The school has an ESL Saturday program as well to help those students develop their listening, speaking, reading, and writing skills.

### Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note "other approved services" does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

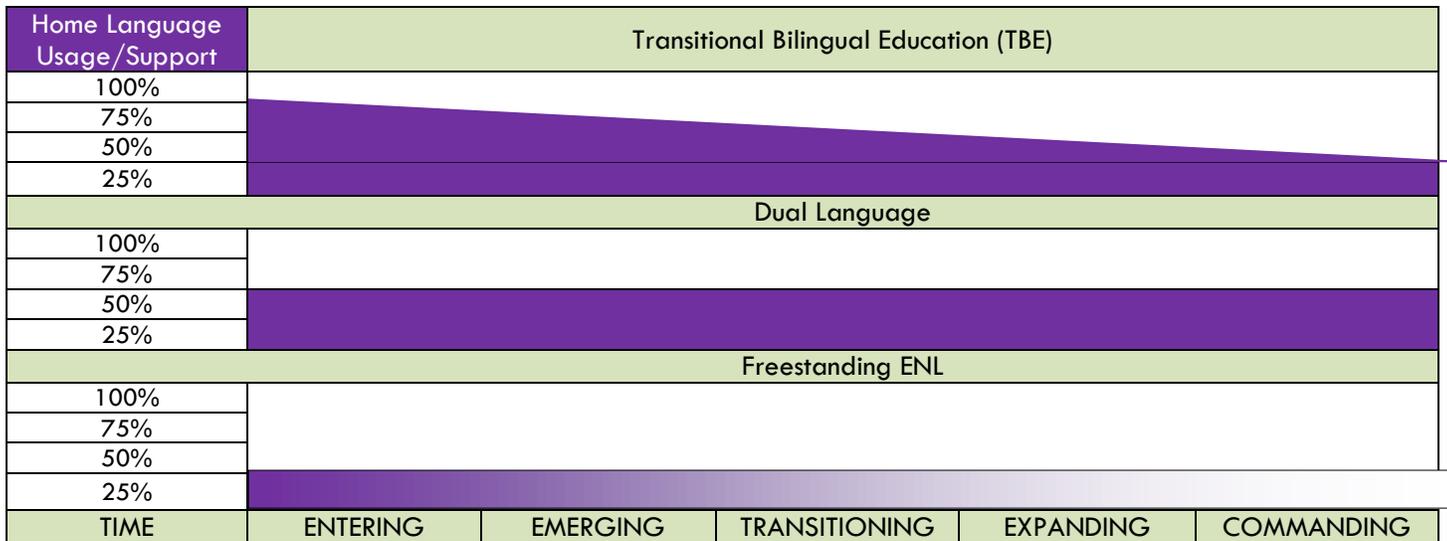


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.  
Paste response to question here: ELLs are afforded equal access to all school programs. There is a Saturday Academy ESL program which uses the Reading Advantage program that helps the students in reading, writing, speaking and listening skills. The materials follow the balanced literacy approach and are appropriate for all levels of our ELL's.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
A new Saturday Academy program for the ELLs will be utilized this year. Students from various grades will be invited to attend. The native language support is delivered in each program model. The students are immersed in English during ESL services. In the dual language program, Spanish is the native language that is supported.
12. What new programs or improvements will be considered for the upcoming school year?  
We have a dual language third grade class.
13. What programs/services for ELLs will be discontinued and why?  
No programs/services for ELLs will be discontinued at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
We will have an ESL Saturday program to support the ELLs.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
The I-Ready computer program is used as well as Great Leaps, Ready Gen and Expeditionary Learning programs are utilized.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Estrelita is used in the dual language program. A student's home language is supported by this program.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
The ESL teacher meets with the Response to Intervention team as well as the SETTS provider to make sure that students are given the academic services.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
ELL students who are new admits to the school will attend a parent/child orientation. Activities for new ELLs will be given the opportunity to attend the ESL afterschool program as well as the ESL Saturday program which include parent child workshops and trips.
19. What language electives are offered to ELLs?  
We currently do not have language electives at the school.
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?
  - a. For the dual language program the side by side model is used. The EPs and ELLs are integrated a total of 100% of the instructional day.
  - b. English and Spanish is taught in each content area.
  - c. Each language is separated in literacy. Students learn in their first language
  - d. Emergent literacy is taught in the child's home language first.

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
Professional development will be provided by the Office of ELLs. The ESL teacher will also provide some professional development. 1.The professional development plan will be given to all school personnel by the ESL teacher. Workshops will be attended by various staff members and the ESL teacher. Information from the workshops will be presented to the staff during monthly staff development meetings. Staff members have attended Estrelita, Go Math, Ready Gen and Expeditionary Learning workshops.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
2. The support that is given to the ELLs as they transition from elementary to middle and/or junior high is the basic knowledge of how can I help my ELLs succeed. The ESL teacher will provide information on various topics that the students will need to become proficient. She will also explain the NYSESLAT exam to the staff. The ESL teacher can attend many of the workshops that are offered by the Office of English Language Learners. Some of the workshops are as follows: ReadyGen, Expeditionary Learning, Estrelita workshops, and Response to Intervention.  
3.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
The 7.5 hours of ELL training for all staff will be done by the ESL teacher and The Office of English Language Learners.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
Professional development records are kept in a binder. Attendance records of the professional development as well as agendas will be kept in the binder. It will kept by the ESL teacher.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
  1. The ELL professional development is provided throughout the year for all of our parents. Parents will have the opportunity to learn about how they can help their student with the NYSESLAT. They will learn about the Common Core and ELLs. Parents will also have the opportunity to do projects with their child. Parents will be informed of all parent workshops through flyers that will be given to their child. It will be translated into their native language.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

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

The school receives notification of workshops for parental involvement through the Office of ELLs. The school also provides ESL workshops from the school staff.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parental activities address the needs of the parents based on the survey that was sent to the parents through the school. Parents will choose what kinds of activities/workshops they would like to attend. The ESL teacher will be administering some of the ESL professional development to the staff. Some of the ESL professional development will be given by the ESL teacher will consist of how can I help my ESL student and all about the NYSESLAT. There is a minimum 7.5 hours of ELL training for all staff. These meetings will include teachers and support staff. Curriculum planning will take place to develop and align the program with the mandated curriculum and assessment standards for ESL as described in the NYCDOE Language Allocation Policy. Administrators and staff members will attend various workshops and or conferences in order to become familiar with the various strategies and successful programs that are being implemented for the development of Second language acquisition by ELL's and the staff attending these conferences will turn key to other staff members at the school and in guide in the planning and development of a curriculum that addresses the challenges of teaching linguistically diverse students. A survey will be sent to the ELL parents in mid January in order to determine what kind of parent workshops they will be interested in attending at the school. This survey will be distributed to the parents through a notice that the students will receive from school. Based on the survey the school will decide which workshops will be given on the specific days and times. Both the ESL teacher and the guidance counselor will meet and discuss the ESL transition. Various staff members will be given the opportunity to attend workshops.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

PS 96 partners with the following CBOs for after-school programming: Union Settlement is for grades 6-8. The Y program is for grades K-5 . City Year is for grades 3-5
5. How do you evaluate the needs of the parents?

Parental activities address the needs of the parents based on the survey that was sent to the parents through the school. Parents will choose what kinds of activities/workshops they would like to attend. Some of the ESL professional development will be given by the ESL teacher will consist of how can I help my ESL student and all about the NYSESLAT. The ESL parents meet with the ESL teacher at the beginning of the year for the parent choice. Meetings will be held also at the beginning of the year to determine what kinds of workshops the parents will be interested in
6. How do your parental involvement activities address the needs of the parents?

The parental involvement activities address the needs of the parents because they help the parents by giving them ideas on how to help their child succeed in school. Workshops will be given that inform the parents about the NYSESLAT as well as the Common Core . Parents will also be able to attend a make and take activity workshop with their child.

### D. Additional Information

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

Paste response here:



School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **04M096** School Name: **P.S.96M**  
Superintendent: **Estrella**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

According to our data, the survey that all parents fill out at the time of registration, usually determines their home language. The survey is available in at least nine different languages. At the parent request, a translator will be available to answer any questions and assist in completing the Home Language Survey. Once the survey is completed and reviewed, this information is entered in ATS to ensure that all materials that are sent home, are written in their primary spoken language. Many parents have limited English speaking/writing abilities. Therefore all notices that are sent home are translated in Spanish. Other languages are translated on a need basis. Since the majority of our ELL students parents are Spanish speaking, it is very important that all school notices are translated. The parents are kept well informed about the needs of their child's academic progress. Also parents will be notified about their child's grades which will be automatically downloaded in their written and spoken language. The Home Language survey is also used to determine whether or not the parent needs written and oral translation for notices that will be sent home in all regards. If for any reason a parent needs a written translation concerning any information regarding their child's education, we will transcribe the information and /or contact the translation and interpretation unit to assist. The school houses many teachers who are fluent in reading, writing and speaking Spanish. We utilize their services as needed. If a parent needs an oral interpretation, we have staff members who are readily available to assist. For other languages other than Spanish, the school reaches out to the other resources, but not limited to the translation unit. During Parent Teacher Conference translations are requested and obtained by the staff and or translation unit to assist as needed. The additional ways that our school has collected data is by using the ATS Report on Preferred Languages. Our school uses this important piece of information. By examining this report the school is able to look at the different languages that are used at home by the parents. They could better prepare for the use of having interpreters and using the Language and Interpretation Unit. Our staff uses the Student Emergency Contact cards to collect important contact information about the student. It is necessary to contact the parents regarding any upcoming school event or to reach out to the parent for information regarding their child.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Currently at the school, the parents preferred languages for both written communication are Spanish, Arabic and English. For oral communication, the parents preferred languages are Spanish, Arabic and English.

## **Part B: Creating a Communications Calendar**

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The documents that require translation such as a handbook for the parents will be translated for the parents. This will be distributed at the beginning of the school year. The school calendar will be distributed at the beginning of the year. There will also be monthly calendars that will be distributed every month. Parent-teacher conference announcements will be given out as the date of the conference is approaching. The New York testing dates will be distributed at the beginning of the year and once again when the testing date is approaching. Teachers will distribute the student curriculum during back to school night at the beginning of the year. This curriculum will be distributed once again during parent teacher conferences. Letters from the school leadership will be distributed after the school leadership holds its meetings. Class trip permission slips will be distributed prior to each class trip. Parent workshops will be distributed when the parents will be attending a workshop at the school. ESL Saturday Academy permission slips will be distributed prior to the start of the program. Events for parents will be held twice during the school year. One event will be held in the fall for the parents and another event will be held in the spring. An interpreter will be at the event for the parents.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

There are many times in which the staff will have face to face meetings with the parents. Teachers will meet with the parents during parent-teacher conferences which are held twice a year. Curriculum nights will also be held during the year. The attendance teacher will speak to the parents on a case by case situation. The guidance counselor will also speak to the parents when needed by phone. The school

plans to disseminate parent-facing documents and submit translation requests to the Translation and Interpretation Unit two weeks ahead of time.

### **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

The school provides written translation of all parent notification and school documents for all non English parents to be sent home . Translations will be made and provided by a staff member and the translation unit as needed. Any translation requests will be submitted in a timely manner to the Translation and Interpretation Unit to ensure that translations are distributed at the same time as English documents. There are many staff members who are fluent in the written translation of English to Spanish. The school will keep a roster of bilingual staff who can be called upon to interpret. Staff members often volunteer their services to help the school community. If a staff member is not available, the parent coordinator will assist in the translation of English to Spanish. The school has hired an outside interpreter during the parent teacher conference to assist the parents as needed. Any document that has to be completed for school purposes are translated. Assistance is also available when parents need to address the school in any manner.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The staff will be given a training on how to use the translation services and over the phone interpretation services. The Language Access Coordinator will train the staff on how to use the services during a staff meeting. During the meeting the Coordinator will emphasize how important it is for any type of communication by done in the parents home language.

## **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

## **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The school will gather information from the parent survey. Parents will be asked to fill out a parent survey to evaluate the quality and availability of translation services. Parents will be asked to fill out the survey after each parent meeting. The survey will be distributed to the parents by the ESL teacher. It will be translated into the parents' preferred language. The data will be collected and placed into a binder and kept in the ESL room. The ESL teacher will evaluate the response of the surveys in order to make a determination of the translation service that was provided to the parents.