

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):	27Q096
School Name:	P.S. 096
Principal:	VIVIAN EWEKA

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS96 School Number (DBN): 27Q096
Grades Served: PreK-5
School Address: 130-01 Rockaway Boulevard, South Ozone Park, New York 11420
Phone Number: 718-529-2547 Fax: 718-659-0113
School Contact Person: Vivian Osa Eweka Email Address: Veweka@schools.nyc.gov
Principal: Vivian Osa Eweka
UFT Chapter Leader: Felicia Cauthen
Parents' Association President: Laura McCall
SLT Chairperson: Daryn Copper-Cobbs
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 27 Superintendent: Mary Barton
Superintendent's Office Address: 82-01 Rockaway Boulevard, Ozone Park, New York 11416
Superintendent's Email Address: MBarton@schools.nyc.gov
Phone Number: 718-642-5800 Fax: 718-642-5705

Borough Field Support Center (BFSC)

BFSC: 27 Director: Marlene Wilks
Director's Office Address: 82-01 Rockaway Boulevard, Ozone Park, NY 11416
Director's Email Address: Mwilks@schools.nyc.gov
Phone Number: 718-642-5800 Fax: 718 281 3509

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and 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)
Vivian Osa Eweka	*Principal or Designee	
Felicia Cauthen	*UFT Chapter Leader or Designee	
Laura McCall	*PA/PTA President or Designated Co-President	
Gladys Nolan	DC 37 Representative (staff), if applicable	
Laura Rajkumar	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	
Daryn Copper-Cobbs	Member/Teacher	
Luocita St. Phar	Member/Teacher	
Laura Rajkumar	Member/Parent	
Jennifer Sinaswee	Member/Parent	
Erica Joseph	Member/Parent	
Sivetri Persaud	Member/Parent	

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

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the 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 CEP 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 Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement 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 two (2) to 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. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

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.

The Quality Review 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 also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 CEP 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:** 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 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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: CEP 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 96Q is an elementary school with 304 students from kindergarten through grade 5. We are a Title 1 school, located in South Ozone Park, Queens. The school population is currently comprised of 9.71% Native American, 50.16%Asian, 25.89% Black, 11.97% Hispanic, 1.94-%White and 0.32% Hawaiian Pacific. Total students' enrollment, girls account for 46.93% and boys 53.07%. Attendance rate is currently 93.5 % .

Public School 96Q elementary school is an official Core Knowledge school whose mission is to educate the whole child and prepare all students with readiness skills essential for the future. We believe that the school community shares the responsibility for the success of all students. Our goal is to create a shared path of community learners where students, staff and parents work collaboratively to support each other academically, socially and ethnically, in a nurturing and safe environment of academic excellence. It is the belief of the PS 96 community that students learn best when they are actively engaged and challenged. Through instruction that are centered on discovery and high levels of student engagement. It is our goal to instill an understanding of high expectations and accelerated learning achievement in all members of the school community.

In the 2014-2015 school year, our school community engaged in numerous initiatives that have positively impacted our students, parents and teachers in providing a well-rounded education for our students. Through our "Readers As Leaders" program, which sets a goal of reading at 50 "Just Right books" that vary in genre and aligned with students' Fountas and Pinnell levels. Through this program students are encouraged to read independently and engage in literacy activities with their families. In order for students to make connections to areas of study and prepare for the future, our students engage in standard-based trips such as the fifth-grade trip to Queens College and St. John's University which gave students a firsthand experience of the advantages of a college education. Through partnership with the Councilman's office, students participate in Dance, Chorus and Guitar club in the CASA after-school program. Our school obtained an A+ Science lab from the President of the Borough of Queens which is used to enhance our science instruction. In partnership with CEI Project Boost, our grades four and five students and their families participate in self-esteem building opportunities. To further develop critical thinking and public speaking skills amongst our fourth and fifth grade students, our students participated in the South Queens Debate Team, which was established in collaboration with four New York City Public School in South Ozone Park.

PS 96Q continually take steps to ensure that protocols are set in place to reflect instructional quality and coherence. Professional collaboration is a high priority and the faculty benefits from varied opportunities to share and develop strengths as individuals and members of the school community through common planning periods and Inquiry team meetings. As a school community we engage in a system of school self-evaluation and continuously review students' data. We engage in ongoing cycle of professional development with a clear focus of improving student learning. The Principal's published Weekly Newsletter highlights opportunities for improvement, and shares school wide expectations in alignment with the Quality Review rubric.

PS 96Q has aimed to increase the capacity of students' participation and voice in the school community. In order to foster life-long learning and civic responsibility, the students of PS 96 have elected a group of their peers to be members of the Student Council. Through this process, the students have the opportunity to show leadership and sponsor many school initiatives.

Partnerships between the home and the school are nurtured and celebrated here at PS 96Q. Parents are recognized as essential partners in the education of our students. Various School wide initiatives have been put in place to increase parent-school collaboration. Through the monthly parent newsletter and school calendar, details and focus of instruction

in each subject area are detailed. Families and students are celebrated in a variety of ways including, PS 96Q School Community” Carnival and “Father Recognition Days”. Instructional workshops are offered during the Tuesday Parent Engagement time as well as during the school day and Saturdays. Cook Shop Parent workshop and PS 96Q ‘Health Fair’ promote healthy living for students and families. All teachers in grades K-5 utilize the Engrade database to keep parents informed of their child’s progress. The School Environmental Learning Survey provides a conduit to welcome parent feedback. PS 96Q prides itself with inclusion programs for our SWD and ELLs students and parents. To support the parents of our ESL students, we established adult education academy that assists parents with the acquisition of the English language.

As a school community we carefully align our use of resources to support school wide instructional goals and the learning needs of our students. Through private funding, we were able to partner with Studio In A School. This Arts program uses an interdisciplinary approach to infuse the four major arts disciplines for our students. This visual arts program focuses on the various art forms and is aligned with the blue prints for the arts. Our school community also houses a COMPASS program which provides after school for students in grades K-5.

Public School 96Q is an institution that prides itself on reflection and the identification of areas of growth. Therefore, the school community has established instructional foci for the 2015-2016 school year. Assessment and student engagement will be areas of focus throughout the year. Assessment will center on self-monitoring and peer-assessment. Work in the area of engagement will concentrate on providing instructional strategies and activities that maximize student ownership and meet individual student needs.

27Q096 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	307	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	77.6%	% Attendance Rate		92.8%
% Free Lunch	81.7%	% Reduced Lunch		7.1%
% Limited English Proficient	10.3%	% Students with Disabilities		7.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	15.5%	% Black or African American		27.3%
% Hispanic or Latino	14.3%	% Asian or Native Hawaiian/Pacific Islander		40.1%
% White	2.8%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.16	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		0.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		8.96
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	31.2%	Mathematics Performance at levels 3 & 4		39.0%
Science Performance at levels 3 & 4 (4th Grade)	85.1%	Science Performance at levels 3 & 4 (8th Grade)		N/A
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	X	Local Assistance Plan		
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		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		NO
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
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	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	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.

Part 1 – Needs Assessment

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

Analysis of the 2014-2015 New York State ELA Exam data indicated that:

*19.0%of our students in third grade, 24% of students in fourth grade and 45% of students in fifth grade achieved levels 3 and 4.

* 29% percent of all students in grades 3-5 scored at performance levels 3 &4 school wide. As shown by the data, students’ mean score was 294, 300 and 316 respectively for grades 3-5.

Schoolwde data for all Grades 3-5 students revealed a 2.3% decline in students' achievement. Therefore, it is crucial to strengthen the literacy development and a need for an increased number of students to attain proficiency.

Analysis of the NYC performance task for students grades K-2 (New York City Writing Prompt) revealed students demonstrated growth. Data showed:

*22.2% of students in Kindergarten as approaching grade level standards at the beginning of the year. End-of-year data indicated 43.5% of students meeting proficiency levels.

* In first grade, similar trends were noted. The Beginning of the Year assessment showed that 29% of students were approaching standards with 1.8% proficient. End-of-Year results reflected student progress with 60.8% of the students meeting proficiency levels.

* Second grade results were in accordance with this pattern. Beginning of the Year MOSL data indicated 47.5% of the students approaching grade level standard and 2.5% were proficient.

As noted in the Quality Review, PS 96Q effectively uses various formative assessments to assess students’ progress and demonstrates a reflective approach to instructions. Yet, it was dually noted that the school needs to provide students opportunities to engage in peer and self assessments. An approach that would have a positive effect on student achievement. Professional development relating to feedback, students peer assessment, and self-monitoring would be a consideration for the 2015-2016 school year.

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–Rigorous Instruction. Your goal must be responsive to the identified

priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, students in Grades 3-5 will be prepared for and demonstrate evidence of increased proficiency in literacy by a 2% increase in the numbers of students achieving performance Level 3's and 4's as measured by the 2016 NYS ELA Exam .

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>*Writing Focus for the 2015-2016 School Year:</p> <p>The faculty will continue to develop writing curriculum that integrates reading and writing instruction. The Ready Gen Literacy program for Grades 3-5 will be used. Common planning time will be incorporated into the schedule for all teacher teams to develop rigorous, differentiated writing lessons.</p> <p>*In order to support this goal for upcoming Grade 3-5 students, the school will implement Schoolwide, Inc. Writing Program in conjunction with Core Knowledge Curriculum materials in Grade K-2</p>	<p>All students in Grades K-5 including SWDs and ESL students</p> <p>All teachers including teachers of SWDs and ESL. Teacher teams will include service providers, SWD teachers and ESL educators.</p>	<p>June 2015- June 2016</p>	<p>All teachers, Teacher Team Members, administrators</p> <p>District Leads and Teacher Development Coach</p>
<p>Peer and Self-Assessment will be school wide focus for the 2015-2016 school year. Teacher teams will continue to evaluate data regarding the implementation of school wide use of Peer and Self-Assessment. Next steps will be established at various times during the year. Teams will collaborate to produce and/or select peer assessments checklists that will be used throughout the school. Schoolwide Inc. Writing program and the Ready Gen curriculum writing will include Self /Peer assessments.</p>	<p>All students in Grades K-5 and SWDs and ESL students will be targeted and assessed</p>	<p>September 2015-June 2015</p>	<p>Teacher Team Members, and Administrators</p> <p>All educators</p> <p>School wide Inc. trainers, ReadyGen trainers and Teacher Development Coach (TDC)</p>

<p>After school and Saturday Academy tutorial will be in place to assist students who are approaching grade level standards in grades 3-5I. A second-grade Saturday tutorial will also be implemented in February through April. Students will receive targeted, individualized differentiated instruction and strategically planned remediation or enrichment. Teachers instructing this program will provide frequent feedback to classroom teachers and service providers.</p> <p>ESL After-School Program-English Language Learners will be provided with additional instruction relating to reading, writing and speaking. Lessons will be data-driven and standard-based. Instruction will focus on developing English proficiency.</p>	<p>Students in Grades 3-5 who are approaching grade level</p> <p>ELL Students from Grades K-5 will be targeted during the after-school program.</p>	<p>December 2015-June 2016</p>	<p>Saturday Academy Teacher</p> <p>School Administration</p> <p>ESL Teacher</p>
<p>Reading Rescue - During the 2015-2016 school year, the Reading Rescue program will be implemented at the first grade level. This early intervention program will specifically target first grade students and will provide one-to-one instruction.</p>	<p>First grade students will receive one-one instruction.</p> <p>Training will be provided to First Grade Teachers, paraprofessionals, service providers, and parent volunteers.</p>	<p>September 2015-June 2016</p>	<p>Literacy Facilitator</p> <p>Para-Professional</p> <p>First Grade Teachers</p> <p>Parents</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>In order to implement this action, various resources will be needed. The human resources will include, classroom teachers, SWD teachers, ESL provider, para-professionals, AIS service providers, Parent Coordinator, etc. Instructional materials that will include the School-Wide Inc. Ready Gen Curriculum, Core Knowledge Literacy Program, i-Ready online tools, RAZ-Kids database, Ready Instructional material, authentic literature, and Rally Practice Assessments. Common planning time will be incorporated into the daily schedule in order to ensure coherence instruction across grades. Scheduled teacher-team meetings will also be established.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

<p>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.</p>
<p>Student growth in literacy will be evaluated via baseline, midyear, and end-of year assessments administered at the school level. Ready Gen Unit Exams, NYS Practice tests, will be utilized in Grades 3-5. The Fountas and Pinnell Reading Assessment system will also be used to determine K-5 students’ progress on their independent reading level.</p>

In Grades 3-5, the Ready Gen Assessments Baseline will be administered in September 2015 and the Mid-Year Assessment in January 2016.

By January 2016, students will increase by at least 1% to indicate mid-point progress towards this goal.

By February 2016, students will increase at least two reading level from the level determined by the baseline on the Fountas and Pinnell assessment.

Using the ELA Rally Assessment Mid-Year progress will be determine by a 1% increase in the number of students scoring at performance Levels 3 and 4.

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 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.

Part 1 – Needs Assessment

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

The 2013-2014 school wide attendance data revealed that the attendance percentage rate had a slight decrease of 0.36 percent compared to the 2012/2013 school year. Further analysis of the data showed that there were significant drop in students attendance on half days of school with attendance rate 90% and below. This trend has also been observed in the 2014-2015 school year. The attendance rate for the half day sessions on March 19 was 84.5%, June 9th was 90.6% and June 15th was 78.0%. This data has greatly impacted the overall school wide monthly attendance rate. Our current attendance is 93.5%. The need to have our attendance meet the goal of a 2 % increase was created in order to increase our student overall daily and monthly attendance. This goal will increase student instructional times and instill core virtues that embodied values and behaviors needed to prepare students to meet higher demands in academic performance.

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–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 2% increase in school wide students’ attendance rate as measured by the school’s Annual Attendance Report .

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The attendance committee will continue to monitor the daily attendance of each grade. Team members will be assigned roles as case managers to collect, report, and analyze specific trends or patterns noticed among students in the grades assigned. Monthly meetings will be held to provide opportunity to deliberate and plan strategic steps needed to increase the attendance of targeted students whose monthly attendance exceeds three or more absences or lateness.</p>	<p>All general education, students with disabilities, and English Language Learners will be impacted.</p>	<p>September 2015- June 2016</p>	<p>Classroom teachers, Attendance Personnel, Guidance Counselor. Attendance Coordinator, Attendance teacher, Parent Coordinator and Administrators</p>
<p>* Attendance case managers will follow up with parents to of students that have chronic lateness and absences on a monthly basis. Students whose attendance falls below 95% will have a letter sent home tailored to each child’s specific case. The attendance teacher will conduct home visits as necessary.</p> <p>*Parent workshops coordinated by the District Attendance teacher to educate parents/guardians on the importance of good attendance.</p> <p>*We will continue to implement an Attendance Award ceremony twice a year to honor students that have 100% attendance within the school year. Targeted students who have made significant improvement in their attendance will be recognized.</p> <p>*Students will partake in a midyear celebration in February 2016 and an end of year celebration in June 2016. Parents of each student will be recognized for their partnership in ensuring their child attends school on a daily basis.</p>	<p>SWDs and ENL All students including students will be impacted.</p>	<p>September 2015 -June 2016</p>	<p>Classroom teachers, Attendance Personnel, Guidance Counselor. Attendance Coordinator and Administrators</p>

*The School Messenger Phone System will continue to be utilized to make daily phone calls to homes of students who are absent.			
Students that continue to have perfect Attendance will have their names posted on a special Attendance Bulletin Board. *Classes that achieve perfect daily attendance will be recognized monthly during Early Morning Announcements. *Classes with outstanding monthly attendance will be awarded attendance trophies for their effort.	PreK-5 classrooms, All students including SWDs and ENLs will be impacted	September 2015- June 2016	Classroom teachers, Attendance Personnel, Guidance Counselor. Attendance Coordinator and Administrators
Our school will continue to implement a Character Education Program that provides students with opportunities to build characteristics that are important for developing themselves as leaders. In alignment with the Academic and Behaviors standards of Practice, Monthly Core Virtues that will instill confidence and pride that transcends into students achieving their academic goals will be chosen. *Students that exhibit trait that mimic the virtues of the month will be recognized during monthly parent association meetings.	All students including SWDs and ELL students will be impacted.	September 2015- June 2016	Classroom teachers, Attendance Personnel, Guidance Counselor. Attendance Coordinator, Parent Coordinator and Administrators

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Human resources including School Aides, Tax Levy teachers, Attendance teacher will be used to implement this plan. Resources will be utilized in purchase of trophies and other incentives for students.										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	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.
By February 2016, attendance data will reflect a rate of 94.5% or greater to indicate 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 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.

Part 1 – Needs Assessment

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

Analysis of the 2014-2015 New York State ELA Exam data indicated that:

*19.0%of our students in third grade, 24% of students in fourth grade and 45% of students in fifth grade achieved levels 3 and 4.

* 29% percent of all students in grades 3-5 scored at performance levels 3 &4 school wide. As shown by the data, students’ mean scores were 294, 300 and 316 respectively for grades 3-5.

Schoolwde data for all grades 3-5 students revealed a 2.3% decline in students' achievement. Therefore, it is crucial to strengthen the literacy development and a need for an increased number of students to attain proficiency.

Analysis of the 2013- 2014 NY State Math Exam indicated that :

*33.3% of our students in third grade, 32.6% of students in fourth grade and 62.5% of students in fifth grade met State standards and achieved levels 3 and 4. As shown by the data, students’ math mean score was 306, 304 and 331 respectively for grades 3-5.

*42.4% percent of all students tested scored at levels 3 & 4 school wide an increase of 2.8% in students mathematics achievement. .

*School review report revealed that, the school proficiently engages in structured professional collaborations in teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. However, strengthening is needed in the systems that relate to the linking of individual classroom teachers and subject area professionals. Aggregated, analyzed, and instruction needs to be adjusted in a timely manner in order to increase student performance.

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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, as a result of collaborative efforts ,teachers will assess student work and develop instructional next steps that meet the Common Core grade-level learning standards, 80% of teachers will be effective or higher in component 3d (The Use of Assessment in Instruction) of the Danielson Framework for Teaching. This goal will include a focus on students peer assessment and self-monitoring.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Educators will collaborate and participate in inquiry-based teacher teams that will analyze, interpret, and act upon data collected through formative and summative assessments. Teams will be organized both vertically and horizontal in order to have a clear scope of trends across grades and throughout the school. Members of teacher teams will provide feedback to their colleagues and reflect upon their own practice. Teacher teams will work together to develop unit plans and curriculum maps that support instructional goals.</p>	<p>*A Cross Section of Students at all academic Levels</p> <p>*All Educators-will reflect on their own practice via this process</p>	<p>September 2015- June 2016- Circular 6 Periods, Common planning time and Professional Development Extended Time.</p>	<p>Teacher Team Members, and Administrators.</p>
<p>A Professional Development team will be created in order to create a scope and sequence of learning opportunities. A professional development plan will be reflective of the needs of staff and data collected via a self-assessment survey. The members of the Professional Development team will also provide for job-embedded experiences, and seek out consultants when resources are not available within. The team will also ensure that resources and knowledge is provided to support the schools instructional focus. Furthermore, the professional development team will meet and assess the effectiveness of professional development opportunities that were provided and generate next steps.</p>	<p>*Teachers</p> <p>*Para-professionals</p> <p>*Service-Providers</p>	<p>September 2015- June 2016</p>	<p>*Members of the Professional Development team.</p> <p>*All educators are responsible for applying their learning to improve student outcomes.</p>
<p>The school will continue to nurture their partnership with the OST organization. Educators</p>	<p>*Teachers</p>	<p>September 2014- 2015</p>	<p>*All members of the PS 96 community and the</p>

from the school will collaborate with members of the after-school program to provide meaningful and impactful experiences for the students. Members of the OST will be invited to participate in Professional Development workshops that are being provided by the school.	*Administrators *OST Professionals *Para-Professionals *Students		OST Program will be responsible for fostering on-going collaboration
Common planning time will be incorporated into the master schedule in order to allow for joint planning and collaboration. The designated time will be utilized to analyze grade-level data, plan standard-driven lesson, develop formative assessments, and identify opportunities for differentiation.	*Students *Teacher Teams *Service Providers	September 2015-2016	All teachers, Grade-Level teams, Core Facilitators, administration and service providers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
In order to implement this action, various resources will be needed. The human resources needed will include classroom teachers, SWD teachers, an ESL provider, Para-professionals, AIS service providers, Parent Coordinator, etc. Common planning time will be incorporated into the daily schedule in order to guarantee coherence instruction across grades. Scheduled teacher-team meetings will also be established. A Professional Development team will be created to plan professional development experiences and create a PD plan for year-long professional development.											
Part 4b. 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	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.
By February 2016, 60% of teachers will demonstrate effective or higher instructional practice in Domain 3d- Assessment in Instruction Grades 3-5
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 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.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

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 1, 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>

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

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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.

Part 1 – Needs Assessment

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

Data from the 2014-2015 survey indicates that:

- 95% of parents were satisfied with the school’s performance.
- 95% percent of our parents believe that the school has a positive school culture and were pleased with the quality of instruction. Information on this survey also demonstrates that parents at PS 96Q are generally satisfied with the response they received when contacting the school. However, there is an opportunity for growth in this matter.
- Parents indicated that they felt welcome and were supported by the school staff. It also indicated that parents believe that the school is a safe environment.
- 98% percent of those that completed the survey would recommend the school to other parents and believe that the school is headed in the right direction.
- It was noted however that only 43% of the parents’ survey had attended at least three Parent Association meetings.

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–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, parent attendance at Parent Association meetings and other school events will increase by 5% as evidenced by Parent Attendance Logs.

Time linePart 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The Parent Association places an active role in the school community. Members of this association encourage parent involvement and give parents the opportunities to contribute to the school community. In planning for the 2015-2015 school year, the Parent Association in collaboration with the Parent Coordinator will conduct a needs assessment and plan a comprehensive list of activities that to support parents.</p> <p>The Parent Association will also focus on multiple opportunities for school staff, parents, and students to work together outside of formal school day. Furthermore, the Parent Association will begin a service initiative where school community members will be encouraged to give back to their community.</p>	<p>Parent Members of the School Community Staff Members</p>	<p>September 2015-June 2016</p>	<p>Parent Association Cabinet Members Parent Coordinator School Administration</p>
<p>Parent Workshops will be provided throughout the year to offer strategies for assisting parents in developing their child’s academic skills. During Tuesday Parent Engagement Period, teachers will invite parents to participate in tutorials relating to current areas of study. *ELL and SWD teachers will provide training to parents to help them scaffold instruction.</p> <p>*A survey will be conducted to determine the optimum time for parents to attend these workshops and celebrations. *Saturday workshops will be provided for parents that are unavailable during the school week. ENL After-school academy will be provided for parents that identify with English as a second language.</p>	<p>Parent Members of the School Community including</p>	<p>September 2015-June 2016</p>	<p>Classroom Teachers (Prek-5) SWD Teachers and service providers Literacy and Math Facilitators ESL Teacher Parent Coordinator School Administration</p>
<p>Parent Involvement opportunities will also highlight ongoing communication between the home and the school. The school will utilize the Engrade Database System to house student data that is accessible to parents. Parents and teachers would be able to communicate digitally through this on-line tool. Tuesday Parent Engagement time will also be used to meet</p>	<p>Parent Members of the School Community including</p>	<p>September 2015-June 2016</p>	<p>Classroom Teachers (Prek-5)</p>

<p>with parents that would prefer face-to face meetings. *Monthly parent newsletters will continue to inform parents of curriculum and goals for each grade level. *The School Messenger phone system and the monthly school calendar will keep parents abreast of events and learning opportunities that will be held at the school.</p>	<p>Students in PreK to Grade 5</p>		<p>SWD Teachers and service providers ESL Teacher Parent Coordinator School Administration</p>
<p>*Celebrations of the School Community will also take place throughout the school year. Student accomplishments will be honored at various times during the year and parents and families invited to share the experiences with children. *Students of the Month and students that have encompassed the Core Virtue of the month will be celebrated at the monthly Parent Association meetings. Academic awards ceremony and perfect attendance will be celebrated at Award Assemblies. "Reader Are Leader" commemoration activities will also be held twice a year to honor students who meet independent reading goals. Furthermore, a "Celebrating the School Community Carnival" will honor and celebrate the partnership of all members of the school community.</p>	<p>Students in PreK to Grade 5 All Parents /Families of the School Community</p>	<p>September 2015-June 2016</p>	<p>Classroom Teachers (Prek-5) Parent Coordinator School Administration School Guidance Counselor Members of the School Community</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>In order to meet this goal, various human, financial, and instructional resources will be used. The budget will be aligned to support the retention of school personal such as teachers, administrators, a parent coordinator, a guidance counselor, etc. Parent Involvement funds will also be allocated to support parent engagement opportunities and provide for instructional workshops to support student growth and parental involvement.</p>											
<p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p>
<p>By February 2016, there will be an increase of three percent in parent attendance at Parent Association meetings and other school event meetings as evidenced by Parent Attendance Logs.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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 proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<p>English Language Arts (ELA)</p>	<p>*Based on Fountas and Pinnell data baseline assessment data students on Tier 2 and 3 will be considered for services.</p> <p>Criteria for i-Ready ELA</p> <p>* All students will have access to the online tool for remediation as well as enrichment.</p> <p>Students who scored Levels 1 and 2 on State Exams</p> <p>Students who scored Levels 1 and 2 on Baseline Assessments and Mid-Year Assessments</p> <p>Students participants will be determine by their NYSELAT performance</p>	<p>Reading Rescue-</p> <p>Targeted first grade students will receive one-to-one instruction.</p> <p>i-Ready K-5 Adaptive Diagnostic Online Tools</p> <p>This tool will digitally pinpoint student needs according to sub-skills and provide on-going progress monitoring and online instructional support.</p> <p>- RAZ-Kids</p> <p>PS 96q students will also have access to online books at their independent and instructional level.</p> <p>Push-In/Pull-out Intervention and Modeling.</p> <p>Saturday Academy Program</p> <p>Instruction will be provided to prepare students for the 2016 ELA exam and to</p>	<p>This program is a one-to-one opportunity.</p> <p>*Small Instruction and center work</p> <p>Small Group instruction-</p> <p>Small group</p>	<p>This service will take place during the school day.</p> <p>*i-Ready K-5 Adaptive Diagnostic Online Tools and Raz-Kids will be incorporated into the daily instruction and will be available at home.</p> <p>Outside of School Hours- Saturdays from 9-12.</p> <p>After-school program and Saturday ENL Academy</p>

		<p>improve reading comprehension.</p> <p>ENL Program.</p> <p>This program will support and assist ELL student meet the performance standards and become proficient in English.</p>		
Mathematics	<p>Criteria for i-Ready Math</p> <p>*All students will have access to online tools for remediation as well as enrichment.</p> <p>Saturday Academy</p> <p>Students who scored Levels 1 and 2 on the State Exams, Baseline</p> <p>Students that scored on levels 3 or 4 on the State Math test, Baseline and Mid-Year assessments</p>	<p>Ready K-5 Adaptive Diagnostic Online Tools</p> <p>This tool will digitally pinpoint student needs according to sub-skills and provide one- to- one progress monitoring and instructional support.</p> <p>Problem solving strategies.</p> <p>Enrichment Math club.</p> <p>Students will be immersed in real-life problem solving and project based activities</p>	<p>Small Instruction and center work</p> <p>Online one-to-one instruction</p> <p>Push-In/Pull-out</p> <p>Push-In / Pull- Out Intervention and Modeling.</p> <p>Small group instruction</p>	<p>i-Ready K-5 Adaptive Diagnostic Online Tools will be incorporated into the daily instruction and at home.</p> <p>Outside of School Hours- Saturdays from 9-12.</p> <p>Before school</p> <p>Monday, Wednesdays and Fridays from 7:30am to 8:15am</p>
Science	<p>All Students will receive these services.</p> <p>Students will be targeted based on their scores on their Science Practice Tests.</p>	<p>AIS instruction will be provided to support the acquisition of science concepts and inquiry skills.</p> <p>In Grade 4, students on levels 1 and 2 on Mid-year science will participate in the After-School Science Program.</p>	<p>Small group instruction</p> <p>Performance based science instruction</p>	<p>Balanced literacy Approach will incorporate science in the literacy block.</p> <p>After- School Program</p>
Social Studies	<p>All students. AIS instruction to support the acquisition of social studies.</p>	<p>Literacy through overarching themes.</p>	<p>Whole group and small group instruction during instructional period.</p>	<p>During the school day. Incorporated into the literacy block</p>

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Criteria- Students will be identified through teacher observation.</p>	<p>At- risk guidance</p> <p>A pull-out program for students in need of guidance. Students will work with the guidance counselor to discuss topics, relating to interpersonal skills, health and wellness.</p>	<p>Small-Group Counseling</p>	<p>During the school day</p>
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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.
<p>Strategies for Attracting Highly Qualified Teachers:</p> <p>*Administrative staff will regularly attend hiring fairs to identify and recruit highly qualified teachers.</p> <p>*Administrative staff also utilizes the "Teacher Finder" website to research the qualifications of those that are being considered for hiring.</p> <p>*Administrative staff, as well as other staff members will network with their colleagues in other schools to determine if there is any possibility to obtain a highly qualified teacher that has been excessed.</p> <p>*Public School 96Q will continue to host inter-school visitations to showcase the Core Knowledge Program and highlight successes that the school has achieved. Colleagues from neighboring schools will have the opportunity to speak to our teachers and students and view best practices.</p> <p>*A mentor will be assigned to support less qualified teachers.</p> <p>*The school will also seek network support for teachers that are not highly qualified.</p> <p>*Available workshops will be researched and attended by the educators that lack high qualification.</p> <p>*Funds are also allocated to support staff members that require special certificates to become highly qualified.</p> <p>*Assignments will be changed if the ELL, Science or Physical Education programs are not being instructed by highly qualified.</p> <p>*All intervention provided for Students With Disabilities will be provided by licensed highly qualified professionals</p>

2b. High Quality and Ongoing Professional Development

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

All staff members including teachers of all grades PreK-5, Principal, Assistant Principal, Literacy specialist, SETSS, ESL cluster teachers and paraprofessional will be provided with a series of professional development that will enable all students meet the Common Core State Standards (CCSS). These professional development workshops will focus on the alignment of instruction with the Common Core learning Standards and the 2015-2016 school year instructional focus. Furthermore, the professional development sessions will strengthen the common language and understanding of what quality teaching looks like through the lens of Charlotte Danielson Framework for Teaching. The 2015-2016 professional development calendar collaboratively crafted by the Professional learning Team will focus attention on: Aligning the school's instructional focus (including the instructional shifts), Common Core State Standards, Framework for Great schools and curricula across grades and subjects areas to close the achievement gap and promote college and career readiness

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

PS 96Q Pre-k students as well as Pre-K students from neighboring Pre-k Centers whose students will be attending the school in the fall become acclimated to the main building in the month of May and June respectively. They visit Kindergarten classrooms and observe a lesson so they can see firsthand the room environment, and learning experience associated with Kindergarten. They tour the main building visiting the main office, Principal's office, and the Assistant Principal's office. They further explore the school library, nurses office and bathroom locations. They will have the time to ask questions, or share concerns they have about Kindergarten.

In the month of May we provide our Pre-K / new Kindergarten parents and guardians the opportunity to learn about our kindergarten program at P.S. 96Q. The Assistant Principal, Core Knowledge Early Literacy Facilitator, Parent Coordinator, ESL teacher, and Math Cluster Teacher will share academic expectations for Kindergarten.

The Core Knowledge curriculum, Common Core Learning Standards, Math Standards, and Cook Shop program will be shared with parents. Parents will be made aware of the college and career standards that prepare our students for higher academia and varied career opportunities. Parents receive a packet which describes the curricular, summer reading list, dress code information, a supply list that will be needed in September as well as the school arrival and dismissal times. There is time allotted for questions and concerns. Parents are able to visit a Kindergarten classroom, so they have an idea of the room environment and the level of academic rigor in Kindergarten.

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.

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	129,579.00	X	Section 5A, 5B,
Title II, Part A	Federal	110,247.00	X	Section 5A, 5C
Title III, Part A	Federal	11,200.00	X	Section 5A, 5C, 5E
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,521,955.00	X	Section 5A, 5B, 5C, 5E

¹Explanation/Background:

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

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

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

- 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.

²The **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 Priority and Focus School Improvement Funding:** 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.

- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: 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 CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school'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.

1. 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 PS96Q. Therefore, PS96Q, 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 PS96Q and the families. PS96Q'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 PS96Q Leadership Team, Parent Association, and Title I Parent Advisory Council, (PAC) volunteers and welcomed members of PS96Q community. PS96Q 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 PS96Q and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for PS96Q staff to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of PS96Q community;

PS96Q '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. PS96Q 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 PS96Q . The findings of the evaluation through PS96Q surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance PS96Q 's Title I program. This information will be maintained by PS96Q .

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of PS96Q 's Parent Association, as well as parent members of PS96Q 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 PS96Q quality, PS96Q will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of PS96Q 's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of PS96Q 's Title I Parent Involvement Policy and PS96Q Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to PS96Q to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the PS96Q Parent Compact;
- support PS96Q level committees that include parents who are members of the PS96Q Leadership Team, the Parent Association and Title I Parent Advisory Council (PAC). This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between PS96Q and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend PS96Q and will work to ensure that PS96Q 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, PS96Q Annual Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting before December 1st , 2015 to advise parents of children participating in the Title I program about PS96Q '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 PS96Q 's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all PS96Q critical 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;

PS96Q will further encourage school-level parental involvement by all family events/activities including Parents Classroom visit, Parent-Teachers Conferences and throughout the year encouraging meaningful parent participating on PS 96Q Leadership Team, Parent Association and Title 111 Parent Parent Advisory Council (PAC)

g Family Day events; such as Parents Classroom visit, Readers As Leaders Parent Resource Center/Lending library; Instructional materials for parents

***hosting events to support families, grand parents and foster parents, such as men asserting leadership in education for their children including, Dad Take Your Child to School, Donuts with Dad**

***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 monthly parent newsletter and calendars designed to keep parents informed about ongoing instructional activities**

***providing lower grade students folders for regular written communication between / teacher and the home in a format and to the extent practicable in the language that parents can understand**

School-Parent Compact (SPC)

PS96Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a PS96Q Parent Compact to strengthen the connection and support of student achievement between PS96Q 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 PS96Q staff and students will share responsibility for improved academic achievement and the means by which a PS96Q parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. PS96Q 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-PS96Q relationships and improve communication by:

- conducting parent-teacher conferences four times a year during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st, 2015 for parents of students participating in the Title I program to inform them of PS96Q's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening;
- 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 PS96Q 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 PS96Q information through Engrade, Progress Reports and individual students' report cards;
- ensuring that the Parent Involvement Policy and PS96Q Parent Compact are distributed and discussed with parents each year.
- 2015-2016 Parent PS96Q Handbook available to provide parents with pertinent information about PS96Q;

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 PS96Q 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 PS96Q year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

rents in understanding academic achievement standards and assessments and how to monitor their child's progress
iding professional development opportunities (times will be scheduled so that the majority of parents can attend);

ommunicating best practices for effective communication, collaboration and partnering with all members members of
;

ental involvement activities as requested by parents;

t the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact this
it Involvement Policy;

air right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left
ent 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 PS96Q on time as well as follow the appropriate procedures to inform PS96Q when my child is absent;
- ensure that my child comes to PS96Q 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 PS96Q rules and regulations and discuss this Compact with my child;
- volunteer in PS96Q or assist from my home as time permits;

- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from PS96Q 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 PS96Q, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in PS96’s Parent Association or serve to the extent possible on advisory groups, e.g., School Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend PS96Q regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow PS96Q 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>PS 96</u>	DBN: <u>27Q96</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 checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>17</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</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: _

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

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

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

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

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

- Materials to be used will include test preparation books in reading, writing and math. Students will also

Part B: Direct Instruction Supplemental Program Information

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

Part C: Professional Development

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

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

Begin description here: _

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

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

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

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

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

Topics to be covered include :

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

-
-
-

Part D: Parental Engagement Activities

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

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

Begin description here: _____

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

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

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

Part E: Budget

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

Allocation Amount: \$0

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

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

Allocation Amount: \$0

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

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 27	Borough Queens	School Number 96
School Name PS 96		

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 Vivian Osa Eweka	Assistant Principal Brenda Felton
Coach type here	Coach
ENL (English as a New Language)/Bilingual Teacher	School Counselor Jan McDougal
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Karen Blanding
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

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	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	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]	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	310	Total number of ELLs	32	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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 #
Transitional Bilingual Education														0
Dual Language														0
Total	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					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	26	ELL Students with Disabilities	4
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	6	Long-Term (ELLs receiving service 7 or more years)	0

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

	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	
TBE										0
DL										0
ENL	26		2	6		2				0
Total	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
TOTAL	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																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* 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
TOTAL	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: _____
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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	3	4	3	2	1	1								0
Chinese														0
Russian														0
Bengali														0
Urdu	2		1		1									0
Arabic		6	2	1	2									0
Haitian														0
French														0
Korean														0
Punjabi	2					1								0
Polish														0
Albanian														0
Other														0
TOTAL	0													

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
Entering (Beginning)	3	1	1			1								0
Emerging (Low Intermediate)		2			1	1								0
Transitioning (High Intermediate)	2	3	2		2									0
Expanding (Advanced)	3	4	3	3	1									0
Commanding (Proficient)		1	6	1		2								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 <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														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		1	10	2	1	2								0

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	1				2		1		0
8									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.
 To assess the early literacy skills of our ELLs, we are currently using Fountas and Pinnell along with teacher created assessments. As a student reads from a benchmark book, the teacher is able to make notations on self-correction, meaning and structure. This information allows teachers to place the student at the developmentally appropriate instructional level and identify a student's independent reading level. The data from the running records shows that many of our ELLs are reading well below grade level, especially our students in grades k and 1. This means that the ENL teacher will be working closely with the classroom teacher to address the deficiencies in reading skills. Most of our students are good at decoding text but struggle with comprehension. Guided reading and shared reading will be used in the ESL class in order to build vocabulary and increase comprehension.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Overall, our ELL's performed very well on the NYSESLAT. Ten students who were at the Advanced level last year tested at the Commanding level on the 2015 exam. Ten students scored at the Expanding level, six students scored at the Transitional level, four scored at the Emerging level and only 3 students were at the Entering level. The students who scored at the Entering level were all new admits to our school last year and one of those students was only here for part of the year. Our NYSITELL results from Fall 2015 were as follows; 2 Entering, 2 Transitioning, 3 Expanding and 4 Commanding. Data from the NYSESLAT reveal that our students need to work on their reading and writing skills and that several of our students still need to refine their listening skills. The ESL teacher will focus on these areas during both pull-out and push-in instruction.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 We use information about Annual Measurable Achievement Objectives to help evaluate the success of our program and to see which students need targeted instruction. Results from the most recent Data Analysis and Title III AMAO 1 and 2 Status Estimator show that PS 96 is well above the targets for students making progress as well as students achieving proficiency. For AMAO 1 our target was 66.4% and the results showed that 86.2% of our students made progress. The students that did not make progress were either newcomers or SWD. Those students that did not make progress will be targeted for differentiated instruction that will help them to achieve that goal. For AMAO 2 our target was 14.3% and the actual results were that 27.59% attained proficiency. This is almost

double the target number. We will need to continue rigorous instruction in the ENL classroom to insure that our students continue to meet the targets and move towards proficiency.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

The data from the Spring 2014 exams reveals that our ELLs are performing much better in Math than ELA. Our advanced level students in grades 3-5 scored at Level 1 and 2 on the ELA, but scored 2's and 3's on the Math exam. Our students also performed well on the NYS Science exam with 3 out of 4 students scoring at level 3 or 4. The students who scored a 1 on both the Math and Science exams was a new admit to our school who arrived midway through the year. The focus for instruction for this year will be on building our ELL's vocabulary and comprehension skills so that they can achieve proficiency on the ELA and continue to perform well in math and science. All exams were taken in English so we cannot compare with the home language. Our school did not administer the periodic assessments last year, but we will administer them this year. Results from the periodic assessments will be analyzed so that we can assess each student's strengths and weaknesses and differentiate instruction according to their needs.

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](#).]

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

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

Teachers carefully consider each child's second language development in their instructional decisions. The ESL teacher communicates with each classroom teacher of ELL's to make them aware of their students level of language proficiency based on the NYSITELL or NYSESLAT. Information from the Periodic Assessments for grades 3-5 will also be shared. The level of language proficiency is considered when providing differentiated instruction so that we can meet each child's language needs. Teachers are also continually sharing information about strengths and weaknesses in various subject areas so that the ESL teacher can support the classroom teacher in helping each child meet the challenges of the Common Core.

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?

N/A

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

P.S.96 evaluates the success of our ENL Program by collecting, analyzing and using the data obtained from NYSITELL, NYSESLAT, State ELA and Math tests and other informal assessments given to English Language Learners throughout the school year. Teachers use the data to measure the effectiveness of the program. We look at results from the Periodic Assessments as well as the NYSESLAT to determine if our students are meeting AYP for ELL's. This feedback helps to guide the instruction of the ENL program and assesses the needs of students in the four modalities. Based on our evaluation, different teaching methodologies are used to create effective teaching and learning. PS 96 adheres to the units of instruction as per CR Part 154 for its English Language Learners. This target population is receiving the intended services by the ENL teacher. Evaluation is an ongoing process as we try to ensure that the program is being implemented effectively. It helps us to focus on our efforts and guide us through the areas of instruction where we need to pay closer attention.

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.
Students are initially identified to determine whether they are limited English proficient at the time of enrollment in the NYC public school system. As per CR Part 154, parents complete the Home Language Identification Survey (HLIS). This process is initially done by the Pupil Accounting Secretary along with the ESL teacher. If their home language is other than English, or the student’s native language is other than English, the ESL teacher will conduct the interview. The HLIS will determine what language the child speaks at home. Students who enroll in grade 3 and up will also be screened for SIFE status using an interview and the LENS, if needed. Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. The ESL teacher is the pedagogue who will administer the informal oral interview in English and the formal initial assessment. Translation services will be made available during the ELL identification process. Translators from the Department of Education will be called upon to assist with translation services should the need arise. There are also staff members available who can be used as translators. On completion of the informal and formal initial assessment of the HLIS, the students will be administered the New York State Identification Test for English Language Learners(NYSITELL) within ten days of enrollment in school by the ENL teacher. If the pupil scores below the state designated level of proficiency, he or she is admitted into the ENL program. Spanish LAB is administered once to Spanish speaking students to determine language dominance if they do not achieve proficiency on the NYSITELL, Students who score at the Entering or Emerging level get 360 minutes of instruction per week. Students who score at the Transitioning or Expanding level get 180 minutes of instruction per week. Students will then take the New York State English as a Second Language Achievement Test (NYSESLAT) at the end of the school year. If students score below the state designated proficiency on this test they are required to remain in the program during the next school year. Students are no longer designated as ELL's when they score at the Commanding level on the NYSESLAT but will receive 90 minutes of push-in instruction in the content area for 2 years. The ESL teacher uses the RLER to identify students for administration of the NYSITELL based on their home languages. After testing students who are entitled to receive services will also be eligible to take the NYSESLAT at the end of the school year. The students' most recent score determines eligibility for services. Students' Individual Test History (HISE) will also be used to ensure that students are not tested inappropriately. The RLAT or RNMR reports are used to determine NYSESLAT and NYSITELL levels. The RLAT, RMSR and RNMR reports will be analyzed. These reports focus on a breakdown of the NYSESLAT scores in the four modalities of listening, speaking, reading and writing. Based on the results, teachers will determine where students' deficiencies lie and plan interventions to address the deficiencies identified.
2. 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).
Although we do not currently have any SIFE students at PS 96, students are evaluated at admission to see if they meet the criteria. If a student enters our school in grades 3-5 and scores at the Entering or Emerging level we will then evaluate them for possible SIFE status. We interview the parents and the child and if we think a child may be SIFE we will administer the oral questionnaire. If we determine that there is a gap of two or more years we will administer the LENS before placing the student in a class.
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).
Newly enrolled students who have IEPs and a Home Language that is other than English will be discussed by the Language Proficiency Team which will include the ESL teacher, the Assistant Principal, a member of the SBST, and the parent of the student. If an interpreter is needed, one will be provided for the parent. Each newly enrolled student with an IEP will require a review to determine whether the student's disability is the determining factor in affecting whether the student can demonstrate proficiency in English. The team will review evidence of the students English language development and make a recommendation to the principal as to whether or not the students should take the NYSITELL. If the principal agrees that the student should not take the NYSITELL, then the principal will notify the superintendent as well as the parents. If not, the student will take the NYSITELL. Parents will be notified of the final decision within 3 days.
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 ENL teacher is responsible for distributing both entitlement, continued entitlement and non-entitlement parent notification letters. Once the NYSITELL is scanned and the score is determined, a letter is sent home to the parents in both English and the native language informing them of the results and inviting them to attend a parent orientation session if their child is entitled to receive services. These letters are sent home within 5 days of scanning in order to insure compliance. Copies of all letters sent home are kept on file at the school.
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).

Once a child is identified as an ELL, the parent receives a letter inviting them to a parent orientation. This letter also informs the parent that they can request a review of their child's ELL status if they contact the ESL teacher within 45 days of enrollment. This issue will also be addressed at the parent orientation meeting and parents will be told that they can appeal their child's ELL status if they feel that their child has been mistakenly identified as an ELL. Parents will be informed that they will need to put the request in writing and that the re-identification process will be completed within 10 school days.

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.

Parents of newly enrolled ENL students are invited to attend a Parent Orientation session which is mandated by the NYC Department of Education. Letters are sent home to inform the parents and phone calls are made by the Parent Coordinator inviting parents to attend. This session is conducted by the school's ENL teacher in collaboration with the Parent Coordinator and administration within ten days after school has started in September. Parents view a video from the Department of Education in which all three programs (Transitional Bilingual Education (TBE), Dual Language (DL), and Free Standing English as a New Language (ENL)) are presented and fully explained to them in their native language. After the video is shown the ENL teacher presents information about ELL identification and placement, the 3 program choices, assessments for ELL's, Common Core standards, and requirements for exiting the program. Parents are also afforded the opportunity to ask questions. Bilingual classes are formed when there are 15 or more students on two contiguous grades. If there are not enough students to form a bilingual class, students can opt to go to another school in the district or stay in the ENL program at that school. If the school does not have a bilingual program in the native language of the student, parents are to be informed where such a program exists. If parents do not select a program the student is automatically placed in a bilingual program or an ENL class. Parents who had previously chosen a TBE/DL program and they were not available at that time will be notified as soon as it comes available based on enrollment or if there are other schools in the district opening that program. The school keeps a record and notifies parents as soon as the program becomes available. In addition, the orientation focuses on the state standards, assessments, school expectations and general program requirements. Support staff will be present to assist parents who may still be having difficulty understanding the programs. Parents are also provided with materials about the three programs in their home languages. School staff will be used to translate when needed and the Translation and Interpretation unit will be contacted by phone if a parent requires translation in a language the staff members do not speak. At the end of the orientation session, parents complete the Parent Survey and Selection forms. Parents who do not attend the initial orientation session will be called to make appointments for a one on one conference with the ENL teacher to complete the forms. This procedure is repeated until all parents attend and understand the program choices available to them and make their choices. In addition, the teacher corresponds with parents via the telephone and at Parent-Teacher Conferences. The ESL teacher creates a program that ensures English Language Learners receive the mandated number of instructional minutes as per CR Part 154.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

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

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The ENL teacher maintains a list of forms sent out and returned along with copies of everything. If a survey form is not returned, another one is sent home and the ENL teacher will call the parent and invite them in for a meeting. Additional letters and surveys will be sent home and either the ENL teacher or parent coordinator will keep trying to contact the parents. Every effort is made in order to have the survey forms filled out and returned.

9. Describe how your school ensures that placement parent notification letters are distributed.

Parent notification letters are sent out at the beginning of the school year after a student has been tested and throughout the year when new students are admitted. Letters are sent home with the child in both English and the native language and copies are kept in a binder at the school.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Documentation for each child is kept in the students cum folder and also in a binder that is maintained by the ENL teacher. Copies are kept of all HLIS, entitlement and non-entitlement letters, parent survey and selection forms and all other important documents.

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.

The ELL students at PS 96 take the NYSESLAT test every Spring during the testing period set by New York State. The dates of the NYSESLAT administration are noted on a school calendar that goes home with each student and parents of ELL's are also informed of the testing dates in a letter written by the ENL teacher. If students are absent on the day that a certain section is given, they are given every opportunity to make up that section when they return to school. If a student is absent for several days, we will contact the home and make sure that they return to school in time to complete the exam. We always ensure that our students take all four sections of the NYSESLAT.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued entitlement letters and transitional support parent notification letters are distributed in September once the results of the NYSESLAT are available. Letters are sent home with each student and are given in both English and the native language. Copies of all letters are maintained in a binder at the school.

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).

The ENL program continues to be the program requested by the parents based on their responses. Parents want their children to be taught in English. Parents are also aware that due to our small numbers, we currently only offer the ENL program at P.S.96. All of the parents (100%) identify the ENL program as their first choice since they want their children to be taught in English only. The program we offer is currently aligned with parents' requests. All parent survey and selection forms are kept on file so that we can continually monitor parent choice and continue to meet the needs of our ELL's. Should the trend in population and parent requests change, we will re-evaluate our program to see if a bilingual class is needed in the future.

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.

Our ELL students are grouped heterogeneously by grade level for their pull-out instruction, with no more than 2 grades together. Push-in instruction is done on each grade level, with the exception being grades 4/5, who are grouped together due to the small number of students. During this time the ENL teacher will be working alongside the classroom teacher during content area instruction. Students at the Entering and Emerging levels will receive 180 minutes of standalone ENL and 180 minutes of integrated ENL. Students who are at the Transitioning level will receive 90 minutes of integrated ENL and 90 minutes of either standalone ENL or more integrated ENL. Students at the Expanding level will receive 180 minutes of integrated ENL and students who are commanding will receive 90 minutes of integrated ENL.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A:
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)?

All students are receiving their mandated instructional time each week from the ESL teacher. Our Entering and Emerging level students receive 360 total minutes of ENL instruction, our Transitioning and Expanding students receive 180 total minutes of ENL instruction and our Commanding students receive 90 minutes of instruction. All instruction is in compliance with the CR Part 154 requirements for English as a New Language. Students will receive the required minutes of both standalone ENL and integrated ENL based on their proficiency level. The proficiency level of each ELL is communicated with the classroom teacher so that differentiated instruction can be provided based on individual needs. Native language support is provided through the use of bilingual glossaries and dictionaries, bilingual flashcards, trade books in the native language, peer tutoring and placement in a class with a teacher or student who speaks the child's native language(if possible). Several of our bilingual staff members provide additional support and individual assistance to students who are newcomers.

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.

Our ESL program provides both literacy and content area instruction. Data from interim assessments, running records, performance tasks, baseline assessments, individual student conferences and monthly assessments in math and ELA are used to drive instruction. Literacy instruction is provided each day through the use of read alouds, shared reading, guided reading, shared writing and individual writing. Grade level content instruction in Social Studies, Science and Math is also provided during integrated ENL instruction. The ESL teacher uses math manipulatives, posters, maps, pictures, graphic organizers, trade books, big books, realia, picture dictionaries and multi media support in order to make the content more comprehensible.

Academic rigor and consistency are the keys to our student's success. The ESL teacher works closely with the classroom teachers in order to align the ESL instruction with content area instruction in each grade. Scaffolding strategies such as pre-teaching vocabulary, using prior knowledge, modeling, and contextualization are woven throughout each lesson. Instruction is designed to address the needs of learners at each proficiency level so that language and cognitive skills are developed through content topics and themes. All content area instruction is aligned with the Common Core Standards in ELA and Math and the New York State Standards in Science and Social Studies. The ESL teacher and content area teachers use formal and informal assessments to determine movement toward content standards.

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

PS 96Q ensures that ELLs are appropriately evaluated in their native language by providing translated versions of standardized tests in both math and science where applicable. Students also have access to glossaries in their first language and bilingual dictionaries and multi-cultural books to enhance their language acquisition.

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

Students in all grades are evaluated throughout the year in all four modalities of English acquisition in several different ways. All of our ELLs are evaluated through performance tasks, baseline assessments, running records, individual student conferences and their class participation. Formative assessments in reading, writing, listening and speaking are given throughout the year in order to determine student's strengths and weaknesses.

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

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

6b. Students who have been in school for less than three years are given intensive instruction in phonics and phonemic awareness. PS96 uses the Core Knowledge Curriculum in grades Kg. - Grade 1 and our ELLs participate in that rigorous program. Students in Grades 2 - 5 will use the Ready - Gen reading program. They are also given many opportunities to develop their listening and speaking skills. They are exposed to guided reading and writing lessons and participate in all class and school wide activities. They are immersed in reading and teachers also adhere to academic rigor in all areas. P.S.96 uses a Core Knowledge Curriculum. Therefore students are exposed to explicit content areas that develop their academic language. Instruction will be differentiated to meet the needs of students. English Language Learners will receive instruction as mandated by CR Part 154. In addition, students will participate in academic intervention services (AIS), SETTS and after school programs where deemed necessary. Students reaching proficiency on the NYSESLAT will continue to be given testing accommodations for two consecutive years. Students at the beginning of proficiency level will participate in a computer based program, Imagine Learning, for at least 25 minutes every day.

6c. Students who are in the program for four to six years will be identified based on the RLER. These students are referred to the Pupil Personnel Team (PPT). Students are then tested should the need arise and placed in SETTS classes and/or given

additional academic intervention services (AIS). Title III funds will be used to form after school classes in which these students will participate focusing on identified educational deficiencies in Literacy and math. All service providers are qualified in their subject areas. The ESL teacher collaborates with classroom teachers and related service providers in order to plan instruction to meet the academic needs of students. The mode of delivery of service will be either push - in or pull -out model.

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

6e. Former ELLs will continue to receive testing accommodations for up to two years after becoming proficient on the NYSESLAT. They will also now receive 90 minutes per week of ENL instruction in the content area. They will also participate in all After - School, Early Bird, Saturday programs and Extended Day classes when made available.

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.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with

the parent/guardian believes that the student may have been adversely affected by the determination, the principal provide

additional support services to the student as defined in CR Part 154-2.3(i) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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?

English learners who have been identified as having special needs will receive instruction based on their IEPs. They will also receive push in/pull out services by the SETTS teacher and speech and language services where identified. The teacher will use ESL methodologies. IEP's will be reviewed and based on the findings, scaffolded instruction will be provided through the use of varied graphic organizers, differentiated instruction, and visuals, taking into account the students learning styles. Students will have access to word walls, picture dictionaries, flash cards, a photo library, the internet and other tools that are available to provide extra support when needed. Students will also participate in the Imagine Learning computer-based program which is individualized to suit students' academic needs and would accelerate their English Language development

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?

Our school provides every opportunity to enable our ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment. 2 of our ELL-SWD's are in an ICT class and two are currently in a self-contained class.

These students are integrated with other English language learners during the ENL period. They interact with the general education population at lunch, during assembly programs and in school -wide activities. In addition they participate in the health and physical education classes with the rest of the school's population. Students are given differentiated instruction that will meet their needs and help them achieve their IEP goals.

Chart

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*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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(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. 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.

Chart

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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

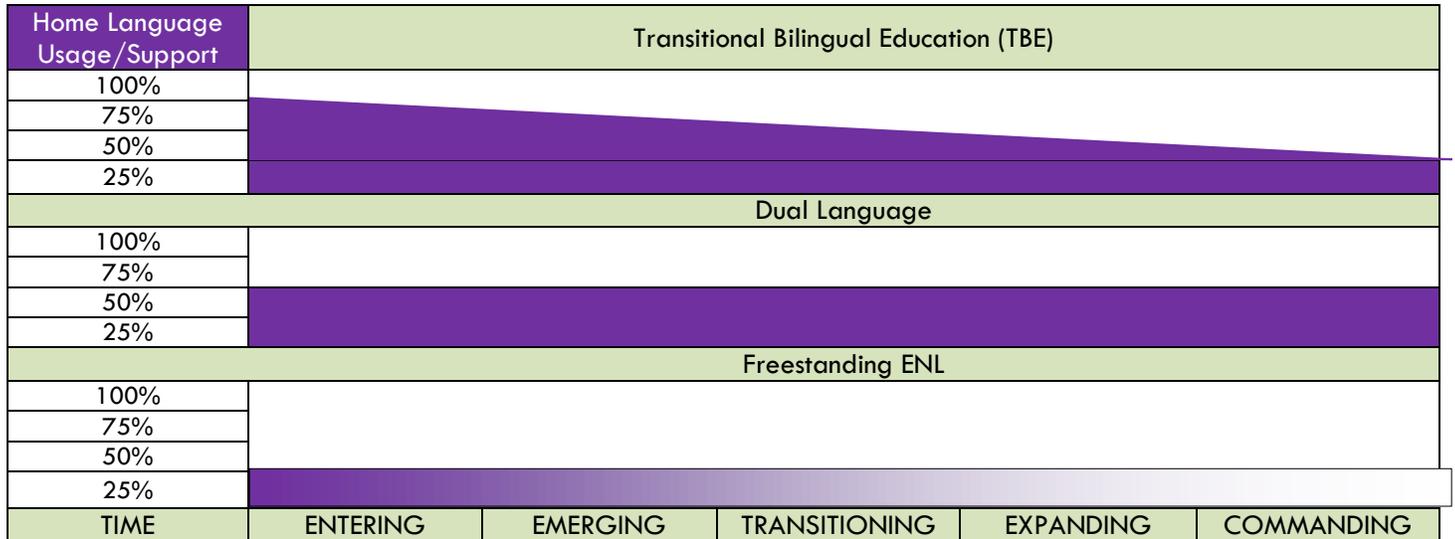


*Note “other approved services” does not apply to New York City at this time.

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. English learners participate fully in all intervention programs. They receive the required hours of instruction based on their proficiency level as per CR Part 154. In addition, students with IEPs receive instruction from the SETTS teacher and other students receive instruction in Math and ELA from the AIS teachers. They also participate in After-School programs. Using the assessments available the teacher focuses on the students' academic deficiencies and plans lessons to improve those areas. All instruction is given in English but teachers take into account the students' first languages and utilize them where necessary. Some English Language Learners receive speech and language services a minimum of twice per week of thirty minutes duration in a small group setting. Our lowest performing first graders will participate in the Reading Rescue program which is a short term intervention for students having extreme difficulty with early reading and writing. Our Reading Rescue teacher works with selected students in daily 30 minute lessons lasting 12-20 weeks. After a full series of lessons, 75% of these students will reach grade level. Students who score at the Commanding level on the NYSESLAT continue to receive testing accommodations for two years and will also receive 90 minutes a week of integrated ENL instruction. Our current and former ELL's are also invited to take part in our Saturday Academy for grades 2-5. This program focuses on helping students achieve proficiency in English and also improve their math skills. They will be provided with instruction in listening, speaking, reading and writing and will be exposed to scaffolding strategies that will enhance acquisition of language and mastery of math. Our K-2 students are invited to join our afterschool science club for ELLs that provides hands on experience in science while building language skills. An After School Science program for students in grade 4 is conducted between January and May in order to prepare our students for the NY state Science exam. All ELLs are included in this program that is held for two days per week. Students are placed in small groups or flexible cooperative learning groups as the need arises. Instruction is differentiated using scaffolding strategies.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
PS96 prepares English language learners in the four modalities of listening, speaking, reading and writing by exposing them to rigorous content and language activities. This school uses the Core Knowledge curriculum in Grades K and 1 and the ReadyGen reading program in Grades 2-5. The ESL teacher works collaboratively with teachers who have English learners in their rooms to identify strengths and weaknesses and use data derived from formative and summative assessments to drive instruction. The ESL teacher uses ESL methodologies to reinforce skills and strategies taught so that students can acquire the academic language they need in order to be successful when taking state examinations. Students who struggle to read the complex text levels demanded by the Common Core State Standards will be exposed to scaffolding strategies and differentiation of instruction and assessments. Lessons will be taught explicitly and continuously modeled by the teacher. Students are encouraged to use their cultural and literary experiences in order to make connections and increase their success when reading texts in succeeding grades.
12. What new programs or improvements will be considered for the upcoming school year?
For the 2015-16 school year we will be using the I-Ready website schoolwide. I-Ready provides data-driven insight that will allow teachers to determine how to focus their instructional time to ensure that students are on track to meet the rigorous expectations of the Common Core. Students take diagnostic exams online in both math and reading that generate reports that help teachers understand what each student can do and next steps to inform instruction. The program provides on-line lessons that are differentiated according to each child's needs and provides on-going assessment and feedback to the teacher.
13. What programs/services for ELLs will be discontinued and why?
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
English Language Learners are afforded equal access to all school programs. They are invited to participate in our Sports and Art After School program and attend all trips, schoolwide assemblies and special events. Students are also offered the opportunity to participate in our ELL Saturday Academy for grades 2-5, our after school ESL club for grades K-2 and any other after school programs that might be available. All notices for programs are sent home in the student's native language and in English. Our goal is to improve the language acquisition skills and the academic language of our 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.
P.S.96 uses a variety of instructional materials to enhance students' academic language development and acquisition. Raz-Kids is an online guided reading program with interactive e-books, downloadable books and reading quizzes. It provides online running records that let teachers digitally assess each student. Students can listen to books for modeled fluency, read books on their own and even record themselves reading to practice fluency. This program can be used at school and at home.
- Treasure Chest – Macmillan/McGraw Hill. Kindergarten and grades 1 and 2 use this research-based Reading/ Language Arts program. It uses effective phonemic awareness instruction and extends their understanding of narrative and informational text.
 - Handprints – An Early Reading Program which focuses on phonics and phonemic awareness. Phonics and Phonemic Awareness – by McGraw Hill. Month by Month Phonics is also used to supplement other phonics programs when necessary.
 - Leveled books on tapes – New Heights – Building Fluency and Comprehension audio books. This fosters reading fluency,

comprehension and vocabulary development. Students read independently using books matched to their instructional level. •Lending Libraries – students read fiction and nonfiction books which are leveled and grade appropriate (Fountas and Pinnell) •Content area books – P.S.96 uses the Core Knowledge Curriculum which facilitates differentiated instruction and small group instruction. It exposes ELLs to a wide range of visual and text features that support their acquisition of language and is knowledge based. Students read books on tape matched to their instructional levels using headphones. Students confer with teachers before and after readings.

•Getting Ready for the NYSESLAT and Beyond – Attanansio & Associates. This book prepares students for the NYSESLAT focusing on the four modalities of listening, speaking, reading and writing. Empire State NYSESLAT - Continental Press - Preparation for NYSESLAT also focuses on test preparation. • A variety of test preparation books are used to prepare students for ELA and Math State tests.

• Audio books – Leap Pad Library – Leap Frog School House help students develop their listening and speaking skills. • Picture dictionaries in Spanish and Math and Science glossaries are available for student use. Bilingual dictionaries in Arabic, Punjabi, Haitian Creole and Spanish are available. • Books and CD Sets , games and puzzles are used to encompass different learning styles and multiple intelligences.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

ENL students have the opportunity to use bilingual glossaries and dictionaries where appropriate during instruction. They are also entitled to use bilingual glossaries and translated text in Math and Science during state exams. Students are encouraged to use supplemental materials beneficial to them especially if they demonstrate mastery in their first language. Students can also borrow books in their native language where available. Bilingual dictionary have been purchased in Spanish, Arabic, Punjabi and Haitian Creole and are available to students.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All required services support our ELLs based on age, grade and proficiency level. Students are grouped together to best meet their needs and differentiation is used so that each child can achieve the state-designated level of English proficiency for their grade. Resources are carefully chosen based on the needs of each individual, taking into account their age and grade level. Leveled libraries are utilized, and audio books are used related to grade and proficiency levels. Bilingual glossaries, dictionaries and bilingual books are available to students. Relevant services are provided to support our students.

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).

Newcomers are tested and placed using the NYSITELL within ten days of registration. They are identified as being at the Entering, Emerging, Transitioning, Expanding or Commanding level. Students are placed in general education classes but get the ESL instruction they need as per CR Part 154 requirements using a push-in or pull-out model. Currently PS96 does not provide services or activities to assist newly enrolled English Language Learners before the beginning of the school year. When students enroll throughout the year they are placed in a class with a student who speaks their language, when possible. They are also paired with a buddy in the classroom to help them adjust to the routines and procedures.

19. What language electives are offered to ELLs?

PS 96 does not offer any language electives. All instruction is given in English.

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)?

N/A

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.)

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

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

Some other topics that are important for ELLs and SWD's include: a. Activating Prior Knowledge b. Developing Academic Vocabulary c. Comprehension Monitoring d. Scaffolding Techniques e. Generating Questions (DOK)

Social Studies and Science instruction is incorporated into our balanced literacy framework with a focus on developing academic language and comprehension monitoring. The ReadyGen reading program is used in grades 2-5 and many of the reading passages are based on social studies and science topics (nonfiction).

Math topics include: a. Curriculum mapping - unit planning b. Examination of math online programs c. Differentiation in math for ELLs. d. Performance based assessments e. Alignment of mathematical practices to standards
2. 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?

The ENL teacher attends all professional development at the school level every Monday and Tuesday afternoon, as well as full day staff development as scheduled and also the district-wide meetings for all teachers of ELLs. During these meetings issues related to supporting ELLs as they engage in the Common Core Learning Standards are addressed and teachers collaborate and share successful strategies for providing ways to help our students meet the standards. The ENL teacher will also attend city wide staff development sessions that pertain to ELL issues.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The guidance counselor focuses on the transition process from elementary to middle school. Workshops will be conducted for parents focusing on the middle school application process for various schools. Parents of ELL's will be invited to these meetings and notices will be sent home in the native language when necessary.
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 is scheduled by administration for the entire school year. A portion of all the professional development includes ELL training for staff in using ESL methodologies and strategies to use with English Language Learners. A minimum of 15% of the required professional development hours for all teachers will be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELL's. For the ENL teacher, a minimum of 50% of PD will be dedicated to those topics. During Circular 6 (45 minutes) which is held once per week, teachers are also exposed to ESL methodologies to be used with the English Language Learners in their classrooms. Teachers will document their time as they use a Sign-In sheet which would determine the number of minutes and the topics covered. These sign in sheets would be kept by Administration as evidence of participation. Some of the topics for ESL professional development include:

 1. Successful Strategies for English Language Learners a. Using the Workshop Model b. Scaffolding Instruction c. Questioning techniques for English Language Learners d. Developing Academic Language Vocabulary
 2. Differentiated Instruction Modules 1 through 5 a. Introduction to Differentiation b. Assessment c. Strategies/Materials/Activities d. Tiering and Curriculum Compacting e. Managing DI classroom

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?

In addition to the mandated parent orientation meeting and scheduled parent -teacher conferences, parents will be invited to attend an individual meeting once a year to discuss goals of the program, progress in language acquisition, assessment results and the students individual language development needs in the content area. A letter will be sent home to the parent of each ELL asking that they make an appointment to meet with the teacher at a convenient time so that each child's needs can be addressed. Letters will be sent home in both English and the native language when necessary and phone calls will be made to those parents who do not respond. We will use on-staff translation whenever possible and will utilize the services of the Translation and Interpretation Unit by phone if needed.

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.

Parents will be asked to sign in for each meeting and the ENL teacher will keep notes regarding the areas that were discussed. Letters sent home will be copied and kept on file at the school and any phone calls made will be documented as well.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents at P.S.96Q are involved in many school activities. They assist at morning line up, taking students to classes when they are late and collecting attendance scan sheets. In addition, they assist teachers in all grades, organizing folders, leveling books and other classroom activities. These parents have had training with Learning Leaders. All activities include parents of ELLs. The Parent Association coordinates taking of school pictures, other fund raising activities and plan future events with the parent coordinator. Five parents are members of the school leadership team. Parents participate in monthly workshops that focus on different topics that are relevant to their needs. Our ELL parents also attend an after school program designed to help them learn English. This program provides instruction in literacy, math and life skills that will allow them to improve their communication skills and help their children with their schoolwork.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school participates in the CookShop program which is the core nutrition program of the Food Bank for NYC. It gives families the knowledge and tools to adopt and enjoy a healthy diet and active lifestyle on a limited budget. It provides hands-on workshops for students and parents that teach nutrition and physical activity information as well as cooking skills. We also participate in the Studio In a School program which brings a professional artist into the school to lead classes in drawing, printmaking, painting and sculpting and to work with teachers to link art with other academic subjects. Parents participate in workshops with their children and are invited to view their child's finished artwork at a school-wide art show at the end of the year. The Sports and Arts in School Foundation provides our after-school program that all students are invited to participate in. The program provides homework help, art instruction and a physical activity program that supports skill development. The program is developed in conjunction with the identified needs of the school community based on input from the staff and parents. Parents are invited to visit the program quarterly during the Lights on Afterschool celebration which showcases what the students have been doing and learning in the program.
5. How do you evaluate the needs of the parents? The Parent Coordinator conferences with parents on a daily basis identifying their specific needs and addressing their concerns. In addition, parents complete surveys, questionnaires and submit inquiries and concerns in a suggestion box which is placed in a strategic location in the building. The Parent Coordinator assists parents with their concerns about their children and other family members. She is the liaison between staff, administration and parents. She coordinates parent workshops, school events and assists the Parent Association with training, meetings, information and materials. She assists the ESL teacher with Parent Orientation sessions mandated by the Department of Education.
6. How do your parental involvement activities address the needs of the parents? The biggest need for our ELL parents is acquiring English language skills. An ESL After School program for parents (21 and over) will take place twice per week from 5:00pm-6:30pm. A tentative date for the beginning of these classes would be the first week of January. In order to recruit parents for these programs, letters are sent out in English and in the parents first language. Parents are also invited to workshops given at the school by the parent coordinator.

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.

School Name: _

School DBN: 27Q96

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)
Vivian Eweka	Principal		10/16/15
Brenda Felton	Assistant Principal		10/16/15
Karen Blanding	Parent Coordinator		10/16/15
Jill Cagan	ENL/Bilingual Teacher		10/16/15
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Jan McDougal	School Counselor		10/16/15
	Superintendent		
	Borough Field Support Center Staff Member _____		
	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: **27Q96** School Name: **PS 96Q**
Superintendent: **Mary Barton**

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) 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.

In order to assess the language preferences for both written and oral communication of our parents we examined Part III of our Home Language Identification Surveys, reviewed our emergency cards and surveyed our teachers. We also spoke with several parents, our Parent Coordinator and our bilingual staff members in order to determine what types of services were necessary so that all of our parents can receive information in a language they can understand. Finally, we ran the RAPL report in order to confirm our findings. While most of our parents speak English, we do have a few parents who requested information from the school in Spanish, Punjabi, Arabic and Urdu. About 6% indicated Arabic as their preferred language, 5% indicated Spanish and 1.3% indicated either Urdu or Punjabi.

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.

Based on our research, we have determined that we will require both written translation and oral interpretation in the 4 languages represented in our school. These languages are Arabic, Spanish, Punjabi, and Urdu. Our ESL parents were informed of these findings during our parent orientation meeting and at individual meetings with the ESL teacher.

Part B: Creating a Communications Calendar

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.)

We need to translate PTA meeting notices, calendars, after-school program information, parent newsletters, open school week invitations, parent/teacher conference notes, half-day notices and written notices from teachers. We will also provide translated information about New York State testing dates, grade level curriculum, and information about our school events.

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.

Our school had a meet the teacher night on 9/17 and will have parent-teacher conferences on 11/5, 3/3 and 5/12. Parents are also invited to workshops with our parent coordinator as well as PTA meetings and all school functions such as Student of the Month celebrations, class plays, class trips, open school week classroom visits, our annual health fair, dance festival, year end art show and other school wide events.

Part C: Providing Language Assistance Services

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.

All documents that need to be translated will be prepared well in advance so that we can ensure their timely delivery to the parents. We will translate our documents in-house using our bilingual staff members, as well as parent volunteers when needed. We will also utilize the services of the Translation and Interpretation Unit when necessary. This will allow our parents greater access to information about important events in our school.

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.

We will provide oral translation as needed for student admissions, ELL parent orientations, parent workshops, PTA meetings and parent-teacher conferences. These services will be provided by school staff and parent volunteers. If necessary, we will also contact the Translation and Interpretation Office and use the over-the-phone interpreters. By providing these services, we hope to increase parent participation in our school.

Part D: Training Staff on Policies and Procedures

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.)

All school staff will be provided training regarding translation and interpretation services during professional development workshops. The ENL teacher will provide information regarding the Language Identification Guide, the T&I brochure, and the Language Palm Card. All staff members will be given information regarding their responsibility to facilitate the provision of language access services to our ELL parents. Staff member will be given the phone number for over the phone translation services and will be shown how to request written translation when needed.

Part E: Providing Notice of Language Assistance Services

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

In order to fulfill Section VII of Chancellor's Regulations A-663 we will provide written notification of parents rights regarding translation and interpretation services in the appropriate languages. We will include how to obtain these services in our school and what services are available. Parents will also be directed to the DOE website to receive further information about their rights.

Part F: Monitoring and Quality Control

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

Our school will gather feedback from our parents regarding the quality and availability of our translation and interpretation services by providing parent surveys and using our bilingual staff members. Parents will be asked if they were satisfied with the service provided and how we can improve in the future.