

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**11X096**

**School Name:**

**P.S. 096 RICHARD RODGERS**

**Principal:**

**MARTA GARCIA**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The Richard Rodgers School School Number (DBN): 11X096  
Grades Served: Kindergarten- Grades 5  
School Address: 2385 Olinville Avenue Bronx, New York 10467  
Phone Number: 718-652-4959 Fax: 718-231-2889  
School Contact Person: Marta Garcia Email Address: Mgarcia4@schools.nyc.gov  
Principal: Marta Garcia  
UFT Chapter Leader: Amy Gardner/Patty Caetano  
Parents' Association President: Jacqueline Peterson  
SLT Chairperson: Marta Garcia  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Jacqueline Peterson  
Student Representative(s):

**District Information**

District: 11 Superintendent: Meisha Ross Porter  
1250 Arnow Avenue  
Superintendent's Office Address: Bronx, New York 10469  
Superintendent's Email Address: @schools.nyc.gov  
Phone Number: 718-5192620 Fax: 718-5192626

**Borough Field Support Center (BFSC)**

BFSC: Bronx Boro Field Office Director: Jose Ruiz  
Director's Office Address: 1230 Zerega Avenue Bronx, New York 10462  
Director's Email Address: JRuiz2@schools.nyc.gov  
Phone Number: 741-8895 Fax: 828-7776

## 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)
Marta Garcia	*Principal or Designee	
Amy Gardner	*UFT Chapter Leader or Designee	
Jacqueline Peterson	*PA/PTA President or Designated Co-President	
Laura DiMuro	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Angela Lee	Member/ Parent	
Evelyn Martinez	Member/ Parent	
Kim Reyes	Member/Parent	
Sandra Ycaza	Member/Parent	
Kristin Warren	Member/Teacher	
Rosanna Vallario Rubino	Member/ Teacher	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> 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.

Public School 96, The Richard Rodgers School, is located in the Northeast section of the Bronx. Our school services an ethnically diverse population of students from Kindergarten through Grades 5. Our current enrollment is 987 general education and special education students. Our student demographics are 5% Asian, 21% Black, 62% Hispanic and 10% White. English Language Learners make up 9% of our population and we have 19% students with special needs.

We strive for our students to come to school every day. The average student attendance at P.S. 96 is 92%. We recognize our students' good attendance every year by awarding certificates and pins at a special assembly celebration.

Our students' good attendance has a positive impact on their learning and builds their self-esteem.

Our school is committed to provide students with meaningful learning through standard based and data driven instruction. The school's mission statement's theme is RESPECT:- **R**eaching **E**very **S**tudent's **P**otential for **E**xcellence To **C**reate a Better **T**omorrow. P.S. 96 goals are to have students: read every day to build a love of reading, be exposed to various genres, write daily, solve word problems and explain their reasoning, be exposed to the world of technology, develop excellent work habits, build their self-esteem and promote respect for all and acceptance of others.

We have partnerships with the Leadership Program, Stella Adler and NIDC as part of the 21<sup>st</sup> CCLC Grant. These community based organization provides our community (students, staff and parents) with in school as well as after schools programs. The programs provide our students with academic intervention, violence prevention, dance, chorus, sports and theater enrichment. They provide our staff with professional development workshops. In addition, our parents participate in enrichment activities and workshops to support their children.

We have 1-2 Integrated Collaborative Teaching classes on each grade in order to better serve our students with special disabilities. Therefore, the number of self-contained classes has decreased in the last three years. The use of ICT classes has exposed our special education students to needed additional academic stimulation and socialization.

Looking at the Framework for Great Schools, one of our many successes has been to maintain a positive and supportive learning environment. Through our daily reciting of our school's pledge and our various school wide celebrations-Books Come Alive, Reading Your Hearts Out, Get Caught Reading, 96<sup>th</sup> Day of School Celebration and Dr. Seuss Day, along with individual class celebrations in writing, our school has come together as a family to celebrate our positive learning environment. We continue to be committed to successful classrooms and effective teachers by using the Danielson Framework for Teaching in evaluating and analyzing observation data and providing teachers with feedback to enhance their professional growth and pedagogical skills. Our collaboration has expanded to inquiry teams on each grade level. Each team has just completed another successful year. Based on assessment data and the needs of students in their classes, each inquiry team, meet weekly, addressed the needs of the grade and developed lessons which would re-teach and provide more support for every child in their class. By meeting weekly, the lessons were created and then presented. Teachers then analyzed the lessons, revisited them based on informal observations and formal assessments. The goal of the inquiry was for students to obtain 80% mastery. This year long inquiry has provided teachers with challenges, as well as an informative, hands on, learning experience. We will continue with the work of our inquiry teams to help our students' achieve mastery. Collaboration amongst teachers and support staff has helped meet our CEP goals. By listening to teachers and collaborating with support personnel, such as literacy and math teams, the numbers of level 1 students in math has decreased according to preliminary NYS results. In continuing to build an even stronger Family-Community tie, we added two school wide Family Nights events. Each family night event was organized with collaboration amongst cluster teachers and out of the room personnel. For Family Night parents and students were

invited to come back to school and have fun learning. Families came into the school and were given a menu of activities, such as, learning how to make silly putty in the science lab, becoming more physically fit through movement in the gym, making trail mix using measurement and math tools in the math lab, and creating art projects. Each child was also given a “goodie bag” to take home to commemorate the evening. Participation was high and parents enjoyed the opportunity to bring their child back to school for a “fun learning event”.

For the 2015-2016 school year, our key areas of focus will be student outcomes and stronger family-community ties. By analyzing student work, enhancing our curriculum and collaborating across the grades, we will strive to enhance student learning creating confident readers and independent thinkers. In addition, we will concentrate on grade 2 to prepare them for the academic challenges they will encounter in the upper grades. To develop stronger family ties, we will enhance the Tuesday Parent Engagement Time by providing families with a variety of workshops. These workshops will be designed to help parents be supportive in their children’s learning.

## 11X096 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	986	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	70.5%	% Attendance Rate		91.5%
% Free Lunch	71.1%	% Reduced Lunch		3.3%
% Limited English Proficient	9.1%	% Students with Disabilities		19.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		21.3%
% Hispanic or Latino	62.4%	% Asian or Native Hawaiian/Pacific Islander		5.4%
% White	10.0%	% Multi-Racial		0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	12.18	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		13.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		9.47
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	22.0%	Mathematics Performance at levels 3 & 4		39.1%
Science Performance at levels 3 & 4 (4th Grade)	86.8%	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				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
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	YES	Asian or Native Hawaiian/Other Pacific Islander		NO
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
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.

One of the Six Elements of The Framework for Great Schools is focused on rigorous instruction. Rigorous instruction in school needs to be customized, inclusive, motivating and aligned to the Common Core. Standards need to be high for all students and they must be actively engaged in intellectually stimulating activities. Based on the 2013-2014 Quality Review, our school received a proficient rating in indicator 1.1 Interesting and Challenging curriculum and 1.2 Effective teaching and learning. 39% of our students scored a level 3 or 4 in Math and 22% scored a level 3 or 4 in ELA. We exceeded meeting our target in student progress but know that our work is not complete. We are striving to improve our ELA curriculum by embedding more writing into the existing Expeditionary Learning Program, mandate more independent reading into the daily flow of the day for all students and introduce a more rigorous ELA program for Grades 1-2, making the ELA program more consistent across the grades. We have made shifts in math and literacy, but our literacy curriculum stills needs to be improved.

#### Strengths:

Teachers are knowledgeable with the Go Math program and its structure

Teachers get to know their students well by looking at data in order to drive instruction and meet the needs of their students

Collaboration amongst teachers on the grade and Coaches

Lessons are coherent with structure and aligned to the CCLS

Use of Mid chapter and end of Chapter assessments in Math to drive instruction

Use of zero period personnel during guided reading to provide additional support to at-risk students

Use of Expeditionary Learning Program in Grades 3-5, providing consistency across the grades

Promoting classroom discussion amongst students in order for students to articulate understanding and provide teachers with feedback to assess their comprehension

#### Needs:

Embedding independent reading in all grades

Embedding additional writing lessons into the already existing writing program Kgn-Grade 5

An additional period of guided reading for grade 2

Our priority is to enhance our existing reading and writing periods to better prepare our students to become more proficient readers and writers.

## 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 there will be a decrease of level 1 students by 5%, in Grades 3-5, based on the NYS ELA assessment.

## Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>After school program, ELA/Math, will be offered to all level 2 students, program will be 2-3 days per week, starting late September 2015 until May 2016.</p>	<p>Level 2 students in grades 2-4</p>	<p>September 2015-May 2016</p>	<p>Assistant Principal and per session teachers</p>
<p>In Grades Kgn-5 teachers will collaborate creating unit plans which include the CCLS standards addressing additional writing lessons which enhance and adjust the existing reading/writing programs.</p> <p>Self-contained teachers and Ells teachers will continue to work collaboratively with the general education teachers to modify the curriculum to meet the needs of their students.</p>	<p>Grades Kgn-5</p>	<p>September-June</p>	<p>Literacy Coach and teachers</p>
<p>More small group instruction (guided reading) will be implemented throughout the week, allowing more time for independent reading.</p>	<p>Grades Kgn.-5 students</p>	<p>September - June</p>	<p>Teachers Kgn-5</p>
<p>Each grade 2 class will have an additional staff member during small group instruction in order to give additional support to struggling students.</p>	<p>Grade 2 students</p>	<p>September-June</p>	<p>Grade 2 teachers</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.

The following resources needed:

Literacy Coach support to improve teacher practice

An early academic intervention member to provide support to at –risk students

Per Diem days to hire substitutes who will cover classes so that teachers can engage in collaboration meetings with teachers and Coach

Per session for After school program which will provide additional support to at-risk students

Instructional materials to support ELA curriculum

Professional development opportunities (Ready Gen) for teachers in grades1-2

**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	X	21 <sup>st</sup> 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.

Teachers will be tracking the progress of students using Fountas and Pinnell from Fall to Spring. In grades 1-5, we will strive for each student to increase a minimum of one reading level by the beginning of February 2016. We will also be reviewing (on-going) students whose names are brought up to Response To Intervention (RTI) for possible referrals.

**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 Quality Review indicated that our environment is one where high expectations are communicated to students and staff (Proficient). The Framework for Great Schools Report 2015 indicated that P.S. 96X’s parents and teachers feel 100% that the school is safe. It also states that there is peer support for students’ academic work and we strive toward academic achievement. Our school promotes a classroom and school culture where students feel safe, supported and challenged in their learning. We strive for our students to come to school every day. The average student attendance at P.S. 96 is 92%. Our students’ good attendance has a positive impact on their learning and builds their self-esteem.

#### Strengths:

The school environment is conducive to learning

Very low incidents of student suspension

High attendance rate amongst students

Students are respectful towards teachers as well as teachers are respectful towards students

School has a no tolerance for bullying

Teachers have good behavior management skills

Students participate in monthly Star Student celebrations which promotes good citizenship, respect and hard work

Building Response Team and Safety Committee monitor safety protocols and ensure the safety of all students and staff

Teachers include opportunities for student conversation on a daily basis

#### Needs:

All staff members will continue to be sympathetic and handle students who are highly emotional with sensitivity and respect

To expand Respect For All programs and school wide events to foster an acceptance of all people

Our priority will be to assure that all students and parents feel welcome and safe while at P.S.96. We want to continue to create an environment where all students feel valued and are comfortable taking intellectual risks.

**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 school year, 90% of teachers who are rated in the Danielson Component 3B: Using Questioning and Discussion Techniques will be effective

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Feedback to teachers based on Danielson Component 3B will be purposeful, clear and actionable and will be given within 3 days after an observation.</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Administration</p>
<p>Best practices around deepening student discussion will be highlighted and shared among all staff members throughout the year.</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Administration and teachers</p>
<p>Student performance will continue to be monitored regularly through teacher conferencing and pre and post assessments</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Classroom teachers</p>
<p>Datacation will be implemented throughout Kgn.-Grade 5 in order for parents to become more knowledgeable of their child’s progress. By using this program, all assessments result will be more transparent to parents</p>	<p>All teachers</p>	<p>September 2015- June 2016</p>	<p>Key personnel staff members who have piloted the program and all teachers</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.

The following resources are needed:

Allocation to purchase Datacation, technical support program, for a year

Pier Diem days in order to provide Professional Development for teachers with Component 3B and Datacation

Professional Development for administration by Talent Coach to help support teachers with 3B.

**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 <sup>st</sup> 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.

Administration and teachers will monitor the data from Datacation on an on-going basis. It will show how many parents connect to the system and how many teachers are entering student information for parents to obtain. We will strive for a minimum of ten (10) parents in each class to use the parent component of Datacation.

**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.

Based on the Quality Review 2013-2014, the school received a Developing on how well teachers work with each other. The Framework for Great Schools Report 2015 indicated that our professional community is strong with ratings from 91-98% in areas such as innovation, reflective dialogue, peer collaboration and focusing on student learning. The inquiry teams this year have focused on common areas of weakness on each grade, based on the ELA MOSL. The teachers met weekly, developed lesson plans, observed each other in delivering lessons, analyzed the lessons and reflected on their teaching. They administered an assessment and required 80% student mastery. This collaboration has brought teachers together to improve student learning and student outcomes.

#### Strengths:

Inquiry collaboration teams which focused on student learning has been successful and will continue to be used for the 2015-2016 school year

A collaborative culture has been fostered over the past 2-3 years

Common planning time has been embedded into the weekly schedule for all grades

All staff members are involved in the inquiry process

Articulations is on-going between teachers and related service providers

Professional development is based on teachers’ common needs

The continuity of Ready Gen and Expeditionary Learning has enhanced the common planning time

#### Needs:

Opportunities for vertical and across the grades meetings to share best practices and concerns

More opportunities to share inquiry findings across the grades and school wide

Our priority will be to revisit and readjust aspects of the writing curriculum in Ready Gen and Expeditionary Learning to ensure that it is aligned with students’ learning needs

### 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.

During the 2015-2016 school year, teachers will collaborate to modify the current ELA writing curriculum to improve student outcomes which will result in a 5 point increase on the End of the Year ELA MOSL.

**Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Teacher teams will collaborate to develop rigorous ELA writing tasks which are not evident in the current curriculum	Teachers in Kgn.-Grade 5	July 2015-June 2016	Literacy Coach, Kgn.-Grade 5 teachers
All Ells teachers and self-contained special education teachers will work with grade teams, make modifications and differentiate lessons/tasks to meet the needs of students	All classroom teachers	July 2015-June 2016	All classroom teachers
Literacy Coach and reading team will act as a resource and support to all grade teams	All classroom teachers	July 2015-June 2016	Literacy Coach, reading team and teachers
Literacy Coach will attend professional development offered by DOE which focuses on enhancing the writing curriculum and will turn key to staff.	All classroom teachers	September 2015-June 2016	Literacy Coach, Classroom teachers

**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.

The following resources are needed:

Professional development opportunities

Literacy Coach and reading team

20-30 hrs. of per session for planning and collaboration among classroom teachers

**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
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	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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**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.

In January 2016, we will compare the Fall baseline MOSL to a December In-House MOSL Assessment to determine if students have progressed by achieving an increase of 2-3 points.

**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**

- 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.

Feedback from the Quality Review 2013-14 indicated that teachers need to assess students’ learning in order to improve student achievement (Developing). The 2015 Framework for Great Schools Report indicated that 95% of survey participants felt that the principal has instructional leadership qualities and collaborates with the staff when making school decisions. The school’s resources support the instructional goals.

#### Strengths:

All required teachers are being evaluated using the Danielson Framework for Teaching and are effective in 95% of the components

Teacher receive written feedback in a timely manner

All observation data is entered into the Advance system allowing administration to analyze the data for school wide patterns and trends in order to plan for professional development

Actionable feedback is provided to teachers with specific recommendations. Teachers are required to provide timely reflection on the implementation of the recommendations and its impact on learning.

Administration is committed to continue to improve observation practices by participating in professional development offered by DOE Talent Coach.

#### Needs:

Teachers need more support in the Danielson Component 3d: Using Assessment in Instruction.

Our priority will be to provide teachers with the support they need in addressing Danielson Component 3d through grade meetings, sharing of best practices and professional development opportunities.

### **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–Effective School Leadership. 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.

During the 2015-2016 school year, there will be a 10% increase in the number of teachers who will be rated effective and highly effective in component 3d.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will share best practices in a non-evaluative format during grade meetings</p>	<p>All staff members</p>	<p>October 2015-March 2016</p>	<p>All staff</p>
<p>Administration will analyze individual observation data and teacher progress in Component 3d as a way to measure the impact of professional development on teacher practice.</p>	<p>Those staff members in need</p>	<p>September 2015-May 2016</p>	<p>Administration team</p>
<p>Inter-visitations will be scheduled so that teachers can offer one another feedback.</p>	<p>Staff members</p>	<p>September 2015-May 2016</p>	<p>Staff Members, coaches</p>
<p>Future observations will continue to focus on actionable feedback in Component 3d</p>	<p>All staff members</p>	<p>September 2015-May 2016</p>	<p>Administration</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>The following resources are needed:</p> <p>Administration will need to meet to analyze data and create a professional plan for specific teachers</p> <p>Per-diem personnel may be needed to cover for inter-visits</p> <p>Opportunities for Professional Development</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p><b>Tax Levy</b></p>	<p>X</p>	<p><b>Title I SWP</b></p>		<p><b>Title I TA</b></p>		<p><b>Title II, Part A</b></p>		<p><b>Title III, Part A</b></p>	<p><b>Title III, Immigrant</b></p>
	<p>C4E</p>		<p>21<sup>st</sup> Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

**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.

Observation data will be analyzed in January 2016 to determine if there has been an increase in the number of teachers who have been rated effective or highly effective in Component 3d.

**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.

The 2015 Framework for Great Schools Report indicates that 95% of our parents are comfortable with teacher outreach but only 68% of parents are involved in the school as compared to the City’s 77% average.

#### Strengths:

The partnership with the 21<sup>st</sup> CCLC Grant has provided parents with various opportunities to participate in an array of workshops and events, for example, Zumba, Dancing, Arts & Crafts

Parents of after school students participated in workshops to learn how to help their children in math and reading

Saturday Library allowed parents to accompany their child to the school’s library, borrow books and receive free materials for their child

Two Family Night events allowed parents to come back to school and enjoy some fun activities that were connected to math, reading and science

Cookshop a yearlong event sponsored by the NYC Food Bank allowed parents to participate in learning about nutrition and healthy foods

#### Needs:

Increase the number of parent participants in monthly parent workshops.

Our priority is to increase parental involvement in workshops and school activities to build stronger community relationships.

### 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.

During the 2015-2016 school year there will be a minimum of 20 parents participating in workshops and events based on the monitoring of attendance sheets.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>All flyers and correspondence related to workshops and events will be distributed in English and Spanish.</p>	<p>All parents</p>	<p>September 2015-June 2016</p>	<p>Administration and Parent Coordinator</p>
<p>Parent workshops will be scheduled on the same day as monthly Parent Teacher Association meetings to ensure higher parent participation in the workshops.</p>	<p>All parents</p>	<p>September 2015-June 2016</p>	<p>Administration, Parent Coordinator and teachers</p>
<p>Workshops and events will be posted on the monthly parent calendar so parents are aware in advance of scheduled dates.</p>	<p>All parents</p>	<p>September 2015-June 2016</p>	<p>Administration</p>
<p>Parent Coordinator will schedule one workshop or event every eight weeks-topics will be determined to meet the interests of parents.</p>	<p>All parents</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>The resources needed:</p> <p>Parent Coordinator</p> <p>PTA Executive Board</p> <p>Variety of personnel to develop workshops</p> <p>Materials for parent workshops</p>											
<p><b>Part 4b.</b> 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		Title III, Part A		Title III, Immigrant
	C4E	X	21 <sup>st</sup> 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.

In February 2016, the principal and Parent Coordinator will review the attendance sheets.

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

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<p>15 sts. from Grade 3, 36 sts. from Grade 4, 26 sts. from Grade 5</p> <p>Support is provided predominantly to students who scored a level 1 on the previous year's NYS exam and to students who are hold overs on the grade. If space is available, students are taken based on request from classroom teacher.</p> <p>52 sts. from Grade 3, 45 sts. from Grade 4 and 35 sts. from Grade 5 participated in the after school program</p>	<p>Fountas and Pinnell Leveled Literacy Intervention Instruction-kit was used to improve fluency, phonics and reading writing responses.</p> <p>Afterschool classes used a Test Prep book</p>	<p>Small group</p> <p>Class size of 12-15 sts.</p>	<p>During the school day,</p> <p>after school program</p>
<b>Mathematics</b>	<p>24 sts. from Grade 3, 14 sts. from Grade 4, 17 sts. from Grade 5</p> <p>Support is provided to students who scored level 1 on the previous year's NYS exam and to students who are holdovers on the grade. If space is available, students are taken based on request from classroom teachers.</p>	<p>Go Math Tier 2 and Tier 3 intervention activities used to meet the specific needs of students</p> <p>After school classes used a Test Prep book.</p>	<p>Small group</p> <p>Class size of 12-15 sts.</p>	<p>During the school day,</p> <p>after school program</p>

	52 sts. from Grade 3, 45 sts. from Grade 4 and 35 sts. from Grade 5 participated in after school program			
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	N/A	N/A	N/A	N/A
<b>At-risk services</b> (e.g. <i>provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i> )	15 students	Counseling	One to one, small group	During the school day

## 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.					
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>

### 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.
In order to maintain a highly qualified staff at PS 96X, we strive to higher only the best. Candidates who exhibit a passion for their craft and a joy for all children. Resumes are reviewed carefully by administration. Initial interviews are conducted by the administration team. Once hired the team conducts formal and informal observations using the Danielson Framework for Teaching. Actionable feedback is usually given within three days of an observation. An intervention plan is created if deemed necessary. Support personnel such as Literacy Coach or Math Coach are also made available to provide modeling, co-teaching, planning assistance or push in coaching. Mentors are assigned to all new teachers along with a buddy teacher. An Assistant Principal is in charge of monitoring the mentoring process.

#### 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).
A range of strategies are utilized on a daily basis: coaching, modeling, co-teaching or an individualized plan with all teachers focusing on the Danielson Framework for Teaching, Ready Gen, Go Math and Expeditionary Learning. All of these topics are addressed through professional development for teachers as well as paraprofessionals. Other professional development is given on behavior management, writing IEPs, Common Core Learning Standards and how to write a unit plan. Inter-visits are scheduled on a need basis. We encourage teachers to share best practices informally as well as formally.

### 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).

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**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.).
Future Kindergarteners and their parents are invited to an orientation in early June. Students and parents have an opportunity to visit several kindergarten classes. Parents are given a packet of information with starting dates and general school information. Parents and children have an opportunity to see the school uniform and are given coupons for discounts. Students receive an educational gift and parents are shown how to help their child at home. On the first two days of school, parents are allowed to enter the school and auditorium area and meet their child’s teacher and accompany any student who is having a difficult time transitioning.

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

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
A MOSL committee has been formed to make recommendations to the administration on the local and state measures that would be used to evaluate teacher effectiveness. All staff members are then presented with the MOSL committee’s recommendations. The principal then takes into consideration the recommendations of the committee and makes final decision. Final decisions are shared with all staff members.

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

<p><b>Directions:</b> All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, 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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u><sup>2</sup>. <b>On the chart below</b>, 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.</p>				
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	676,801.00	X	Section 5A Parts 3-4
Title II, Part A	Federal	281,529.00	X	Section 5A, Part 3-4
Title III, Part A	Federal	11,200.00		

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,905,138.00	X	Section 5A, Part 3-4

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

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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.

---

#### **Parent Involvement Policy (PIP) Template**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in

the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

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

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

- using academic learning time efficiently;

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

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

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>The Richard Rodgers School</u>	DBN: <u>11x096</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 type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>47</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>0</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: Public School 96 is a K-5 school with a population of 1006 students. There are eighty-eight English Language Learners, which represent eleven percent of the school population. While 64% of ELLs met AMAO 1, these students will benefit from supplemental instruction to accelerate language development, build background knowledge and vocabulary, and improve literacy skills. Approximately 30 ELLs will participate in the after school Title III program. There will be two groups of students in grades 3-5 (one group of grade 3/4 and one group of grade 4/5 students). The program will begin on Wednesday, November 5, 2014 and continue through Thursday, April 2, 2015. Classes will meet each Wednesday and Thursday from 2:25 p.m. to 4:25 p.m. Instruction will be in English with native-language support as needed. Two teachers holding permanent ESL licenses, Rosanna Palumbo and Christine Torres will provide instruction. Academic initiatives for ELLs will be provided in the form of activities and instructional materials to extend and enrich literacy skills acquired through the daily literacy block. Students will be provided materials which reinforce practice in the listening, speaking, reading and writing modalities. This will include Language Power, Building Language Proficiency, a differentiated resource which provides instruction in the four language domains. Building Fluency through Reader's Theater, will give students the opportunity to read scripts and perform, while connecting to content areas of science, social studies and art. Students will also use Getting Ready for the NYSESLAT, which is a standards-based ESL instructional series to assist ELLs in making the transition between the levels of language acquisition.  
(Reader's Theater and Getting Ready for the NYSESLAT are at no cost to Title III)

## 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: Title III after-school teachers, Rosanna Palumbo and Christine Torres will meet for three, ninety minute sessions of professional development (October 30th: 2:25-3:55, January 6th: 3:20-4:50, February 24th: 3:20-4:50) Teachers will meet to discuss, prepare and plan for specific needs of individual students participating in the program. Teachers will analyze various student writing samples, data/test scores, student performance and progress.

In addition to the the above mentioned professional development sessions, three additional ninety minute sessions of professional development (October 22nd: 2:25-3:55, October 29th: 2:25-3:55, November 4th: 3:20-4:50) will be presented by the Literacy Coach, Rosanna Rubino to Title III teachers in the area of Literacy for English Language Learners. This professional development study will be based on research briefs prepared by several renowned researchers in the field of ELL literacy development. The researchers were commissioned by the Office of English Language Learners on ELLs and how teachers can support their literacy growth. Some of the topics to be reviewed will be Supporting ELLs' Achievement: Oral Language Unpacked, Disciplinary Literacy for ELLs and Vocabulary Unpacked.

### Part D: Parental Engagement Activities

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

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

Begin description here: \_

Beginning in November, 2014 kindergarten English Language Learners (approximately 17 students) and their parents will participate in a literacy program, Partners in Print. This will occur during Tuesday afternoons' parental involvement time, and will be extended and supplemented through Title III funds for a total of eight one-hour sessions from 3:20-4:20 (November 25, December 2, December 9, January 13, January 20, January 27, February 3, February 10) with certified ESL teachers Rosanna Palumbo and Christine Torres. The core objective of this program is to include parents and their children in literacy activities in order to develop strong literacy in both native language and English in a variety of topics, i.e. conventions of print, phonemic awareness and comprehension and the reading/writing connection. Parents practice the various activities and are provided with additional activities to practice and complete at home. Children are also given books to take home (English and Spanish) at each workshop in order to develop their own home library (materials and books provided at no cost to Title III program)

Additionally, parents of students participating in the after-school Title III program will be offered two 90-minute workshops from 3:20-4:50 (March 3, March 10) by teachers providing their childrens' instruction. Parents will receive educational resources in helping their children at home. These workshops will aid and support parents by providing them with the necessary tools, strategies and approaches they can implement at home with their children.

### Part E: Budget

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

Allocation Amount: \$11664

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

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11664

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

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

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

### B. Language Allocation Policy Team Composition

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

Principal <b>Marta Garcia</b>	Assistant Principal <b>Marlo Oquendo</b>
Coach <b>Rosanna Rubino(Literacy)</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Christine Torres/ENL</b>	School Counselor <b>type here</b>
Teacher/Subject Area	Parent <b>Irma Sanchez</b>
Teacher/Subject Area	Parent Coordinator <b>Stephanie Guerrero</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>Melissa Carroll/Kinder. ESL</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	<b>6</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>2</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>4</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>3</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>974</b>	Total number of ELLs	<b>81</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	<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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	78	<b>Newcomers</b> (ELLs receiving service 0-3 years)	58	<b>ELL Students with Disabilities</b>	19
<b>SIFE</b>	1	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	20	<b>Long-Term</b> (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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	58	1	4	20	0	10	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		11	15	10	6	11								0
Chinese					1									0
Russian	1													0
Bengali		1												0
Urdu	1	1												0
Arabic		1			1									0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian	1	2	1											0
Other			1											0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	7	6	4	4	1	5								0
<b>Emerging</b> (Low Intermediate)	4	1	4	1	3	1								0
<b>Transitioning</b> (High Intermediate)	1	0	0	1	1	2								0
<b>Expanding</b> (Advanced)	4	9	9	4	3	3								0
<b>Commanding</b> (Proficient)		7	11	5	3	9								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	0	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	7	16	12	8	14								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	1	0	0	0
4	11	2	0	0	0
5	10	0	0	0	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	5	1	0	0	0	0	0	2	0
4	8	0	4	0	0	0	2	0	0
5	5	2	3	0	0	0	0	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	0	4	1	5	1	1	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.
 

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

The data also drives our school's literacy instructional plan. It provides evidence of learning and achieving. It alerts us as to which students should be considered for intervention. These students will get Academic Intervention Services (AIS) from Ms. Gardner in Kindergarten and Ms. Siciliano in first and second grade. Furthermore, small leveled groups (approximately 6:1 teacher to student ratio) are formulated based on the data. In addition to ENL instruction, struggling ENL students are provided small group reading intervention on specific literacy strategies. Additional teacher support is provided in each second grade class during the literacy block ("O" period for 30 minutes).

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

  - During the 2014-2015 school year the students achieved the recommended growth expectations per the Fountas & Pinnell Text Level Gradient chart (testing occurred in fall 2014 and spring 2015), increasing an average of three to five levels for the year.
  - Eight grade three ELLs tested averaged an increase of one to three levels of growth during

the 2014-2015 school year.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades? NYSESLAT 2015 results demonstrate there are thirteen ENLs with two or more years of service, but scored at the first quartile on the NYSESLAT. Five students scored at the first quartile on the NYSESLAT for two or more years in a row. NYSITELL (fall 2015) results for newcomers across grade bands indicate the following: seventeen students scored at the Entering level, four at the Emerging and six at the Expanding level. Data patterns on both NYSITELL and NYSESLAT illustrate students need additional instructional support in order to be able to articulate properly with native-like fluency in order to take part in a variety of rich, structured conversations in a whole class or small group setting. The data also demonstrates some students need to build listening stamina and to acquire listening proficiency in order to comprehend spoken English, respond to others, explain, analyze and synthesize a variety of ideas. When analyzing the data along with the NYSESLAT Targets of Measurement (TOMs) data reveals weaknesses in interpreting information from grade level literary and informational texts. Analyzing reading and writing modalities confirm some students need to build a stronger foundation in literacy skills, i.e. reading comprehension and responding to text based questions. Further instruction and practice is needed to gain writing mastery skills to ensure students are able to develop and organize their ideas and to correctly use conventions of standard English grammar. The data drives instruction for teachers to provide learning activities to foster further development of these skills.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Information from the AMAQ is used to identify trends/pockets of success and to investigate the instructional and programmatic differences between groups of students. It allows us to tailor interventions for at risk ENLs.

AMAQ 1 Target set for the 2014-2015 school year was 67.4%. We are unable to report on AMAQ 1 results because as of October 16, 2015 information on the AMAQ 1 was not available. The expected AMAQ 2 Target for 2014-2015 school year was 15.0 %. The AMAQ 2 achieved by PS 96 is 42 % (36 students). Data analysis and AMAQ status estimator indicate thirteen ENLs are at-risk level 3 or greater and six ENLs are at-risk level 5 or greater. Three ENLs scored at or below 25th growth percentile and scored at level 1 or 2 on the ELA.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?
    - English Language Learners were provided modifications on exams, including translated editions of exams or oral translators in content area exams.

In grade 4 New York State Science results illustrate 57% of ENLs scored on or above grade level. Grades 3-5 ENLs generally underperformed on the 2015 State ELA and Math exams compared to their counterparts: For example, 25% of general education students in grades 3- 5 scored on or above grade level on the ELA exam, while 0% of ENLs scored on level:

- In grade 3 six ENL students were tested: Five (18.3%) scored level 1, 1 (16.7%) student scored level 2.
- In grade 4 thirteen ENL students were tested: Eleven (84.6%) scored level 1, 2 (15.4%) students scored level 2.
- In grade 5 ten students were tested. Ten (100%) scored level 1.

Eighteen percent of general education students in grades 3-5 scored on or above grade level on the State Math exam, while 17% of grades 3-5 ENLs achieved on or above grade level:

- In grade 3 eight students were tested: Four (50%) of ENL students scored level 1, two (25%) scored level 4.
- In grade 4 thirteen students were tested: Eleven (84.6%) scored level 1, two (15.4%) scored level 2.
- In grade 5 eleven students were tested: Seven (63.6%) scored level 1, 3 (27.3%) scored level 2, 1(9%) scored level 4.

The above stated data illustrates the need for ENL students to improve on the New York State ELA and Math exams. The implications for instruction is to continue to utilize instructional time blocks, analyze Go Math chapter tests, mid-chapter tests other teacher created assessments to plan instruction, draw on funded teachers to lower student to teacher ratio, and provide small group differentiated instruction and on-going professional development to share best practices.

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

c) Insightful information is derived from periodic assessments. English as a New Language periodic assessments also predict student performance on State exams. The data is used to target instruction to specific learning needs of students. At risk students can be identified in order to provide additional interventions and instruction. Students have access and are instructed in the strategic use of cognates in literacy. They also have bilingual glossaries and dictionaries in order to use and apply during content area exams and assessments. Translated editions (Go Math) of chapter and unit tests are accessible to ENLs.

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*.] Administrators, coaches and teachers assess data to determine if and when it is necessary to adjust instruction. English as a New Language Learners' academic achievement is compared to the overall school population to evaluate how they are faring in comparison to their peers. If sufficient data establishes students are lagging or not making sufficient progress, the core instruction is reviewed in order to ascertain whether it is ineffective or inappropriate for the student and adjustments are made. Additionally, students are provided with increased interventions and activities targeted to their individual needs. Other considerations may be intensifying the instruction, providing a smaller student to teacher ratio and/or supporting teachers with new research based ideas to deliver instruction. We also reach out to parents in order to establish a home-school partnership to benefit the student in his or her academic development and achievement.
6. How do you make sure that a student's new language development is considered in instructional decisions? English as a New Language Learners' first language and literacy knowledge and skills are considered in instructional decisions, building on students' talents, their prior experiences and perspectives. Instruction is planned based on student level of English proficiency per NYSITELL and NYSESLAT results. In conjunction with ENL Standards, the NYSESLAT TOMs and the Common Core Learning Standards are infused when planning instruction. English as a New Language Learners are provided learning activities to foster development of speaking, listening, reading and writing. Students are provided opportunities to practice oral language and articulate correct pronunciation, listening for understanding, following directions and listening to what others say in order to respond in a small or whole class setting. Students read to understand and interpret information in a variety of fiction and non-fiction genres for comprehension and evaluation. Students write to communicate ideas, summarize and persuade in an organized manner using correct English structures. Moreover, comprehensible input through scaffolding opportunities are considered when planning instruction. This occurs by providing contextual supports for meaning through teacher modeling, emphasizing and developing key academic vocabulary, use of visuals, graphic organizers, and include cooperative learning and hands-on learning opportunities. Other components include building student background through prior knowledge and making connections.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - How are EPs performing on State and other assessments?
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). There are various ways we evaluate the success of our ENL programs. A school team including administrators, coaches and teachers meet regularly during inquiry time and grade meetings to examine a variety of assessments and data. English as New Language Learners' proficiency is evaluated on predictive and periodic assessments, including the ENL Periodic Assessment in October and March, baseline assessments, which gauge students' starting point at the beginning of the year, course or unit, State ELA, Math and Science exams, and at the end of the year to show growth or improvement. Measure of Student Learning (MOSL) and the New York State Report Card informs us whether ENLs met Annual Yearly Progress (AYP). Each year Annual Measurable Achievement Objectives (AMAO) based on assessment (NYSESLAT) results from the previous school year are assessed. Student progress is also assessed through classwork/homework and informal assessments which provide an overall picture of student skills, abilities and on-going progress.

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.

When a new student arrives at P.S.96 ENL teachers, Ms. Palumbo and Ms. Torres, meet with the student and parent to conduct an informal interview (In Spanish, when necessary). Albanian translations are provided through teachers, Ms. Palushi, Ms. Pergjini and Ms. Nikaj. Interpreters or an over the phone translation service is provided through the DOE’s Translation and Interpretation Unit. This allows parents to receive language assistance and have their questions answered in their preferred language. The parent is also provided with a Home Language Identification Survey (HLIS) in the native language. When a language other than English is specified, Ms. Palumbo administers the NYSITELL within five days of registration.

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

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).

Identifying students who may be SIFE (Students with Interrupted/Inconsistent Formal Education) begins at registration. The Home Language Identification Survey is completed and an interview takes place with both the student and parent/guardian. If there is an indication that a student has had an interruption or inconsistency in formal schooling, the process of SIFE identification takes place first by administering the oral interview questionnaire, then administering the Literacy Evaluation for Newcomer (LENS) in the student’s home language. Within 30 days of student enrollment the SIFE status is entered on the DOE’s data collection system (BNDC).

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).

A Language Proficiency Team (LPT) is comprised of the principal Ms. Garcia, Special Education Supervisor Ronald Melter, the student’s parent/guardian, IEP teacher Amy Gardner, ESL Coordinator Rosanna Palumbo and ESL teacher Christine Torres. When a student enters the school with an IEP, NYSITELL eligibility needs to be determined based on whether the student may have second language acquisition needs or whether the student’s disability is the determinant factor affecting the student’s proficiency in English. If the LPT determines the student may have English language acquisition needs, the student is given the NYSITELL. If the LPT decides the student should not take the NYSITELL because the team believes the student does not have English language acquisition needs, but rather a disability that may impact the ability to speak, read, write or listen in English, the recommendation is sent to the principal for review. The principal then makes a decision for the student to take the NYSITELL or not. The parent is given written notification of the decision. If the principal does not accept the recommendation, the student will take the NYSITELL. If the principal accepts the recommendation, it is sent to the superintendent for review and a final decision is made. The parent is then notified of the final decision within three 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.

After the NYSITELL is scanned the results of the NYSITELL and ELL status are reported to the parent/guardian within five days of the test administration. The parent is informed of whether the child is entitled to services through an Entitlement letter. A Non-Entitlement letter is sent if the child scored proficient on the NYSITELL. A Continued Entitlement Letter is sent to parents of students who continue to be entitled to ELL services based on the previous spring NYSESLAT results by September 15 of the school year in which the student continues to be entitled. Parent letters are sent in their preferred language.

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).

Within 45 days of enrollment parents/guardians are informed they have the right to appeal ELL status if they believe their child was misidentified as an ELL or non-ELL. In addition to the parent, a teacher can also initiate a review of the ELL status. Parents/guardians or teachers can submit a written request. The school will initiate a review of the ELL status. The school will review all documents, including student work in English and the student’s work in his or her home language and all results are reviewed. If the student has a

disability or is suspected of having a disability that may impact speaking, listening, reading or writing, the appropriate staff also consults with the Committee on Special Education. If a decision is made not to change the ELL status of the student by the principal, no further action will be necessary. However, if the principal recommends ELL status to change, the process continues and relevant documents and recommendations are sent to the superintendent for her review and final decision. All notifications and relevant documents are kept in each student's cumulative folder.

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/guardians are invited to attend an orientation when students score below the level of proficiency per NYSITEL. During this time parents are provided with information on the three program choices in New York City. Ms. Palumbo, Ms. Torres, ENL teachers conduct these workshops. Two meetings take place; one in Spanish and the other to accommodate parents who speak other language (ie, Albanian, Arabic, Urdu) within ten days of the beginning of the school year. Additional orientations occur in order to ensure an accurate and timely placement throughout the school year, immediately following student registration and NYSITELL administration period. If a parent is unable to attend a scheduled orientation, an individual meeting is scheduled at the parent's convenience, and/or a telephone conversation occurs. Information derived from the Parent Survey Program Selection form is entered on the ELPC screen of ATS, which is verification that a parent orientation occurred and the three program choices in New York City were explained, the program the parent selected, and the program in which the student was placed.

Parents are informed that in the Transitional Bilingual Program students transfer native skills to English by spending instructional time in the Native Language before steadily transitioning to English, the Dual Language Program is designed to continue developing students' native language, as well as English language skills. In the freestanding ENL program students are taught in English using ENL methodology with native language support. During the orientation, parents view the DVD, The Parent Connection—an Orientation for Parents of Newly Enrolled ENLs in their own language. Parents/guardians are also provided with the Guide for Parents of ENLs, an informative packet which details pertinent information regarding the three programs.

Additional topics discussed during the parent orientation include: CR Part 154 and Title III guidelines as they relate to ELL students, including additional programs and supports available to students. Another topic of discussion is the NYSESLAT exam (New York State English as a Second Language Achievement Test), the annual New York State exam that is designed to measure English language growth from year to year. Parents are informed that their child will receive ENL services until they reach proficiency on this exam, and the child will continue to receive ENL services and modifications for an additional two years.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

At PS 96 Parent Surveys and Program Selection forms are returned in a timely manner. Parents complete the Parent Survey and Program Selection Form at the end of the Parent Orientation meetings and after viewing the Parent Orientation video. This occurs immediately after the parent registers their child, completes the HLIS and interview process. If it is determined the child should be administered the NYSITELL and is found to require ENL services, an orientation is provided by Ms. Palumbo, Ms. Torres, ENL teachers and the Parent Survey and Program Selection Form is completed by the parent. The parent completes and returns the Parent Survey and Program Selection form immediately upon attending the Parent Orientation workshop, having had the opportunity to view the video and to ask questions. After the parent attends the orientation and completed the Parent Survey and Program Selection Form, information is entered on the ELL Parent Choice Update screen (ELPC). Parent Survey and Program Selection Forms to determine parent choice of ELL programs are reviewed by the principal, Ms. Garcia and ESL teachers, Ms. Palumbo and Ms. Torres. If for any reason the form is not returned, bilingual education is the default program.

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

We provide parents of ENLs a Parent Orientation within 10 days of registration. After parents have been provided information on standards, curriculum, assessments, common core standards and have viewed the Parent Orientation Video, a selection is made for their child on one of the three instructional models. The parent completes the survey during this time. We have never had a Parent Survey not returned as parent orientations are provided throughout the school year. We accommodate parents by providing an individual orientation at a time that best meets their needs and schedule.

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

Immediately after parent/guardian completes the Parent Survey and Program Selection Form in the parent's preferred language, Ms. Palumbo and Ms. Torres ensure a placement letter is either presented to the parent or sent home, indicating the program in which the student has been placed. A copy is placed in the student cumulative folder and another copy is placed in a binder with other pertinent

student documents, such as the Home Language Identification Survey and the Parent Survey and Program Selection Form

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ENL documentation is copied; original Home Language Surveys, Entitlement or Non-Entitlement forms, Parent Survey Selection Forms and placement letters are placed in student cumulative folders. Copies are placed in a binder in the ENL Coordinator's office.
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.  
In order for ELL students to receive a score on the New York State English as a Second Language Test (NYSESLAT) students must be tested on each of the four modalities of the test. All ENL students take the NYSESLAT each year until they reach the Commanding level on the NYSESLAT. Ms. Palumbo (ESL Coordinator) maintains all records of ENL students. In order to identify students are eligible for NYSESLAT, a NYSESLAT Eligibility Roster (RLER) is generated. This report lists students who will take the NYSESLAT. Throughout the school year ATS reports are accessed in order to ensure newly admitted students are accurately and promptly identified, tested and serviced accordingly. In addition, prior to the NYSESLAT testing dates Ms. Palumbo turn-keys pertinent information to teachers involved in administering the exam. Teachers are provided a list of students to be tested, location and a time schedule for testing. Any student who is absent for a specific modality will be administered the test during the make-up period.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued Entitlement Letters are distributed to parents of students who require ENL/Transitional services based on previous spring NYSESLAT results. Letters in the preferred language are sent to parents no later than September 15th of the school year in which the student continues to be entitled.
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).  
During the past several years the trend in program choices selected by parents is the Freestanding ENL Program. This program model is aligned and reflects parent requests. After parents have attended the Parent Orientation and have had the opportunity to assess the three programs, they select the specific program they believe would best meet their child's language and academic success. During the parent orientation meetings, individual meetings or phone conferences, Parent Survey forms are completed and returned.

Parent choices for the 2015-2016 school year indicate the following:

- Three parents selected the Transitional Bilingual Program
- Twenty-two parents selected the Freestanding ENL Program
- Two parents selected the Dual Language Program

Parent choices for the 2014-2015 school year indicate the following:

- Five parents selected the Transitional Bilingual Program (3 kindergarten, 1 grade 3, 1 grade 4)
- Twenty parents selected the Freestanding ENL Program (grades k-5)
- One parent selected the Dual Language Program

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

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction 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.
  - a. Our goal at P.S. 96 is to continue to provide quality instruction to ENL students in order for them to reach English proficiency and achieve the same academic success as their peers. To accomplish this goal ENLs are provided language support in the four modalities as well as strategies that teach and reinforce skills through the content areas. Additionally, through Academic Intervention Services, small group literacy support (during "0" period, 8:47-9:17) and content area instruction, individualized language instruction is provided. Other means which will continue to be implemented to support content area instruction are during after-school programs in reading, math and science, funded and supported through Title I, Title III and 21st Century funds.

b. Kindergarten through grade 5 ENLs, including special education students receive ENL instruction by certified ENL teachers. In kindergarten through second grade ENL instruction is provided by classroom teachers, Ms. Carroll (kindergarten), Ms. Pergjini (grade 1) and Ms. Patane (grade 2). Mr. Lopez provides part time instruction to the ENL students as he holds an ESL certificate and not a Common Branch or content area license. Ms. Palumbo and Ms. Torres provide services as follows: In grade 3, Ms. Torres will provide integrated ENL instruction to Mr. Lopez's third grade ENL students, fourth grade EL students and Ms. Coren's fifth grade ENL students. Ms. Palumbo will provide stand-alone ENL instruction to fourth grade ENL students and Ms. Coren's fifth grade ENL students. Kindergarten through grade 5 special education students receive services from Ms. Torres for Integrated ENL and Ms. Palumbo for stand-alone ENL services based on NYSITELL/NYSESLAT proficiency levels. ENLs in these classes also receive additional English Language Arts and the writing process from AIS reading teachers: Ms. Nicaj (grade 5), Ms. Carroll (grade 4), Ms. Rubino (grade 3 and Ms. Siciliano (Grades K-2). The Math coach, Mr. Cecil and math teachers, Ms. Caetano and Ms. Mehlig provide small group AIS and small group enrichment. Special Education/ENLs are grouped by grade and proficiency levels as assessed through NYSITELL and/or NYSESLAT. Entering and Emerging students receive two units (360 minutes) of ENL instruction. Transitioning students receive .5 unit of study in ENL/ELA and .5 unit of study in stand-alone ENL or integrated ENL in a content area. Expanding students receive 1 unit of study in ENL/ELA or other content area. Commanding students receive up to two years of support services. The instructional components of the ENL program include English Language Arts and content area instruction in English through ENL methodology.
  - b. TBE program. *If applicable.*
  - c. DL program. *If applicable.*
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)?

Ms. Garcia ensures all ENLs receive ENL instruction per CR Part 154. Entering and Emerging ENL students receive two units ( 360 minutes) of ENL, 180 minutes of integrated ENL instruction and 180 minutes of stand-alone ENL instruction. Transitioning ENLs receive 180 minutes of ENL instruction, 90 minutes of integrated ENL instruction and 90 minutes of stand-alone ENL or 90 minutes of integrated ENL instruction. The expanding ENL students receive 180 minutes of integrated ENL instruction. Commanding students receive 90 minutes of integrated ENL instruction in ELA or content area or other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. The staff ensures mandated number of instructional units are provided according to proficiency levels in each program model, Ms. Palumbo providing stand-alone services and Ms. Torres provides integrated services. Ms. Carroll (kindergarten), Ms. Pergjini (grade 1) and Ms. Patane (grade 2), service ENL students within a self-contained setting.
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.

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

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

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

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

Throughout the school year students are evaluated in all four modalities in order to track growth and plan instruction. Monitoring assessments help identify trends and growth patterns. This occurs through the ENL interim assessments administered in October and March, Fountas and Pinnell benchmarks, ENL Standards and Common Core Learning Standards, Go Math assessments and Common Core Learning Standards aligned baseline and benchmark assessments. Additionally, students' classwork and homework is assessed on an on-going basis. Throughout the school year ENLs are assessed through informal assessments in order to track progress in the four modalities. Informal assessments provide an overall picture of student skills and abilities.

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

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

b. Newcomers receive instruction through ENL methodology and strategies. In grades kindergarten, one, two and three students are placed in ENL self-contained classes. These students receive ENL services based on English proficiency per NYSITELL or NYSESLAT . Newcomers in grades 3-5 receive additional literacy support (6:1 student to teacher ratio). Students receive instruction in communication skills through the four modalities for language development.

c. Four to six year ENLs continue to receive mandated services based on proficiency levels per NYSESLAT. Additional ELA support (6:1 student to teacher ratio) is received during the reading block, with an additional teacher during the "0" period (35 minutes each day) time. Academic Intervention Services are provided through push-in/pull-out reading and math teachers. Grade 3-5 ENLs are invited to the Title I and/or the Title III after-school programs. Grade 4 students also attend an after school Science program in order to reinforce science vocabulary and knowledge of content and skills needed for the State science exam.

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

e. Commanding ENLs continue to receive .5 units of study per week of Integrated ENL in ELA or content area. We continue to provide transition supports for two years in which a former ENL has been identified as Commanding per NYSESLAT. Commanding students receive small group instruction during the "0" period literacy block. They participate in the MyON technology program to support them at their individual reading level. Students are invited to the Century 21 and/or Title III after-school ELA and math programs.

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.

Our school will ensure that a student's academic progress has not been adversely affected by the re-identification process. After the superintendent has approved the decision to change an ENL status, the student's academic progress will be monitored. Between 6 and 12 months after the decision has been made the principal will consult with a qualified staff member, parent/guardian and the student. If it is determined that the student may have been adversely affected by the determination, Ms. Garcia will ensure additional support services to the student as defined per CR Part 154-2.3(j) and may reverse the determination within the same 6 to 12 month period.

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?

During the 2015-2016 school year Houghton Mifflin's Go Math program will be used for kindergarten through grade 5 students. The math coach (Mr. Cecil) and math support teachers (Ms. Caetano and Ms. Mehlig) pull out students (groups of six) for intervention. Differentiation is incorporated into lessons in order to meet the needs of English Language Learners and Students With Disabilities (SWDs). Students have opportunities to work in small partner groups to discuss and share their learning, allowing for additional language development. Scaffolding instructional techniques such as visual and vocabulary supports, modeling and to make learning comprehensible are provided for ENLs and SWDs. Students also receive native language support through the use of translated editions of the Go Math Program.

Students read daily (during "0" period, 30 minutes) with a support teacher in grades 2-5 through a balanced literacy approach. In addition, in kindergarten through grade 2 Ready Gen is used during the whole class literacy block and Expeditionary Learning is used in grades 3-5. Both programs facilitate the "close reading" process. Texts include a balance of literary and informational texts. Students are required to interact with text to support answers with textual evidence. Students' daily writing activities are connected to the text being read. Students read and write independently and in small groups to complete activities and different forms of writing responses. Ready Gen and Expeditionary Learning support and scaffold learning for ENLs through content specific vocabulary, suggestions and ideas teachers can follow in each lesson.

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

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?

During the 2015-2016 school year Houghton Mifflin's Go Math program will continue to be used for kindergarten through grade 5 students, Math coach (Mr. Cecil) and support teachers (Ms. Caetano and Ms. Mehlig) pull out students (groups of six) for intervention. Differentiation is incorporated into lessons in order to meet the needs of English Language Learners and Students With Disabilities (SWDs). Students have opportunities to work in partner groups to discuss and share their learning, allowing for additional language development. Scaffolding instructional techniques such as visual supports, modeling and vocabulary support to make learning comprehensible are provided for ENLs and SWDs. English Language Learners receive native language support through the use of translated editions of the Go Math Program.

English Language Arts occurs through a balanced literacy approach. During the literacy block whole class activities using Ready Gen in grades k-2 and Expeditionary Learning in grades 3-5. Small group

Chart

guided reading, shared or oral language are incorporated every day during this time, and an additional support person is provided in grades 2-5. Students in grades 1-5 read independently during this time, while kindergarten students participate in literacy center activities. Harcourt Language Grammar is used 2-3 times per week in addition to mini lessons provided during the writing block. Harcourt Science New York City Edition and New York City/New York State Science scope and sequence with hands-on lessons and activities. Grades K-4 students use Scott Foresman Social Studies text and materials and grade 5 students use and answer Document Based Questions or leveled text packets.

### 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*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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

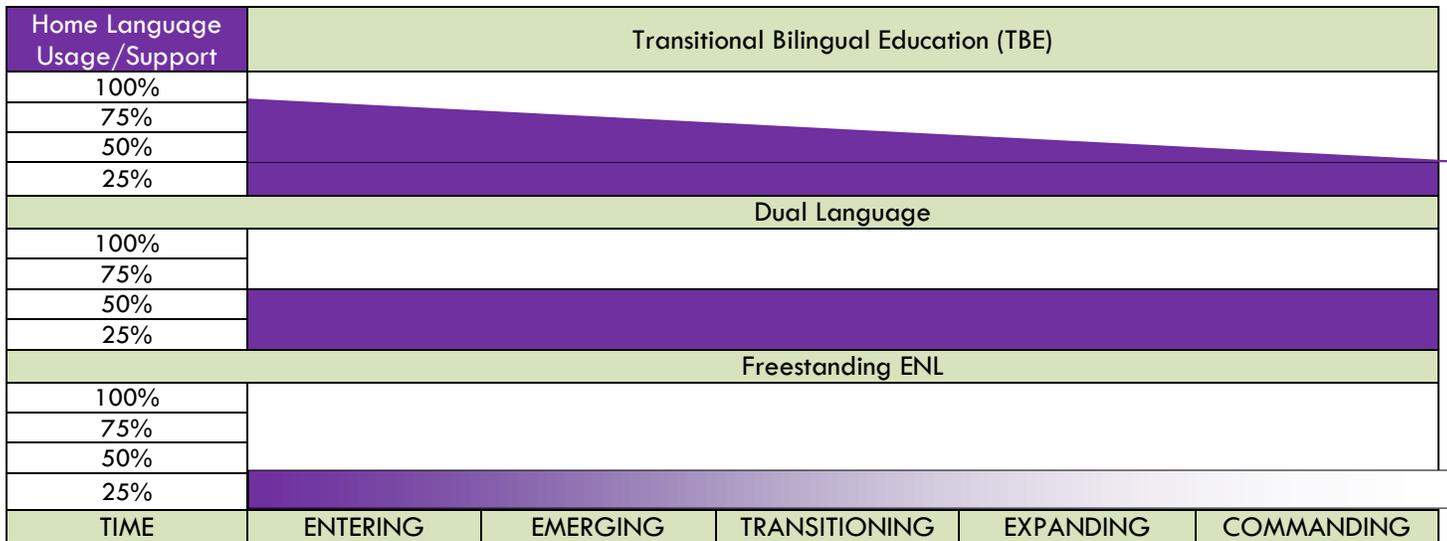


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Materials to support content area instruction and activities are available to ENL students on their grade and/or proficiency levels. The targeted intervention program in literacy is the Fountas & Pinnell Leveled Intervention System. Grade two students use the Blue System, while grades 3-5 students use the Red System. Additional materials for ELA instruction and preparation include NYELA Rehearsal (Rally), Ready New York CCLS (grades 2-5) and Understanding Complex Reading (grades 4-5). After school literacy materials consist of People's Common Core, New York Ready Practice, Strategies to Achieve Reading Success (STARS) and Comprehensive Assessment of Reading Strategies (CARS). Struggling at-risk readers receive Wilson instruction in small pull-out groups. The Wilson Program, a multi-sensory program is utilized for at-risk ENLs in grades K-5.

The ReadyGen ELA program will be used in Kindergarten through grade 2. The program provides ENLs with additional vocabulary support of Spanish cognates, modeling and scaffolding suggestions helpful to ENLs. The writing component of the program also provides teachers with suggestions in order to support ENLs. Kindergarten ENLs receive additional phonics support through Modern Curriculum Press Phonics in alphabet and phonemic awareness, decoding strategies and skills, spelling, vocabulary and in writing. On Our Way to English is used for kindergarten ENLs. This is an English language development program that includes instruction to develop academic language and vocabulary, content based instruction, differentiated instruction for language and literacy and in oral language.

In grades 3-5 Expeditionary Learning is used to address CCSS ELA outcomes during a one-hour English Language Arts block. Expeditionary Learning includes eight weeks of realistic fiction and non-fiction instruction modules broken up into three shorter units. The focus of these modules is on building students' literacy skills as they develop knowledge about the world. Students are assessed on independent work and group work on reading, writing, speaking and listening tasks. In order for teachers to support instruction for ENLs, specific scaffold modeling and vocabulary scaffold suggestions are included.

Getting Ready for the NYSESLAT and Beyond, which meets language needs and practice through the four modalities of Listening, Speaking, Reading and Writing is also used in instruction for K-5 ENLs.

Kindergarten through grade five are provided daily instruction through Go Math. This program includes a Response To Intervention (RTI) and Reteach section in addition to the everyday instruction for intervention use. Three math teachers (Mr. Caetano, Mr. Cecil, Ms. Mehlig) pull out small groups of students for additional intervention. Beginning in March 2015 Ready New York (CCLS) (grades 3-5) has also been started.

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

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The ESL Program at P.S. 96 has been effective and successful as illustrated through the AMAO 1 and AMAO 2 Target results. Fourth grade students were successful on the State Science exam with 57% (8 out of 14) of students achieving Level 3. However, ENLs did not fare well on both State reading and math exams. Teachers of ENLs understand the importance of purposefully identifying the language demands of the content learning objectives. For students to be successful they must be able to comprehend the instruction and to produce evidence of understanding. In order for this to occur teachers implement a variety of strategies connected to comprehensible input, building background and encourage student interaction. Instruction includes both content objectives and language objectives to achieve optimum comprehension focusing on the Common Core Learning Standards in conjunction with the ENL Standards.
12. What new programs or improvements will be considered for the upcoming school year?
- The ReadyGen ELA program was implemented in kindergarten during the 2014-2015 school year. It will also be implemented in grades one and two beginning in September 2015. ReadyGen is aligned to the Common Core Learning Standards, ensuring all students interact with complex grade level texts. It facilitates students' learning of academic vocabulary with a focus on Tier II and Tier III words that build knowledge of content domains and help ENLs to internalize word-learning strategies vital to ENLs. It also includes close reading and foundational skills to further deepen content knowledge and comprehension. ReadyGen also provides additional vocabulary support of Spanish cognates, modeled scaffolding for ENLs, useful in supporting the needs of ENLs language development. The writing component of the program provides writing suggestions to support ENLs.

In grades 3-5 Expeditionary Learning is used to address CCLS ELA outcomes during a one-hour English Language Arts block.

Expeditionary Learning includes eight weeks of realistic fiction and non-fiction instruction modules broken up into three shorter units. The focus of these modules is on building students' literacy skills as they develop knowledge about the world. Students are assessed on independent work and group work on reading, writing, speaking and listening tasks. In order for teachers to support instruction for ENLs, specific scaffold modeling and vocabulary support suggestions are included.

Two new technology programs implemented at PS 96 are Skoolbo and MyON. These programs provide students with an enormous amount of literary fiction and non-fiction texts at their individual levels, including text in Spanish. The programs use a smart algorithm that determines the most appropriate learning activities geared specifically to meet the needs of each student.

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

Making Meaning and the Ready Program have been discontinued. We believe the programs were not meeting the needs of our students nor were they rigorous enough for our students to meet the needs of the Common Core Learning Standards.

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

ENLs are afforded equal access to all school programs both during the core school day and in after school supplementary programs. Students have access to small group instruction during "0" period and through Academic Intervention Services in ELA and content area instruction. In addition to a Title III after school program, ENL students will participate in the Century 21 reading and math after school program (2 days/75 minutes) per week which will begin mid-October 2015 and continue through mid April 2016. Overall, students will have the opportunity to receive supplementary language, literacy development instruction, and test taking preparation.

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.

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

English as a New Language Learners have access to technology, either through scheduled technology classes with one of the two technology teachers, and/or through the use of notebooks, I-pads and desktops in their classroom. Skoolbo is one of the programs utilized. Skoolbo is a site to help children with reading and math. Children have an account that can be accessed in school and at home for additional benefits. MyON is another digital literacy program ENLs have access to. The program creates individual dashboards for students based on their specific interests and reading abilities. Teachers and administrators are able to track students' reading activity and growth. This type of differentiated program is particularly beneficial to ENLs as they are differentiated, allowing students to read and respond to comprehension questions at their individual level of instruction.

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

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

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

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

order to meet the needs of all 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).

Newly enrolled/pre-kindergarten ENL students and their parents are invited to an informational orientation each spring. Students and parents are taken on a school tour, informed of programs available to students, provided with packets of information in their respective languages and have an opportunity to pose questions of concern. Each September all parents in kindergarten through grade 5 are invited to meet their child's teacher. They are informed of class procedures, rules, homework and other instructional areas of concern. Newly arrived students and their parents are also invited to family workshops in content areas and Partners in Print workshops for ENL kindergarten students and their parents. Parents of ENLs are encouraged to participate in activities and events sponsored by the Parent Coordinator and the Parent Teacher Association of P.S. 96 throughout the school year.

19. What language electives are offered to ELLs?

Although no language electives are presently offered, students have access to a variety of literary materials in various languages, in their classrooms as well as the school library, which parents also have access to. Families are encouraged to read a variety of genre from both their native language as well as in English. Parents who attend the Partners in Print workshops receive free books during each session in Spanish and English in order to build their own home library for their children.

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)?

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
Professional Development is conducted in a variety of ways for all staff at P.S. 96, including administrators, teachers, paraprofessionals and related service providers. Staff is sent out to professional development offered by the Department of Education or other agencies, two common preps per week for every grade are utilized for teacher teams and professional development time every Monday from (2:20 pm-4:00 pm) is used. Professional Development provided this year will include: Datacation which will be implemented throughout the grades in order for parents to become more knowledgeable of their child's progress. By using this program, all assessment results will be more transparent to parents. In the core subjects, inquiry collaboration teams will meet to focus on student learning. We will also provide teachers with the support they need in addressing Danielson Component 3d through grade meetings, sharing of best practices and professional development opportunities.

Additionally, the parent coordinator and secretaries attend staff conferences and district professional development in order to specifically address language interpretation needs and compliance issues as it relates parents and students needs.

Fifteen percent of the Professional Development provided at PS 96 addresses the needs of our English Language Learners. This professional development will consist of:

- January 2016 Grade meetings -ENL criteria and the stages of language acquisition.
- February 29, 2016-The In's & Out's of the NYSESLAT Exam.
- March 21, 2016-Best Practices for Co-Teaching Strategies
- April 18, 2016-Integrating Language and Content Instruction

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?  
Providing teachers with sound, essential approaches will afford students optimal conditions for second language acquisition. Throughout the 2015-2016 school year, ENL teachers as well as classroom and content area teachers will attend professional development workshops in the area of ESL methodology, accelerating vocabulary, academic language acquisition, Response to Intervention (RTI) across the content areas, and aligning the Common Core Standards with the New York State ENL Standards. Additionally, teachers will attend various workshops offered by Office of English Language Learners. Teachers participating in the various professional development activities turn-key elements of the sessions with other ENL and special education personnel.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Beginning in Fall 2015 through Spring 2016, grade 5 ENLs, their parents and staff of both P.S. 96 and the prospective middle schools, will begin to become engaged in the transition process of moving students up to middle school. The designated person, Ms. DeGuire, Guidance Counselor, meets with parents, teachers and students in order to inform and provide all parties with valuable communication and information. Each students' individual academic, linguistic and emotional profile is communicated to the intended middle school. Parents and students are invited to visit prospective schools, and provided with opportunities to inquire of the academic and language programs available in order to make an optimum decision for their child's future. All of these initiatives are addressed in order to ease the transition process.
4. 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.

In order to meet the professional requirements as per CR Part 154.2 which consists of 15% of total hours for all teachers, PS 96 will conduct 4 Professional Development sessions. These sessions will contain agendas and staff will be required to sign in on an organization sheet. The sessions will be as follows:

- January 2016 Grade meetings -ENL criteria and the stages of language acquisition.
- February 29, 2016-The In's & Out's of the NYSESLAT Exam.
- March 21, 2016-Best Practices for Co-Teaching Strategies
- April 18, 2016-Integrating Language and Content Instruction

For meeting the specific needs of English learners, teachers will be provided Professional Development during professional development time and/or grade meetings, which are held twice a week. The

professional development will be focused on the following topics:

1. Language progressions - How students learn language, both in terms of general language acquisition and in terms of the acquisition of discipline-specific academic language;
2. Language demands - What kinds of linguistic expectations are embedded within specific texts and tasks with which students are being asked to engage;
3. Language scaffolds - How specific representations and instructional strategies can be used to help students gain access to the concepts as well as to the language they need to learn; and
4. Language supports - How classrooms and schools can be organized to support students in continually building a deep understanding of language and content.

### 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?

Every Tuesday (2:20-3:15) is a designated time towards parental involvement. This time will be utilized in meeting with parents of ENLs to discuss goals of the program for their child, the language development progress, language proficiency assessment results, and language development needs in all content areas. Besides this time, teachers meet with parents before school, after school, during prep time and through telephone conversations.

Parents' preferred language is used during these meetings. Spanish and Albanian personnel assist with translations as needed. The Translation and Interpretation Unit is utilized for lower incident languages.

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.

A parent sign-in log is kept noting time and date. Also included are any pertinent comments, notes or information regarding the student. Phone conferences and/or letters are sent for any parent who is unable to attend in person.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Kindergarten ENLs and their parents participate in Partners in Print, a literacy program. The core objective of this program is to include parents, teachers and children in literacy activities in order to facilitate the development of strong literacy in both languages. Additionally, three one hour family workshops for grade one through five students will be offered in reading, math, social studies, and science. These workshops will assist and support parents by giving them the necessary tools and strategies to support their children's academic success. Additionally, 21st Century workshops have been designed for parents to learn to support their children's literacy and math development. Within each workshop, parents learn effective reading and math strategies as they and their children experience hands on learning situations. Parents are also provided with activities to practice with at home with their children.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The Neighborhood Initiatives Development Corporation (NIDC) provides after school programs at P.S. 96. Over the years, NIDC has provided a broad range of youth development services including after school programs, which assist students in homework help. NIDC also supports students in social, athletic and leadership activities.

PS 96 has partnered with The Food Bank of New York City, which provides a Cookshop Workshop for families. Its goal is to engage families in making healthy eating choices. Participants complete workshops focusing on such topics as reading food labels, meal planning, storage tips, portion sizes and physical activities. Through simple, healthy recipes prepared during each workshop, participants gain skill and knowledge to make Cookshop part of their families' daily lives.

5. How do you evaluate the needs of the parents?  
The needs of parents are evaluated in a variety of ways. Parents are asked to state written and oral language preference of communication notices/memoranda in order to meet parent needs and to encourage parent participation and involvement. Parents complete the Parent Survey through the Department of Education on a yearly basis. The Survey helps our school's leaders understand parents' needs and concerns about the school. The information captured by the survey is designed to support a dialogue about how to make the school a better place to learn. Additionally, during "Meet and Greet" (in September), Parent-Teacher Association meetings, parent-teacher conferences and parent workshops, parents, teachers and school leaders have the opportunity to ask questions and assess the needs of parents and their children. Parents of English Language Learners attend more workshops than any other subgroup in our school.
6. How do your parental involvement activities address the needs of the parents?  
Parents are provided with opportunities to be actively involved in all school activities. School related information is disseminated to parents in their native languages. Every effort is made to involve parents in the education of their children through involvement in the School Leadership Team, Parent-Teacher Association meetings and in-school workshops. The Parent Coordinator, Stephanie Guerrero's primary role at P.S. 96 is to be responsive to ENL parents' needs and concerns and to provide written and oral translations. Parent workshops are offered to support a home/school reinforcement program. Family workshops are offered in the areas of literacy, math and science with valuable information and resources provided in the academic areas studied by their

children. Every effort is made to provide workshops during convenient and accessible times for parents. Therefore, workshops are scheduled both during school hours and evening hours.

#### **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: **Richard Rodgers**

School DBN: **11x096**

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)
Marta Garcia	Principal		10/29/15
Marlo Oquendo	Assistant Principal		10/29/15
Stephanie Guerrero	Parent Coordinator		10/29/15
Christine Torres	ENL/Bilingual Teacher		10/29/15
Irma Sanchez	Parent		10/29/15
Melissa Carroll/ESL (K)	Teacher/Subject Area		10/29/15
Albert Lopez/ESL (3)	Teacher/Subject Area		10/29/15
Rosanna Rubino(Literacy)	Coach		10/29/15
	Coach		
	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
Rosanna Palumbo	Other <u>ESL Coordinator</u>		10/29/15
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **11** School Name: **096**  
Superintendent: **Meisha Porter**

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

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

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

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

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

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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.

Translation and interpretation needs are assessed through various means. At registration parents complete the Home Language Identification Survey. Parents are asked to state both oral and written preferences. In addition, parents are asked to state preference of written and language communication at registration on the registration application, on the Home Language Identification Survey's Parent Section, and on their child's emergency card. Parents' preferred written and oral preference of communication is entered on ATS. The information is accessible on ATS through the RAPL report which provides parents' preferred languages. We also access the UPPG report which provides both written and oral communication preferences for ELLs and Non-ELLs. Additional determination of parent written and oral needs are derived from Parent-Teacher Association meetings, Parent Workshops and Parent-Teacher Conferences.

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

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.

While our findings indicate the majority of parents at PS 96 do not require oral or written translations, approximately 10% of parents require Spanish translations. Other languages represented are lower incidence languages such as Arabic, Albanian and Chinese. Principal, Marta Garcia, Assistant Principals, Patricia Gelpi, Ron Melter and Marlo Oquendo, Bilingual Parent Coordinator, Stephanie Guerrero, ESL Coordinator, Rosanna Palumbo, ENL Coordinator, Christine Torres, as well as the Parent Association, teachers and staff have been apprised of these findings in order that every effort is made to communicate pertinent school information, both written and oral to parents. The results of the school's written and oral interpretation needs have resulted in notices/memoranda being translated in Spanish, Albanian and Arabic as needed. Additionally, Spanish and Albanian interpreters are available during parent workshops, Parent-Teachers Association meetings and parent-teacher conferences. Interpretations for lower incidence languages are provided through Translations and Interpretations Unit as needed.

The major findings of our school's written and oral translation interpretation needs have been reported to the school community through various means. These findings have been shared with our school's office staff, School Leadership Team, Parent Association and the School Based Community Organization, Neighborhood Initiative Development Corporation (N.I.D.C.), Additionally, Ms. Garcia has informed the staff of the findings and of the availability of the Translation and Interpretation Services for written and oral interpretation needs of parents and guardians, as well as the availability of these services during parent teacher conferences.

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

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

PS 96 disseminates and distributes the following information about educational programs and services: Student-Parent Handbook, newsletters, monthly school calendar, parent-teacher conference announcements, after-school program information, testing dates and information, overview of student curriculum, letters from the school leadership, school (emergency) evacuation plan, field trip forms.

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

There are numerous face-to-face meetings between the school staff and parents throughout the year. Parent teacher conferences occur two afternoon and evenings (November 5 and March 3), Open School Night occurs two evenings (September 17 and May 12), parent workshops in literacy and content areas are provided throughout the school year, Tuesdays' Parental Involvement (2:20-3:15), monthly Parent-Teacher Association meetings and Family Fun Nights. Attendance teacher, Cheryl Sims, reviews Board of Education statements of attendance twice per month. She makes phone calls to parents regarding

student latenesses or attendance and Ms. Sims also makes home visits when necessary. Guidance Counselors, Koren DeGuire and Carmen Taveras communicate with parents on various issues, concerns and mandated services on an on-going basis throughout the school year.

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

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

Written and oral translations and interpretations are provided to parents as requested and needed through various sources. Parent Coordinator, Stephanie Guerrero, ELL Coordinator, Rosanna Palumbo, ENL Teacher, Christine Torres, as well as numerous Spanish speaking staff members are available. Albanian translations are provided by Merita Palushi, Diana Nicaj and Vesna Pergjini. For parents of lower incidence languages, a notice in their own language is attached to the English document stating, Attachment A of Chancellor's Regulation A-663, "Important Notice for Parents Regarding Language Assistance Services" is posted at the school's entrance in English, Spanish, Albanian, and other languages in order for parents to be assisted and advised by the school of how to avail themselves of services provided by both PS 96 and the Translations and Interpretations Unit in a timely manner. Additionally, upon entering our school's lobby a "Welcome" notice is posted in ten languages which states, "For assistance please contact Parent Coordinator, Stephanie Guerrero, or District Family Advocate Marian Martinez." Every attempt is made by PS 96 to provide parents with translations in their preferred language. All staff members are notified of the Department of Education's Interpretation services and provided a telephone number to contact them for oral and written translation services in order to be able to communicate with families in their respective languages. Ms. Garcia has also assigned Ms. Palumbo and Ms. Torres as Coordinators of Language Access for Parents. They support parents on such matters as how to enroll a child in kindergarten, provide information on the Common Core Learning Standards and parents rights and responsibilities. Mrs. Palumbo and Mrs. Torres along with Bilingual Coordinator, Stephanie Guerrero, offer translation and interpretation support to parents. The New York City Department Of Education offer schools translated versions of many commonly used letters, forms and applications on the Translated Documents Intranet page. At PS 96 we avail ourselves of all of this helpful and useful information in order to support language needs of our parents.

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.

PS 96 meets identified interpretation needs indicated in Part B through many means and whatever means are necessary to enable important and useful communication with our parents in a timely manner. As indicated above there are numerous Spanish speaking staff members who provide all oral and written translations needed between our parents and our school. There are three Albanian speaking teachers who provide oral and written translations as needed. For lower incidence languages such as Arabic and Chinese we use the Translation and Interpretation Unit to assist us in order that we provide these parents oral and or written translations.

## Part D: Training Staff on Policies and Procedures

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

During staff conferences throughout the school year Principal, Marta Garcia reviews the protocol for making use of translation services available and provides staff with the phone number of the Translation and Interpretation Unit for oral and written assistance. Ms. Garcia discusses the importance of parent-school communication and providing parents with all the necessary information in order that they can best meet their childrens' academic needs. During these staff conferences the Translation and Interpretation Brochure is distributed as well as Language ID Guide and Language Palm Card. This information is also listed on the bulletin board outside Parent Coordinator's office.

## Part E: Providing Notice of Language Assistance Services

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

### Checklist of Notification Requirements

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

PS 96 fulfills parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663 through various means. We make it clear to parents that they have the opportunity to participate and access significantly to programs that are crucial to the education of their children. We inform them that the Department of Education offers translation and interpretation services to help them communicate effectively with their childrens' school. We also inform parents that additional information is available to them in the Parent Bill of Rights and Responsibilities, a copy of which is available in the Parent Coordinator's office in room 166. Parents are informed, "for more information on translation and interpretation services, consult the website, [www.nycenet.edu/offices/transl](http://www.nycenet.edu/offices/transl).

## Part F: Monitoring and Quality Control

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

We gather parent feedback from parents on the quality and availability of services in various ways. This occurs during formal and informal communication between the school's administration, teachers, guidance counselors, parent coordinator and other school personnel. We also gather and analyze parent responses from the parent survey "Communication" section assessing whether they are satisfied with our school's expectations for their child's learning, satisfaction with school's responses on questions or

concerns they have about their child, and whether parents believe they are properly informed of their child's achievements and successes.