2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 27Q096
School Name: P.S. 096
Principal: VIVIAN EWEKA
Comprehensive Educational Plan (CEP) Outline

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Section 2: School Leadership Team (SLT) Signature Page

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

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- Section 5C Framework for Great Schools Element - Collaborative Teachers
- Section 5D Framework for Great Schools Element - Effective School Leadership
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Section 6: Academic Intervention Services (AIS)

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Section 8: Title I Program Information

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Section 1: School Information Page

School Information

School Name: PS96
School Number (DBN): 27Q096
BEDS Code: 34270010096
Grades Served: PreK-5
School Address: 130-01 Rockaway Boulevard, South Ozone Park, New York 11420
Phone Number: 718-529-2547
Fax: 718-659-0113
School Contact Person: Vivian Osa Eweka
Email Address: Veweke@schools.nyc.gov
Principal: Vivian Osa Eweka
UFT Chapter Leader: Desiree Vining
Parents’ Association President: ChandradaiSukhan
SLT Chairperson: LoucitaSt. Phar
Title I Parent Representative (or Parent Advisory Council Chairperson): Bebe Mursalin
Student Representative(s): N/A
CBO Representative: JanaeConnerly

District Information

Geographical District: 27
Superintendent: Jennifer Ambert
Superintendent’s Office Address: 82-01 Rockaway Boulevard, Ozone Park, New York 11416
Superintendent’s Email Address: JAmbert@schools.nyc.gov
Phone Number: 718-642-5800
Fax: 718-642-5705

Field Support Center (FSC)
FSC: Marlene Wilks
Executive Director: 82-01 Rockaway Boulevard, Ozone Park, NY 11416
Executive Director’s Office Address: Mwilks@schools.ncy.gov
Executive Director’s Email Address: 718-348-2958
Phone Number: 718 281 3509
Fax: 718 281 3509
**Section 2: School Leadership Team (SLT) Signature Page**

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vivian Osa Eweke</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Desiree Vining</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Chandradai Sukhan</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Gladys Nolan</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Bebe Mursalin</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum</td>
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<tr>
<td></td>
<td>of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Martha Torres</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Luocita St. Phar</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Bhuneeta Parsan</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Erica Joseph</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Šofia Husain</td>
<td>Member/Parent</td>
<td></td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five goals and action plans that align with
the first five elements of the Framework for Great Schools (listed below). The sixth element, Trust, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction:</strong> 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment:</strong> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers:</strong> 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership:</strong> 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties:</strong> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust:</strong> 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.</td>
</tr>
</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tbody>
<tr>
<td>The mission of PS 96Q elementary school is to educate the whole child and prepare all students with readiness skills essential for the future. We believe that the school community shares the responsibility for the success of all students. Our goal is to create a shared path of community learners where students, staff and parents work collaboratively to support each other academically, socially and ethnically, in a nurturing and safe environment of academic excellence. It is the belief of the PS 96Q community that students learn best when they are actively engaged and challenged. Through instruction that is centered on discovery and high levels of student engagement. It is our</td>
</tr>
</tbody>
</table>
goal to instill an understanding of high expectations and accelerated learning achievement in all members of the school community.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Public School 96 Q is an elementary school with 313 students from pre-kindergarten through grade 5. We are a Title 1 school, located in South Ozone Park, Queens. The school population is currently comprised of 15.02% American Indian, 43.13% Asian, 18.85% Black, 15.34% Hispanic, 4.47% White, 1.92% Hawaiian Pacific and 1.28% Multi-racial. The total students' enrollment, girls' account for 49.52% (155) and boys 50.48% (158). Attendance rate is currently 94.4%.

In the 2017-2018 school year, our school community engaged in numerous initiatives that have positively impacted our students, parents and teachers in providing a well-rounded education for all students. As our logo denotes, "PS 96Q is the Garden of Hope Where All Dreams are Nurtured." Students and faculty participate in weekly Monday assemblies where students have the opportunity to sing selected patriotic songs and participate in the core virtue of the month that is aligned with the habits of mind that prepare students for college and future careers. Through our “Readers As Leaders” program, which sets a goal of reading 60 "Just Right" books that vary in genre and aligned with students’ Fountas & Pinnell levels for all grade K-2 and adapted for students in grade 3-5. Through this program students are encouraged to read independently and engage in literacy activities with their families. In order for students to make connections to areas of study and prepare for the future, our students engage in standard-based trips such as the fifth-grade trip to Queens College and St. John’s University which gives students a firsthand experience of the advantages of a college education. Through the partnership with the Councilman’s office, students participate in Key boarding, Theatre /Puppetry and Guitar club in the CASA after-school program. To further develop critical thinking and public speaking skills amongst our fourth and fifth grade students, our students participate in the Debate Teams with Sports and Arts Foundation of New York. After school programs.

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

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

Partnerships between the home and the school are nurtured and celebrated here at PS 96Q. Parents are recognized as essential partners in the education of our students. Various school-wide initiatives have been put in place to increase parent-school collaboration. Through the monthly parent newsletter and school calendar, details and focus of instruction in each subject area are detailed. Families and students are celebrated in a variety of ways, including PS 96Q "School Community Carnival," 1 "Muffins with Mom," and "Father Recognition Days." Instructional workshops are offered during the Tuesday Parent Engagement time, as well as during the school day and on Saturdays. Instructional classroom walks are conducted twice a year to provide parents the opportunity to see instructional practices. Cook Shop parent workshop and The annual PS 96Q ‘Health Fair’ helps to promote healthy living for students and families. All teachers in grades K-5 utilize the Engrade database to keep parents informed of their child’s progress. The School Environmental Learning Survey provides a conduit to welcome parent feedback. PS 96Q prides
itself with inclusion programs for our SWD and ELL students and parents. To support the parents of our ELL students, we established adult education academy that assists parents with the acquisition of the English language.

As a school community, we carefully align our use of resources to support school wide instructional goals and the learning needs of our students. Through private funding, we began a partnership with "STUDIO In A School." This art program uses an inter-disciplinary approach to infuse the four major arts disciplines and is aligned with the blue prints for the arts. Now all students in grades K-5 engage in art activities using various art forms and media with a license Studio artist in collaboration with classroom teachers. Our school community also houses a Sports and Arts Foundation program which provides after school for students in grades K-5.

Public School 96Q is an institution that prides itself on reflection and the identification of areas of growth. Therefore, The school community has established instructional foci for the 2018-2019 school year, using data to drive instruction will continue to be the area of focus throughout the year. We continue to deepen our school based assessment practices so that teachers are providing students with actionable and meaningful feedback. Additionally, students will continue to center on self-monitoring and peer-assessment. Work in the area of student engagement will concentrate on providing instructional strategies and activities that maximize student ownership and meet individual student needs.

3. Describe any special student populations and what their specific needs are.

P.S. 96Q, has a diverse student population. Our ENL students receive the required minutes of standalone and/or integrated ENL service as per CR Part 154. The ENL teacher works closely with classroom teachers to align ENL instruction with content area instruction in each grade. Instruction is designed to address the needs of learners at each proficiency level so that language and cognitive skills are developed through content topics and themes. The goal for our students is to move towards language proficiency so that they can keep up with the rigorous demands of the mainstream curriculum.

P.S. 96Q also, provides Special Education Teacher Support Services, Integrated Co-Teaching and Self-Contained Classrooms. Student needs indicated in their IEP’s are met through related service providers in Speech and Language, Occupational Therapy, Physical Therapy, Hearing and Counseling. Additionally, our Immigrant students will be provided Academic support as needed.

4. Identify 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.

The 2017-18 school year data revealed that, in the element of the Framework for Great Schools, P.S. 96Q made the most progress in Rigorous Instruction exceeding target with a score of 4.48 points which accounts to an increase of 0.06 points over the 2016-17 school year. In comparison to the district and city, PS 96Q scored higher with a score of 0.71 and 0.79 points respectively. The 2017-18 School Quality guide further indicated the following scores, Effective Leadership 3.64, Strong Family-Community Ties increased from 3.20 points in 2017 to 3.72 points in 2018. In the 2017-18 school year, continued parent engagement including parent volunteer opportunities to enhance children’s success in school will be a focus for the 2018-19 school year. Our area of focus will center on assessment of learning including student self-monitoring and peer-assessment. Work in this area will concentrate on providing instructional strategies and activities that maximize student ownership and meet individual student needs.
## School Demographics and Accountability Snapshot for 27Q096

### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK, K, 01, 02, 03, 04, 05</td>
<td>306</td>
<td>No</td>
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</tbody>
</table>

### English Language Learner Programs (2018-19)

<table>
<thead>
<tr>
<th>Transitional Bilingual</th>
<th>Dual Language</th>
<th>Self-Contained English as a Second Language</th>
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</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</table>

### Racial/Ethnic Origin (2018-19)

<table>
<thead>
<tr>
<th>% Hispanic or Latino</th>
<th>% American Indian or Alaska Native</th>
<th>% African American</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.7%</td>
<td>14.7%</td>
<td>21.2%</td>
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</tbody>
</table>

### Grade Configuration (2018-19)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>% Free Lunch</th>
<th>% Limited English Proficient</th>
<th>% Students with Disabilities</th>
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</thead>
<tbody>
<tr>
<td>88.0%</td>
<td>77.1%</td>
<td>13.7%</td>
<td>10.5%</td>
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### Personnel (2015-16)

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<th>% Hispanic or Latino</th>
<th>% Asian or Native Hawaiian/Pacific Islander</th>
<th>% Black or African American</th>
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<tbody>
<tr>
<td>13.7%</td>
<td>45.8%</td>
<td>21.2%</td>
</tr>
</tbody>
</table>

### Racial/Ethnic Origin (2017-18)

<table>
<thead>
<tr>
<th>% Hispanic or Latino</th>
<th>% Asian or Native Hawaiian/Pacific Islander</th>
<th>% Black or African American</th>
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<tbody>
<tr>
<td>4.2%</td>
<td>7.5%</td>
<td>15.0%</td>
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</tbody>
</table>

### School Performance for Elementary and Middle Schools (2017-18)

<table>
<thead>
<tr>
<th>% ELA/Math A</th>
<th>% Graduation Rate</th>
<th>% ELA/Math Aspirational Performance Measures (2015-16)</th>
</tr>
</thead>
<tbody>
<tr>
<td>60.9%</td>
<td>94%</td>
<td>N/A</td>
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### Overall NYSED Accountability Status (2018-19)

<table>
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<tr>
<th>Reward</th>
<th>In Good Standing</th>
<th>Focus District</th>
<th>Priority School</th>
</tr>
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<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
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### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>Hispanic or Latino</td>
<td>American Indian or Alaska Native</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Black or African American</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>Black or African American</td>
</tr>
<tr>
<td>White</td>
<td>Multi-Racial</td>
<td>Hispanic or Latino</td>
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<tr>
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<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Limited English Proficient</td>
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</tr>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>Limited English Proficient</td>
<td>Students with Disabilities</td>
</tr>
<tr>
<td>Economic Disadvantaged</td>
<td>YES ALL STUDENTS</td>
<td>Economic Disadvantaged</td>
</tr>
<tr>
<td>YES</td>
<td>YES ALL STUDENTS</td>
<td>YES ALL STUDENTS</td>
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</table>

#### High School

<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in ELA (2016-17)</th>
<th>Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)</th>
<th>Met Adequate Yearly Progress (AYP) in Graduation (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>Hispanic or Latino</td>
<td>American Indian or Alaska Native</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Black or African American</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>Black or African American</td>
</tr>
<tr>
<td>White</td>
<td>Multi-Racial</td>
<td>Hispanic or Latino</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Limited English Proficient</td>
<td>White</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Economic Disadvantaged</td>
<td>YES ALL STUDENTS</td>
<td>Economic Disadvantaged</td>
</tr>
<tr>
<td>N/A</td>
<td>YES ALL STUDENTS</td>
<td>N/A</td>
</tr>
</tbody>
</table>

2018-19 CEP 12
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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

Analysis of the 2017-2018 New York State English Language Arts Exam data indicated that:

* 2018 School-wide data for all students revealed 58.7% percent of all students in grades 3-5 scored at performance levels 3 & 4. This data showed a 9.1% increase in students achievement levels over the 2016-2017 school year.

Further analysis revealed 67.9% of students in fourth grade, 60.0% of students in third grade, and 41.0% of students in fifth grade achieved levels 3 and 4. This data indicates a 9.1%, 2.1% and 11.7% growth in the percentage of students meeting proficiency levels in grades 3, 4 and 5 respectively.

Analysis of the 2017-18 ReadyGen assessment for all students grades in grades 1 and 2 revealed students demonstrated growth. Data indicated:

*36.8% of students in grade 1 were proficient in the Beginning of Year Assessment. The End-of-Year data reflected student progress with 60.5% of the students meeting proficiency levels and 15.8% approaching grade level standards.

*In second grade, similar trends were noted. 12.5% of students in grade 2 were proficient at the Beginning of the Year assessment. End-of-Year data indicated 47.9% of students meeting proficiency levels and 15.0% approaching grade level standards. As revealed by the data, it is crucial to continue to strengthen our students’ literacy development with a focus on reducing the number of students on performance levels 2 and a need for an increased number of students attaining proficiency levels 3 and 4.

School's Quality Review report noted that PS 96Q effectively use various formative assessments to assess students’ progress and demonstrates a reflective approach to instructions. Students engagement in peer and self-assessments were evident. Analysis of the 2017-2018 School Quality Guide and the Framework for Great revealed that P.S. 96Q made the most progress in Rigorous Instruction with a score of 4.48 points. In comparison to the district and city, the school scored higher with a score of 0.71 and 0.79 points respectively. The guide further indicated the following scores; Effective Leadership 3.64, Strong Family-Community Ties 3.12 and Trust 3.38. In the 2017-18 school year, continued parent engagement including parent volunteer opportunities to enhance children's success in school will be a focus for the upcoming school year.
Based on the analysis of teachers MOTP and the End of Year teacher Professional development reflections, professional learning opportunities will be centered around student engagement with the continued emphasis to deepen school-wide instructional practices through the strategic facilitation of professional learning so that teachers implement tasks with appropriate scaffolds and supports. This will ensure all learners are engaged in appropriately challenging tasks that promote high levels of student thinking, participation and discussion.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, as a result of centered student engagement there will be a 5% increase (from 60.0% to 65.0%) in the percentage of students reading at or above grade level as measured by the 2019 end-of-year Fountas & Pinnell results.
### 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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students in Grades K-5</td>
<td>June 2018-June 2019</td>
<td>All teachers, Teacher Team Members, Administrators</td>
</tr>
<tr>
<td>All teachers Teacher teams will include service providers, SWD teachers and ELL educators. All teachers</td>
<td></td>
<td>Teacher Development Coach</td>
</tr>
<tr>
<td>K-2 teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All students in Grades K-5 students</td>
<td>September 2018-June 2019</td>
<td>Teacher Inquiry Team Members, data specialist and Administrative team</td>
</tr>
<tr>
<td>PreK-5 teachers</td>
<td></td>
<td>All educators</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ReadyGen trainers/Facilitator and Teacher Teams</td>
</tr>
</tbody>
</table>

- **ELA Focus for the 2018-2019 School Year.** ReadyGen English Language Arts programs will be used school-wide.
- Teachers will engage in curriculum mapping and align the 2018 ReadyGen curriculum with the standards and student data.
- Beginning summer 2018 teachers will participate in ReadyGen/ Foudations professional development.
- Teachers will engage in on-going ReadyGen professional development opportunities throughout the 2018-2019 school year.
- **Writing Focus for the 2018-2019 School Year:** The faculty will continue to develop writing curriculum that integrates reading and writing instruction.
- Common planning time will be incorporated into the schedule for all teacher teams to develop rigorous, differentiated writing lessons.
- Grade K-2 teachers will incorporate Schoolwide, Inc. Writing Program in conjunction with ReadyGen.
- New teachers will be trained in using Fountas and Pinnell running records benchmark assessment.
- Teachers will engage in progress monitoring of students reading levels.

- **Analysis of multiple sources of data.** The implementation of the school-wide use of data. Next steps and implications for instructions will be established.
- **Student engagement opportunities will be enhanced through interdisciplinary units and peer and self-assessments.**
- Teams will collaborate to plan and/or produce units and peer activities of cognitive levels 3 and 4 with scaffolds that would support our SWDs and ELLs students.
- Cycles of professional development will center around student engagement used throughout the school year.
- After school and Saturday Academy tutorial will be in place.
- A second-grade Saturday tutorial will also be implemented. Students will receive targeted, individualized differentiated instruction and strategically planned remediation or enrichment.
- Teachers instructing this program will provide frequent feedback to classroom teachers and service providers.

<table>
<thead>
<tr>
<th>ELL After-School Program-English Language Learners</th>
<th>Grades 3-5 who are approaching grade level</th>
<th>December 2018-June 2019</th>
<th>Saturday Academy Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade 2 students who are approaching grade level</td>
<td>February-April 2019</td>
<td>School Administration</td>
</tr>
<tr>
<td></td>
<td>ELL Students from Grades K-2 will be targeted during the after-school program.</td>
<td></td>
<td>Saturday Academy Teachers</td>
</tr>
</tbody>
</table>

ELL Students from Grades K-2 will be targeted during the after-school program.

Paraprofessionals have been trained to utilize Reading Rescue program to support our grade one students approaching grade level reading.

<table>
<thead>
<tr>
<th>First grade students</th>
<th>September 2018-June 2019</th>
<th>Reading Rescue coordinator, Para-Professional.</th>
</tr>
</thead>
<tbody>
<tr>
<td>First grade students</td>
<td>September 2018-June 2019</td>
<td>Reading Rescue coordinator, Para-Professional.</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

A need assessment of workshop needs will be conducted through our September parent surveys. Parents and Families will engage in Learning Walks during the school day twice a year (October and March) to enhance their understanding of the (common core) and how they can further support their children at home. Parents will be encouraged to sign on to NYC School Accounts, Engrade and Remind to monitor their children’s progress. Student Led Conferences will
provide students the opportunity to share their strengths, progress, and goals with their parents. Key personnel will include Pre-K-5 teachers, Parent Coordinator, administrators, and Service providers.

**Part 4 – Budget and Resource Alignment**

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

Classroom teachers, SWD teachers, EL provider, para-professionals, AIS service providers, administrators, Parent Coordinator, etc. Instructional materials Ready Gen Literacy Program, i-Ready online tools, RAZ-Kids database, Ready Instructional material, authentic literature, foudations and Rally Practice Assessments. Common planning time will be incorporated into the instructional schedule. Scheduled teacher-team meetings will also be established.

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

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

By the end of February 2019, administrative team/teacher teams will compare the beginning of year data to the middle of year Fountas and Pinnell data to measure the percentage increase in reading levels of all students and determine if the school is on course to meet the annual goal.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Fountas & Pinnell assessment mid-year data

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

The 2017-2018 school wide attendance data revealed that the attendance percentage rate had a slight increase of 0.55% percent compared to the 2016-2017 school year. Further analysis of the data showed that our special education students had a higher attendance weekly attendance with an average of 94.80% in the 2017-2018 school year. In all grades, data revealed a lower rate of yearly attendance for our prek students at 92.7%. This data greatly impacted the overall school wide attendance rate. 2017-2018 End of Year attendance was 93.65%. The need to have our attendance meet the goal of a 2% increase was created in order to increase our student overall daily/weekly and monthly attendance. This goal will increase student instructional times and instill core virtues that embodied values and behaviors needed to prepare students to meet higher demands in academic performance.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, as a result of guidance/attendance team counseling activities and student recognition events there will be a 2% increase (from 93.65% to 95.65%) in the overall attendance rate for all students as measured by the 2019 end-of-year Annual Attendance Report.
### 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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>September 2018- June 2019</td>
<td>Classroom teachers, Attendance school aide, Guidance Counselor. Attendance Coordinator, attendance teacher, attendance school aide, Parent Coordinator and Administrators</td>
</tr>
<tr>
<td>Parents and students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Absent students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All students</td>
<td></td>
<td>Attendance committee members</td>
</tr>
<tr>
<td>All Pre-K to grade 5 students</td>
<td>September 2018- June 2019</td>
<td>Classroom teachers, Attendance Personnel, Guidance Counselor. Attendance Coordinator and Administrators</td>
</tr>
<tr>
<td>100% attendance students and students with</td>
<td></td>
<td>Parent coordinator and attendance teacher</td>
</tr>
</tbody>
</table>

### Target Group(s)
Who will be targeted?

<table>
<thead>
<tr>
<th>All students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents and students</td>
</tr>
<tr>
<td>Absent students</td>
</tr>
<tr>
<td>All students</td>
</tr>
</tbody>
</table>

### Timeline
What is the start and end date?

<table>
<thead>
<tr>
<th>September 2018- June 2019</th>
</tr>
</thead>
</table>

### Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

- Classroom teachers
- Attendance school aide
- Guidance Counselor
- Attendance Coordinator
- Attendance teacher
- Attendance school aide
- Parent Coordinator
- Administrators
- Attendance committee members

- Classroom teachers
- Attendance Personnel
- Guidance Counselor
- Attendance Coordinator
- Administrators

- Parent coordinator
- Attendance teacher
- Doctors note is an excused absence child/ren are still marked absent. Parents will be reminded.

- Perfect Attendance students will have their names posted on a special Attendance Bulletin Board.
- Monthly recognition of classes with the highest attendance rate during Monday Assembly. *Classes with outstanding monthly attendance will be awarded attendance trophies. for their effort.
- Our school will continue to implement a character education program that provides students with opportunities to build characteristics that are important for developing themselves as leaders. In alignment with the Academic and Behavior standards of Practice, monthly core virtues that will instil confidence and pride that transcends into students achieving their academic goals will be chosen.
- Students that exhibit traits that mimic the virtues of the month will be recognized monthly during parent association meetings.
- A need assessment of workshop needs will be conducted through our September parent surveys. Families will have multiple opportunities to attend various parent workshops that will support their understanding of rigorous instruction.

<table>
<thead>
<tr>
<th>Improvements</th>
<th>Absent students</th>
<th>Parent Coordinator and attendance teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td></td>
<td>Attendance teacher, attendance school aide, parent coordinator, administration.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Attendance school aide</td>
</tr>
<tr>
<td>Pre-K-5</td>
<td>September 2018- June 2019</td>
<td>Classroom teachers, Attendance school aide, Guidance Counselor. Attendance Coordinator and Administrators</td>
</tr>
<tr>
<td>Classes with outstanding attendance</td>
<td>September 2018- June 2019</td>
<td>Classroom teachers, Attendance Personnel, Guidance Counselor. Attendance Coordinator, Parent Coordinator and Administrators</td>
</tr>
<tr>
<td>All students including SWDs and ELL students will be impacted.</td>
<td>September 2018- June 2019</td>
<td>Classroom teachers, Attendance Personnel, Guidance Counselor. Attendance Coordinator, Parent Coordinator and Administrators</td>
</tr>
</tbody>
</table>
**3b – Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

- Parent workshops coordinated by the District Attendance teacher in collaboration with the parent coordinator to educate parents/guardians on the importance of good attendance. Parents and Families will continue to engage in Learning Walks during the school day twice a year (October and March) to enhance their understanding of the common core and how they can further support their children at home. Parents will be encouraged to sign on to NYC School Accounts, Engrade and Remind to monitor their children’s progress. Student Led Conferences will be implemented this school year to provide students the opportunity to share their strengths, progress, and goals with their parents. Key personnel will include, parent coordinator, attendance teacher, guidance counselor, attendance school aide and administrator.

**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.

School Aides, teachers, guidance counselor, Attendance teacher will be used to implement this plan. Resources will be utilized in purchase of trophies and other incentives for students.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
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<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th></th>
<th>C4E</th>
<th>21st Century Grant</th>
<th>SIG</th>
<th>PTA Funded</th>
<th>In Kind</th>
<th>Other</th>
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<tbody>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

By February 2019, there will be a 1% increase in school wide students’ attendance rate as measured by the school’s Cumulative Absence report for School (RCUA).

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Cumulative Absence report for School (RCUA).

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Analysis of the 2017-2018 New York State Math Exam data revealed the following:

* 2018 School-wide data for all students revealed 60.9% percent of all students in grades 3-5 scored at performance levels 3 & 4. This data showed a 7.9% increase over the 2016-17 school year students mathematics achievement levels.

Further analysis indicated, 68.3% of our students in third grade, 66.0% of students in fourth grade and 46.2% of students in fifth grade met State standards and achieved levels 3 and 4. This data showed a 4.1% and 22.4% growth in the percentage of students meeting proficiency levels in grades 3 and 4 respectively.

Analysis of the 2017-2018 New York State English Language Arts Exam data indicated that:

* 2018 School-wide data for all students revealed 58.7% percent of all students in grades 3-5 scored at performance levels 3 & 4. This data showed a 9.1% increase in students achievement levels over the 2016-2017 school year.

Further analysis revealed 67.9% of students in fourth grade, 60.0% of students in third grade, and 41.0% of students in fifth grade achieved levels 3 and 4. This data indicates a 9.1%, 2.1% and 11.7% growth in the percentage of students meeting proficiency levels in grades 3, 4 and 5 respectively.

Analysis of the 2017-18 ReadyGen assessment for all students grades in grades 1 and 2 revealed students demonstrated growth. Data indicated:

* 36.8% of students in grade 1 were proficient in the Beginning of Year Assessment. The End-of-Year data reflected student progress with 60.5% of the students meeting proficiency levels and 15.8% approaching grade level standards.

*In second grade, similar trends were noted. 12.5% of students in grade 2 were proficient at the Beginning of the Year assessment. End-of-Year data indicated 47.9% of students meeting proficiency levels and 15.0% approaching grade level standards.

Based on the the analysis of teachers MOTP and the End-of-Year teacher Professional development reflections, professional learning opportunities will be centered around student engagement with continued emphasis on student self- peer assessment, planning and delivering of standard based rigorous instruction. Engaging students with cognitively challenging activities will be a school wide focus.

Teacher teams will continue to evaluate multiple data sources and the use of benchmark assessments to monitor student achievement and progress. Teams will routinely study student work and take the findings to move practice.
Teams will look at problems of practice, around standards that students struggle with, that will promote action research. Students taking ownership through Student Led Conferences, celebratory experiences by means of project based instructions and activities will be an added focus. Grade teams will incorporate thematic units within their curriculum maps to provide engaging lessons in which students actively explore real-world problems and challenges that require a deeper knowledge of their unit of study.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, as a result of professional learning opportunities there will be a 3% increase (from 71.4% to 74.4%) in the percentage of teachers that receive an effective or highly effective rating in component 1E (Designing Coherent Instruction) of the Danielson Framework as measured by the 2019 end of year summative ratings in Advance.
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activities</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
</table>
| - Grade Teams will continue to refine and modify their curriculum maps to reflect a project-based task that incorporates universal designs of learning and strategies of differentiated learning styles.  
- Educators will collaborate in inquiry-based teacher teams to analyze, interpret, collected through formative and summative data results to plan differentiated lessons.  
- Teams will be organized vertically and horizontally in order to have a clear scope of the trends across classrooms and grades. Teacher teams will provide feedback to their colleagues and reflect upon their own practice. Teacher teams will continue to collaborate to develop curriculum maps and unit plans that would support instructional goals.  
- Teacher teams will engage in action research on the standards that students are struggling with in order to move practice. | Students at all academic levels  
All Educators will reflect on their own practice via this process | September 2018-June 2019  
Circular 6 Periods, Common planning time and Professional learning time | All teachers, Teacher Team Members, and Administrators |
| - A professional development plan will be reflective of the needs of staff and data collected via a self-assessment survey.  
- Instructional professional consultants and resources will provide additional professional development  
- The Professional development team will meet and assess the effectiveness of professional development opportunities that were provided and generate next steps.  
- Staff will have Professional learning to support writing of various units of study to include engaging activities that challenge students in areas of critical thinking. | All Teachers  
Para-professionals  
*All educators are responsible for applying their learning to improve student outcomes.  
Professional development team |
• Educators from the school will collaborate with members of the after-school program to facilitate meaningful and impactful experiences for students. SASF students September 2018-2019 Staff of PS 96 community and the SASF SASF staff.

• Common planning time will be incorporated into the master schedule in order to allow for joint planning and collaboration. The designated time will be utilized to analyze grade-level data, plan standard-driven lesson, develop formative assessments, and identify opportunities for differentiation.

• The team will analyze resulting data/student work samples. Adjustments will be made for the continued support of all students including our ELL and SWDs.

SASF F students September 2018-2019 All teachers, Grade-Level teams, Core Facilitators, administration and service providers

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

- Parents and Families will engage in Learning Walks during the school day twice a year (October and March) to enhance their understanding of the common core and how they can further support their children at home. A need assessment of workshop needs will be conducted through our September parent surveys. Families will have multiple opportunities to attend various parent workshops that will support their understanding of rigorous instruction. Parents will be encouraged to sign on to NYC School Accounts, Engrade and Remind to monitor their children’s progress. Student Led Conferences will continue this school year to provide students the opportunity to share their strengths, progress, and goals with their parents. Parents will receive monthly newsletters by grade and sub-group that will keep them abreast of pertinent instructional goals, practice, and strategies that they can use at home to support their children.

### 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 human resources needed will include classroom teachers, SWD teachers, an ELL provider, para-professionals, AIS service providers, Parent Coordinators, etc. Common planning time will be incorporated into the daily Weekly scheduled teacher-team meetings. A Professional Development team.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>C4E</td>
<td>X</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

### Part 5 – Progress Monitoring

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By the end of February 2019, administrative team will analyze mid-year MOPT data to measure the percentage increase in the number of teachers attaining effective or highly effective in component 1e (Designing Coherent Instructions) and determine if the school is on course to meet the annual goal.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

School Level MOTP Summary Report.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

As per the NYC School Survey, 100% of teachers affirmed that in planning their last instructional unit, they had the resources and tools they needed to include multiple opportunities for focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning. Additionally, 90% of teachers indicated that they are able to apply their knowledge of parents' various cultural backgrounds when collaborating with them regarding their child's educational progress. 79% of teachers say that it is clear how all of the programs offered are connected to their school's instructional vision. In Strong Family-Community Ties, outreach to parents, 82.0% of parents/guardians agreed or strongly agreed that they are invited to visit classrooms to observe instructions. In collaboration with the school's professional development committee the school will review programs offered to ensure their alignment to the school's instructional vision. The school will continue to support teacher pedagogy from a coherent set of belief about how students learn best in order to ensure that all learners are provided with consistently cognitive learning experiences that extend and push their thinking.

PS 96Q continued strengths include:

*A culture of learning that communicates a high expectation of learning to staff, students, and families and provides support to achieve those expectations in alignment with the Framework for Great Schools.

*Alignment of instructional schedule to facilitate teacher peer inter-visitation and professional support.

*Administration and faculty engage in a monthly collegial book club that supports Questioning for classroom discussion.

*Sharing of best practices through inter-visitation

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

By June 2019, as a result of the strategic professional learning offered and the work of school's professional development committee there will be 8% increase (from 79% to 87%) in the percentage “of teachers that say it is clear
how all of the programs offered are connected to the school's instructional vision.” as measured by the results of the 2019 NYC School Survey.
Part 3a – Action Plan

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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All K-5 Teachers and Classroom Teachers</td>
<td>June 2017 – June 2018</td>
<td>Principal, Assistant Principal</td>
</tr>
<tr>
<td>All K-5 Teachers and Classroom Teachers</td>
<td>September - October 2018</td>
<td>Principal, Assistant Principal</td>
</tr>
<tr>
<td>Developing Teachers</td>
<td>October-2018-June 2019</td>
<td>Principal, Assistant Principal</td>
</tr>
<tr>
<td>All K-5 teachers and support staff</td>
<td>September-June 2017</td>
<td>Principal, Assistant Principal, in collaboration with Professional Development committee</td>
</tr>
</tbody>
</table>

Analyze MOPT comprehensive data in June to identify the percentage of ineffective, developing, effective and highly effective ratings in domain 3c (Student Engagement (3b) Questioning and discussion techniques Assessment (3d)).

Conduct IPCs (Individual Planning Conference) with every teacher in the beginning of the year for to establish professional goals.

Conference with teachers whose 2017-2018 overall rating was “Developing’ collaboratively design a Teacher Improvement Plan (TIP) and next steps for improvement with progress monitoring.

Provide on-going Professional Development for teachers on strategies to engage all students including SWDs and the ELLs.

Faculty book club focused on student engagement

Collaborative work with a focused on designing instruction that scaffolds instruction to advance all students towards mastery.

Collaborate and make strategic adaptations to existing curriculum maps in order to plan activities that cognitively engage all students.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

- To promote parent leadership and engagement, parents will be encouraged to participate in School Leadership Teams (SLT) and various parent engagement activities. In partnership with the UFT, parent reading club will be instituted. Parents and Families will engage in Learning Walks during the school day twice a year (October and March) to provide opportunities for families to view instructional practices. Families will have multiple opportunities to attend various parent workshops that will support their understanding of rigorous instruction. Parents will be encouraged to sign on to NYC School Accounts, Engrade and Remind to monitor their children’s progress. Student Led Conferences will be implemented school-wide to provide students the opportunity to share their strengths, progress, and goals with their parents. Parents will receive monthly
newsletters by grade and sub-group that will keep them abreast of pertinent instructional goals, practice, and strategies that they can use at home to support their children.

**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.

Professional Learning Mondays, Coverage as needed, Inter-visitations, Literacy Coach, Professional Development Committee, Ready Gen Trainer, summer planning.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

By the end of February 2019, school professional committee will analyze programs mid-year to measure the percentage increase in the number “of teachers that say it is clear how all of the programs offered are connected to the school’s instructional vision.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

2019 NYC School Survey.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

In the 2017-18 school year, PS 96Q focused extensively on engaging parents and families in building Strong Family-Community Ties in alignment with the Framework for Great Schools. Our goal was to increase our family partnerships and collaboration as we prepare all students with college and career readiness skills. The 2016-17 School Quality Guide indicated School Outreach to parents at 93.0% and a score of 3.20 points in Strong Family-Community Ties. Further analysis of the 2016-17 School Environmental Survey revealed the following:

- 96% of parents/guardians agreed or strongly agreed that their child's school communicates with them in a language and in a way that they can understand.

- 97% of parents and guardians strongly agreed that teachers and parents/guardians think of each other as partners in educating children.

- 97% of parents indicated that the school partner with families to support success.

- 82% of parents/guardians agreed or strongly agreed that they are invited to visit classrooms to observe instruction.

Although our average parent attendance in school events increased by more than 50%, there is a need to continue to reach out to our parents and families. In the 2017-18 school year, to achieve our goal of more parental attendance in school events, we will conduct a survey of parents to get their feedback and ideas on how we can effectively support and partner with them. To further increase parental involvement and enhance students success in school, we will continue to provide parents/guardians the opportunity to volunteer time and support the PS 96Q school community.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, parent attendance at Class Learning Walks (visit classrooms to observe instruction) will increase by 3% (from 82.0% to 85.0%) as evidenced by Parent Attendance Logs from year end 2019 Learning Walk.
### Part 3a – Action Plan

#### 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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

#### Target Group(s)
Who will be targeted?

#### Timeline
What is the start and end date?

#### Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

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<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>The Parent Association plays an active role in the school community.</td>
<td>Parent Members of the School Community</td>
<td>September 2018-June 2019</td>
</tr>
<tr>
<td>2.</td>
<td>Conduct a needs assessment and plan a comprehensive list of activities to support parents.</td>
<td>Staff Members</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Service initiative where school community members will be encouraged to give back to their PS 96Q community.</td>
<td>Parent Members of the School Community</td>
<td></td>
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<tr>
<td>4.</td>
<td>PS 96Q initiatives will consist of open school night, community activities and Applebee’s breakfast for families.</td>
<td></td>
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<tr>
<td>5.</td>
<td>Use of Remind</td>
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<tr>
<td>6.</td>
<td>Parent engagement activities including; Dad’s Take your Child to School.</td>
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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Parent Workshops will be provided throughout the year to offer strategies for assisting parents in developing their child’s academic skills.</td>
<td>All Parents and Families of students including our SWDs and ELL parents</td>
<td>September 2018-June 2019</td>
</tr>
<tr>
<td>2.</td>
<td>Parents will be invited to participate in tutorials relating to current areas of study. ELL and SWD teachers will provide training to parents to help them scaffold instruction.</td>
<td>Tuesday Parent Engagement time</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>A survey will be conducted to determine the optimum time for parents to attend these workshops and celebrations.</td>
<td></td>
<td></td>
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<tr>
<td>4.</td>
<td>Saturday workshops will be provided for parents that are unavailable during the school week.</td>
<td></td>
<td></td>
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<tr>
<td>5.</td>
<td>ELL After-school academy will be provided for parents that identify with English as a second language.</td>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The school will utilize the Engrade Database System to house student data that is accessible to parents.</td>
<td>Parent Members of the School</td>
<td>September 2018-June 2019</td>
</tr>
</tbody>
</table>
2. Tuesday Parent Engagement time will also be used to meet with parents that would prefer face-to-face meetings.
3. Monthly parent newsletters will continue to inform parents of curriculum and goals for each grade level.
4. The School Messenger phone system and the monthly school calendar will keep parents abreast of events and learning opportunities that will be held at the school.

Community including Students in Pre-K to Grade 5

SWD Teachers and service providers
EL Teacher
Parent Coordinator
School Administration

1. Celebrations of the School Community will also take place throughout the school year. Student accomplishments will be honored at various times during the year and parents and families are invited to share the experiences with children.
2. Students of the Month and students whom have encompassed the Core Virtue, and developed the Growth Mindset Virtue, will be celebrated at the monthly Parent Association meetings. Academic awards ceremony and perfect attendance will be celebrated at Award Assemblies.
3. "Readers Are Leaders" commemoration activities will also be held twice a year to honor students who meet independent reading goals. A celebratory "School Community Carnival" will honor and celebrate the partnership of all members of the PS 96 Q school community and our Family Reading challenge, as well as our Learning Walks by grade.

Students in Pre-K to Grade 5
All Parents/Families of the School Community

September 2018-June 2019

Classroom Teachers (Pre-K-5)
Parent Coordinator
School Administration
School Guidance Counselor
Members of the School Community

3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Sports and Arts Foundation of New York (SASF) and Studio In A School Parent Engagement Grant

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.

Teachers, administrators, parent coordinator(s), guidance counselor(s), Engrade, School messenger etc. support parent engagement opportunities and resources.

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

|  | Tax Levy |  | Title I SWP |  | Title I TA |  | Title II, Part A |  | Title III, Part A |  | Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|---|
| X |  | | | | | | | | | |
|  | | C4E | | 21st Century Grant | | SIG | | PTA Funded | | In Kind | |
| | | | | | | | | | | Other |

Part 5 – Progress Monitoring

2018-19 CEP
**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2019, there will be an increase of 3% percent in parent attendance at Parent Association meetings and other school event meetings as evidenced by Parent Attendance Logs.

By the end of February 2019, Administrative Team /Parent Coordinator will review parent attendance logs to measure the percentage increase in the number of parents attendance in the Class learning Walk.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- Monthly PA Parent attendance logs and Parent event logs.

**Part 5c.** In **February 2019**, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Students in need of services will be identified through the collaboration of the PPT team and the classroom teacher. Additionally, students in grades 4 and 5 that scored below the median scale score between level 2 and 3 in ELA will be identified as eligible for AIS. Assessment options including, Fountas &amp; Pinnell baseline data, NYSESLAT, will be used to consider students for services. Criteria for i-Ready ELA All students will have access to the online tool for remediation as well as enrichment.</td>
<td></td>
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<tr>
<td>Saturday Academy Program</td>
<td>Small Group instruction-*Small Instruction/ Guided Reading and center work. One-on-one, tutoring one-to-one Diagnostic and online instructional support.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELL Program</td>
<td>This program will support and assist ELL student meet the performance standards and become proficient in English.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-RAZ-Kids</td>
<td>Push-In/Pull-out Intervention and Modeling.</td>
<td></td>
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<tr>
<td></td>
<td>This service will take place during the school day.</td>
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<td></td>
<td>During the day, before and after school</td>
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<td></td>
<td>After school</td>
<td></td>
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<tr>
<td></td>
<td>After-school program and EL Academy will be instituted</td>
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<tr>
<td></td>
<td>*i-Ready K-5 Adaptive Diagnostic Online Tools and Raz-Kids will be incorporated into the daily instruction and will be available at home.</td>
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<tr>
<td></td>
<td>Outside of School Hours- Holiday Academies from 8:30am-12:00pm.</td>
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</tr>
<tr>
<td>Mathematics</td>
<td>i-Ready K-5 Adaptive Diagnostic Online Tools</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
| Students in need of services will be identified through the collaboration of the PPT team and the classroom teacher. Additionally, students in grades 4 and 5 that scored below the median scale score between level 2 and 3 in State Math will be identified as eligible for AIS. Assessment options including, Go Math Beginning of Year Test and Prerequisite Skills Inventory will be used to consider students for services. | Ready K-5 Adaptive Diagnostic Online Tools  
This tool will digitally pinpoint student needs according to sub-skills and provide one-to-one progress monitoring and instructional support.  
Problem solving strategies.  
Enrichment Math club.  
Students will be immersed in real-life problem solving and project based activities. |
| Criteria for i-Ready Math            | Small Instruction and center work  
Online one-to-one instruction  
Push-In/Pull-out  
Push-In / Pull-Out Intervention and Modeling.  
Small group instruction |
| All students will have access to online tools for remediation as well as enrichment. | i-Ready K-5 Adaptive Diagnostic Online Tools will be incorporated into the daily instruction and at home.  
Outside of School Hours-Holiday Academies from 8:30am-12:00pm.  
Before school  
Monday, Wednesdays and Fridays from 7:30am to 8:15am |
| Students in grades 4 & 5 who scored levels 3 or 4 on the State Math test, Baseline and Mid-Year assessments will be considered for Enrichment services. |
| Science | Grade 4 Students will receive these services. Students will be targeted based on their End of Unit science test, Mid Year science test, science Practice Tests exams. | AIS instruction will be provided to support the acquisition of science concepts and inquiry skills. Grade 4, students on levels 1 and 2 on Mid-year science will participate in the After-School Science Program. | Small group instruction Performance based science instruction | After-School Science Program |
| Social Studies | Students in grades 3-5 with level 2 in Social studies End of Unit test will receive AIS instruction to support the acquisition of social studies skills. | Literacy through overarching themes incorporated into the After school ELA AIS program. | Small Instruction and center work | During After-school program and EL Academy |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Criteria- Students will be identified through teacher observation. | At-risk guidance A pull-out program for students in need of guidance. Students will work with the guidance counselor to discuss topics, relating to interpersonal skills, health and wellness. | Small-Group Counseling | During the school day |
**Section 7: Support for Students in Temporary Housing (STH)**

**Directions:**
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>9 students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>9 students</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
<tr>
<td>To support our STH students, instructional materials and resources such as books, book bags, notebooks, uniforms, school supplies and uniforms will be purchased. Opportunities will be provided for STH students to participate in both the SASF and the academic after-school programs. The newly formed collaboration with Health &amp; Mental Hygiene of NYCDOE will provide additional support so that our STH students have opportunities to progress academically.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an [STH liaison](#).
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
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<tbody>
<tr>
<td>X</td>
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</tbody>
</table>

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.

**Strategies for Attracting Highly Qualified Teachers:**

* Administrative staff will regularly attend hiring fairs to identify and recruit highly qualified teachers.

* Administrative staff also utilizes the “Teacher Finder” website to research the qualifications of those that are being considered for hiring.

* Administrative staff, as well as other staff members will network with their colleagues in other schools to determine if there is any possibility to obtain a highly qualified teacher that has been excess.

* A mentor will be assigned to support less qualified teachers.

* The school will also seek network support for teachers that are not highly qualified.

* Available workshops will be researched and attended by the educators that lack high qualification.

* Funds are also allocated to support staff members that require special certificates to become highly qualified.

* Assignments will be changed if the ELL, Science or Physical Education programs are not being instructed by highly qualified.

* All intervention provided for Students With Disabilities will be provided by licensed highly qualified professionals

2b. High Quality and Ongoing Professional Development

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

All staff members including teachers of all grades Pre-K-5, Principal, Assistant Principal, Math Facilitator, SETTS, ELL cluster teachers and paraprofessionals will be provided with a series of professional development that will enable all students meet the Common Core State Standards (CCSS). These professional development workshops will focus on the alignment of instruction with the Common Core learning Standards and the 2017-2018 school year instructional
focus. Furthermore, the professional development sessions will strengthen the common language and understanding of what quality teaching looks like through the lens of Charlotte Danielson Framework for Teaching. The 2017-2018 professional development calendar collaboratively crafted by the Professional learning Team will focus attention on: Aligning the school’s instructional focus (including the instructional shifts), Common Core State Standards, Framework for Great schools and curricula across grades and subjects areas to close the achievement gap and promote college and career readiness.

Part 3: TA Schools Only

3a. Use of Program Resources

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

NA

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).

NA

Part 4: SWP Schools Only

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

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

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

In the month of May we provide our Pre-K / new Kindergarten parents and guardians the opportunity to learn about our kindergarten program at P.S. 96Q. The Assistant Principal, Literacy Facilitator, Parent Coordinator, ELL teacher, and Math Cluster Teacher will share academic expectations for Kindergarten. After the tour, parents/families are provided the opportunity to ask questions, or share concerns they have about Kindergarten.

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Refer to Galaxy for school allocation amounts)</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$129,579.00</td>
<td>X</td>
<td>Section 5A, 5B, 5C, 5E</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$110,247.00</td>
<td>X</td>
<td>Section 5A, 5C</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$11,200.00</td>
<td>X</td>
<td>Section 5A, 5C, 5E</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$1,521,955.00</td>
<td>X</td>
<td>Section 5A, 5B, 5C, 5E</td>
</tr>
</tbody>
</table>

¹Explanation/Background:
Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools
may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

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

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. PS96Q in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS96Q will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;

- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;

- sharing information about PS96Q and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
● providing professional development opportunities for PS96Q staff to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of PS96Q community;

Parental Involvement and School Quality

PS96Q’s Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. PS96Q community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of PS96Q. The findings of the evaluation through PS96Q surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance PS96Q’s Title I program. This information will be maintained by PS96Q.

- In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of 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;
  - Title I Priority and Focus Schools and the parents of students served in the Title I program must jointly agree upon the use of these additional funds to support increased parent engagement/education to enable parents to effectively support their child’s learning.
  - 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 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., ESSA/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 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the ESSA;
  - 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;

Encouraging School-Level Parental Involvement
The school encourages 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)

PS96Q, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Elementary and Secondary (ESSA) Act;

#### I. School Responsibilities: Supporting Home-School Relationships

Support home-PS96Q relationships and improve communication by:
● conducting parent-teacher conferences four times a year during which the individual child’s achievement will be discussed as well as how this Compact is related;

● convening an Annual Title I Parent Meeting prior to October 31, 2017, for parents of students participating in the Title I program to inform them of PS96Q’s Title I status and funded programs and their right to be involved;

● arranging additional meetings at other flexible times, e.g., morning, evening;

● respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;

● providing information related to PS96Q and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

● involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy, and this Compact;

● providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual PS96Q information through Engrade, Progress Reports, and individual students’ report cards;

● ensuring that the Parent Involvement Policy and PS96Q Parent Compact are distributed and discussed with parents each year.

● 2018-2019 Parent PS96Q Handbook available to provide parents with pertinent information about PS96Q;
  ● 2018-2019 PS 96 school website -www.PS96q.com will be launched to provide parents easy access to information about student learning.

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

**Provide parents reasonable access to staff by:**

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child’s teacher or other PS96Q staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the PS96Q year, e.g., Parent-Teacher Conferences;

### I. School Responsibilities: Providing General Support to Parents

**Provide general support to parents by:**

- creating 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 PS 96Q 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 of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

• monitor my child’s attendance and ensure that my child arrives to PS96Q on time as well as follow the appropriate procedures to inform PS96Q when my child is absent;
• ensure that my child comes to PS96Q rested by setting a schedule for bedtime based on the needs of my child and his/her age;
• check and assist my child in completing homework tasks, when necessary;
• read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
• set limits to the amount of time my child watches television or plays video games;
• promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
• encourage my child to follow PS96Q rules and regulations and discuss this Compact with my child;
• volunteer in PS96Q or assist from my home as time permits;
• participate, as appropriate, in the decisions relating to my child’s education;
• communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from PS96Q or district;
• respond to surveys, feedback forms and notices when requested;
• become involved in the development, implementation, evaluation and revision to the Parent involvement Policy and this Compact;
• participate in or request training offered by PS96Q, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
• take part in PS96’s Parent Association or serve to the extent possible on advisory groups, e.g. School Leadership Teams;
• share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

• attend PS96Q regularly and arrive on time;
• complete my homework and submit all assignments on time;
• follow PS96Q rules and be responsible for my actions;
• show respect for myself, other people and property;
• try to resolve disagreements or conflicts peacefully;
• always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 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. Any updates or revisions to this plan must be made through the [iPlan portal](http://schools.nyc.gov/Academics/ELL/default.htm) by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School: _______</th>
<th>DBN: _______</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td>conceptually consolidated (skip part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
<th>Before school</th>
<th>After school</th>
<th>Saturday academy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of ELLs to be served: _______</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades to be served by this program (check all that apply):</td>
<td>K</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Total # of teachers in this program: _______</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of certified ESL/Bilingual teachers: _______</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of content area teachers: _______</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: ____

The English as a Second Language supplemental program at PS 96Q will provide services to our English Language Learners in kindergarten through fifth grade. The program will be open to all former and current ELL's and the final number will depend on enrollment in the program. We currently have a total of 43 students who will be eligible based on their NYSESLAT scores. There will be 8 first graders, 9 second graders, 7 third graders, 10 fourth graders and 9 fifth graders. (Kindergarten will depend on Fall 2018 NYSITELL testing) Of these, we currently have 6 students at the Entering/Beginning level, 5 at the Emerging level, 7 at the Transitioning level, 21 at the Expanding level and 4 at the Commanding level. These students speak Spanish, Arabic, and Punjabi. Although these students are mainly at the Expanding or Commanding level on the NYSESLAT, they were chosen so that we can continue to help them meet the rigorous demands of the Common Core curriculum. The direct instruction component of the program will consist of a before and after school program that will be used to develop language proficiency and improve our student's academic achievement in Math and ELA.

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

The program will meet twice a week before school for grades 3-5 and after school for grades K-2. The hours will be from 7:30am-8:15am for 3-5 and 2:45pm-4:15pm for K-2 on Wednesdays and Thursdays. Attendance will be taken for each session and records will be kept by the ENL teacher in the Title III binder. The after school program will begin in November and end in May for about 40 sessions. Notifications for program eligibility will be sent home in English and the parent's preferred language when necessary. We will utilize the services of the Translation and Interpretation Unit to translate these letters and copies of all notices sent home will be maintained by the ENL teacher.

The language of instruction will be English, however the students native language will be used in order to promote and encourage comprehension when necessary. Students will have access to bilingual glossaries, dictionaries and books, as well as I-pads in order to translate or look up words. Groups will be formed based on grade and proficiency level, but they will be flexible according to individual needs and based on ongoing assessments. This program will assist and
### Part B: Direct Instruction Supplemental Program Information

support our ELLs to enhance their ability to meet the performance standards in the content areas and become college and career ready.

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

Materials to be used will include test preparation books in reading, writing and math and the Read 180 program. Read 180 is designed to differentiate instruction and meet students at their own level. It emphasizes developing academic language and vocabulary. Students will also read leveled fiction and non-fiction books and use computers and I-pads to augment the program. The teacher will focus on developing students academic language in order for them to communicate effectively in English and be prepared to take the state exams. The teacher will demonstrate, model, use graphic organizers, simplify and paraphrase instructional language and focus on explicit teaching of key vocabulary. All instruction will be differentiated to meet the diverse needs of the students. Developmentally appropriate strategies and hands-on activities will be used.

### Part C: Professional Development

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

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

Begin description here: 

Professional development is provided during our faculty meetings and grade level meetings in order to meet our teacher's needs. Since our ENL population continues to change, our classroom teachers need professional development that will enhance their pedagogy and enable them to teach our ELL students more effectively.

Our ENL teacher attends professional development sessions that are held by our network ELL supervisor. These meetings are usually one per month and they are facilitated by the ELL South Team. These workshops focus on instruction that supports academic rigor and high expectations for ELLs. The ENL teacher will then turnkey new information to the staff during faculty conferences and common prep times. Classroom teachers also link with the ENL teacher during Circular 6, to discuss individual student needs and concerns. These meetings will occur every week during the Circle 6 time for each grade band. For example, K-2 teachers will meet with the ENL teacher on Tuesdays, period 7, every week.
### Part C: Professional Development

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

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

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

Topics to be covered include:

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

### Part D: Parental Engagement Activities

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

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

Begin description here: ____

Our parent engagement activities will consist of an after-school program designed to help parents of our ELLs learn English. This program will meet twice a week for an hour and a half each day from 5:00pm - 6:30pm. It will begin on January 9, 2019 and meet for approximately 15 sessions. This program will support and facilitate the language acquisition skills of our parents.

Many of our parents have limited English skills and would benefit from classes that will teach them life skills, literacy and math. This will allow them to be able to help their children with their schoolwork, improve their communication skills and help them improve the achievement of our English Language Learners. Instruction will be provided by a certified ENL teacher who will use ENL methodologies and strategies to improve the social and academic language of the parents. This will empower them to function in our competitive society. Classes will focus on math, literacy and life skills. They will also learn math and literacy test tips, information about the NYSESLAT, promotional criteria and testing accommodations. Instruction will also focus
**Part D: Parental Engagement Activities**

on teaching life skills such as how to write a check, completing job applications, filling out forms from various agencies, completing questionnaires, writing formal and informal letters and the oral language needed for daily life. Math and literacy skills will also be addressed based on their needs.

Parents will be notified about the program by letter. Letters will be sent home in English and translated into the parents native language. Translation services will be utilized throughout the year to ensure all correspondence are available to parents in their native language. The parents will be informed of the program dates and times, as well as the topics to be covered during the program. Copies of all letters, agendas and attendance sheets will be maintained in the Title III binder.

**Part E: Budget**

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

<table>
<thead>
<tr>
<th>Allocation Amount: $____</th>
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</table>

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<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
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<td>• Per session</td>
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<tr>
<td>• Per diem</td>
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<tr>
<td>Purchased services</td>
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<td></td>
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<tr>
<td>• High quality staff and curriculum development contracts.</td>
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<tr>
<td>Supplies and materials</td>
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<td>• Must be supplemental.</td>
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<td>• Additional curricula, instructional materials.</td>
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<td>• Must be clearly listed.</td>
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<td>Educational Software (Object Code 199)</td>
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<td>Travel</td>
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<td>Other</td>
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<td><strong>TOTAL</strong></td>
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</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>27</th>
<th>Borough</th>
<th>Queens</th>
<th>School Number</th>
<th>96</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name</td>
<td>PS 96</td>
<td></td>
<td></td>
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</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Vivian Osa Eweka</th>
<th>Assistant Principal</th>
<th>Brenda Felton</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach</td>
<td>type here</td>
<td>Coach</td>
<td></td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Jill Cagan</td>
<td>School Counselor</td>
<td>Jan McDougal</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Loucita St Phar</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td></td>
<td>Parent Coordinator</td>
<td>Karen Blanding</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Hinda Kramer</td>
<td>Field Support Center Staff Member</td>
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<tr>
<td>Superintendent</td>
<td>Mary Barton</td>
<td>Other (Name and Title)</td>
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</tbody>
</table>

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

D. Student Demographics

| Total number of students in school (excluding pre-K) | 314 | Total number of ELLs | 46 | ELLs as share of total student population (%) | 14.65% |
Part II: ELL Demographics

A. ELL Programs

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
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</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
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<td></td>
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<tr>
<td>Dual language program (DL)</td>
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<tr>
<td>Freestanding ENL</td>
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</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 0013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
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<tbody>
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<td>TBE</td>
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Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   In order to guide instructional planning for our English Language Learners (ELLs), we are currently using Fountas and Pinnell along with teacher created assessments. As a student reads from a benchmark book, the teacher is able to make notations on fluency, self-correction, meaning and structure. This information allows teachers to place students at their developmentally appropriate instructional level and identify the student’s independent reading level. The data from the running records shows that many of our ELLs are reading below grade level, especially our students in grades K and 1. This means that the English as a New Language (ENL) teacher will be working closely with the classroom teacher to address the deficiencies in reading skills. Teacher created assessments are also used to assess mastery of math and writing skills and the information gathered is used to provide additional assistance and inform instruction in these areas.

2. What structures do you have in place to support this effort?
Based on the information gathered from both the Fountas and Pinnell assessments and teacher created assessments, the ENL teacher and the classroom teacher gather information about each student's strengths and weaknesses. The ENL teacher and each classroom teacher work together to plan for effective instruction using push-in and pull-out instructional models. The classroom teacher and the ENL teacher communicate each week in order to plan lessons that target specific skills based on formative assessments. Guided reading and shared reading are used in the ENL class in order to build vocabulary and increase comprehension. During push-in instruction, the ENL teacher works with students in their classrooms to provide targeted instruction based on identified areas of need.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

P.S. 96Q uses the ELL Periodic Assessments, NYSESLAT, NYSITELL and the NYC Performance Tasks to identify baselines, progress and areas of need. For newly admitted students, the NYSITELL is used as a baseline to determine each child's level of English language proficiency. The NYC Math Performance Tasks and the NYC Writing Prompt are also used to measure progress and areas of need. Teachers use the data to assess each child's individual growth as well as any areas of weakness. Results from the Periodic Assessments, Fountas and Pinnell and NYSESLAT, are further used to determine if our students are meeting AYP for ELL's. This feedback helps to guide the instruction of the ENL program and assess the needs of students in the four modalities. Based on our evaluation, different teaching methodologies are used to create effective teaching practices and learning. Evaluation is on-going process and helps to determine students progress and the effectiveness of the programs.

4. What structures do you have in place to address interventions once the summative data has been gathered?

Once the summative data has been gathered, the information is shared with both the ENL teacher and classroom teacher so that students progress and identified areas of need can be addressed. Our teachers work collaboratively together to plan instruction that is effective and meets the individual needs of each child. All interventions are dependent on identified student need and may include targeted instruction on a specific skill, participation in AIS services or inclusion in our after school or Saturday academy. Data will be analyzed throughout the year to ensure that all instructional decisions are rigorous and impactful in order to meet students' specific needs.

5. How does your school use 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.]

P.S. 96Q gathers data from multiple sources throughout the school year. Data including, formative and summative assessments data are analyzed and used to drive instruction. During our Circular 6 meetings, grade specific teachers and the ENL teacher meet on a weekly basis in Inquiry Team to assess students academic progress and plan standard based instruction. Students who are identified as being in Tier 1 are exposed to a rigorous, creative curriculum which includes language development for ELLs. Those students who are identified as Tier 2, participate in Academic Intervention groups where instruction and assessments are differentiated to meet their needs, in addition to teaching the core instruction. Intensive and individualized instruction that focuses on a small, targeted set of skills is given to those students identified as Tier 3 in a small group setting or one-to-one instruction for students who participate in the SETTS program. Data from periodic assessments and on-going formal and informal assessments will be analyzed throughout the year so that all instructional decisions are made using the most current data.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? (Refer to the ELL Data Analysis Tool and RLAT from ATS).

P.S. 96Q uses a combination of data sources; NYSESLAT and the New York State ELA and Math exams to evaluate and inform our ELL program. Overall, our ELL's performed very well on the NYSESLAT. Eight students who were at the Advanced level last year tested at the Commanding level on the 2017 exam. Eighteen students scored at the Expanding level, six students scored at the Transitional level, four scored at the Emerging level and only 3 students were at the Entering level. The students who scored at the Entering level were all new admits to our school last year and were only here for part of the year. Our NYSITELL results from Fall 2017 were as follows; five Entering, one Transitioning, three Expanding and three Commanding. Data from
the NYSESLAT reveals that our students need to work on their reading and writing skills and that several of our students still need to refine their listening skills. The ESL teacher will focus on these areas during both pull-out and push-in instruction.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
Once the NYSESLAT and NYSITELL scores are uploaded in ATS, the information is shared with the ENL and classroom teacher, so that students can be properly grouped for instruction and we can provide targeted instruction in speaking, reading, writing and/or listening if needed. Classroom teachers are given a list of ELLs in their classroom along with their level of proficiency and areas of need based on the exam results. Results from the Math and ELA assessments are also shared with all teachers so that everyone is aware of each students progress in these areas. Students can then receive extra assistance in any identified areas of need.

Part IV: ELL Programming

Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.
      Our ELL students are grouped heterogeneously by grade level for their standalone ENL instruction, with no more than two grades together. Instruction during this time is focused on developing language skills so that students can be successful in the core content areas The ENL teacher will work with a small group of students in the ENL classroom in order to focus on the language needs of each child. Integrated instruction is done on each grade level. During this time, the ENL teacher will work alongside the classroom teacher to build English language skills through content area instruction in ELA or Math. The ENL teacher and the classroom teacher will co-plan in order to teach both the language and content standards. Students at the Entering and Emerging levels will receive 180 minutes of standalone ENL and 180 minutes of integrated ENL/ELA, our Transitioning and Expanding students receive 180 total minutes of integrated ENL/ELA instruction and our Commanding students receive 90 minutes of integrated ENL.
   b. TBE program. If applicable.
      N/A
   c. DL program. If applicable.
      N/A:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
      All students receive their mandated instructional time each week from the ENL teacher. Our Entering and Emerging level students receive 360 total minutes of ENL instruction which includes 180 minutes of standalone ENL and 180 minutes of integrated ENL/ELA, our Transitioning and Expanding students receive 180 total minutes of integrated ENL/ELA instruction and our Commanding students receive 90 minutes of integrated ENL instruction. All instruction is in compliance with the CR Part 154 requirements for English as a New Language. Students will receive the required minutes of both standalone ENL and integrated ENL based on their proficiency level. The proficiency level of each ELL is communicated with the classroom teacher so that differentiated instruction can be provided based on individual needs. We do not offer a separate Home Language Arts program, but home language support is provided through the use of bilingual glossaries and dictionaries, bilingual flashcards, trade books in the native language, peer tutoring and placement in a class with a teacher or student who speaks the child’s
native language (if possible). Several of our bilingual staff members provide additional support and individual assistance to students who are newcomers.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

P.S. 96Q ensures that ELLs are appropriately evaluated in their native language by providing translated versions of standardized tests in both math and science where applicable. When these tests are not available in the students home language, a translator is used so that students can be assessed along with their peers. Students also have access to glossaries in their first language and bilingual dictionaries and multi-cultural books to enhance their language acquisition.

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

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

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

6b. Students who have been in school for less than three years are given intensive instruction in phonics and phonemic awareness. P.S. 96Q uses Ready Gen for literacy in grades K-5 and our ELLs participate in that rigorous program. They are also given many opportunities to develop their listening and speaking skills. They are exposed to guided reading and writing lessons and participate in all class and school wide activities. They are immersed in reading, and teachers also adhere to academic rigor in all areas. Therefore, students are exposed to explicit content area instruction that develops their academic language. Instruction will be differentiated to meet the needs of students. English Language Learners will receive instruction as mandated by CR Part 154. In addition, students will participate in academic intervention services (AIS), SETTS and after school programs where deemed necessary. Students reaching proficiency on the NYSESLAT will continue to be given testing accommodations for two consecutive years and will continue to receive 90 minutes a week of integrated ENL instruction. Students at the beginning of proficiency level will participate in a computer based program, Imagine Learning, for at least 25 minutes every day.

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

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

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

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

English learners who have been identified as having special needs will receive instruction based on their IEPs. They will also receive push in/pull out services by the SETTS teacher and/or speech and language services where identified. IEPs will be reviewed and based on the findings, scaffolded instruction will be provided through the use of varied graphic organizers, differentiated instruction, and visuals, taking into account the students learning styles. During ELA instruction the ENL and classroom teacher will modify the Ready Gen curriculum as needed in order to make it accessible for our students. This may include the use of visuals, pre-teaching vocabulary, using personal word walls, and chunking the text. Students will have access to word walls, picture dictionaries, flash cards, a photo library, the internet, and other tools that are available to provide extra support when needed. Students will also participate in the Imagine Learning computer-based program which is individualized to suit students' academic needs and would accelerate their English Language development.

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

Our school provides every opportunity to enable our ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment. 2 of our ELL-SWD’s are in an ICT class and four are currently in a self-contained class. These students are integrated with other English language learners during the ENL period. They interact with the general education population at lunch, during assembly programs and in school-wide activities. In addition, they participate in the health and physical education classes with the rest of the school’s population. Students are given differentiated instruction that will meet their needs and help them achieve their IEP goals.

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

English learners participate fully in all intervention programs. They receive the required hours of instruction based on their proficiency level as per CR Part 154. In addition, students with IEPs receive instruction from the SETTS teacher and other students receive instruction in Math and ELA from the AIS teachers. They also participate in After-School programs. Using the assessments available, the teacher focuses on the students’ academic deficiencies and plans lessons to improve those areas. All instruction is given in English, but teachers take into account the students’ first languages and utilize them where necessary. Some English Language Learners receive speech and language services in a small group setting. Our lowest performing first graders will participate in the Reading Rescue program which is a short term intervention for students having extreme difficulty with early reading and writing. Our Reading Rescue teacher works with selected students in daily 30 minute lessons lasting 12-20 weeks. After a full series of lessons, 75% of these students will reach grade level. Students who score at the Commanding level on the NYSESLAT, continue to receive testing accommodations for two years and will also receive 90 minutes a week of integrated ENL instruction. Our current and former ELLs are also invited to take part in our Saturday Academy for grades 2-5. This program focuses on helping students achieve proficiency in English and also improve their math skills. They will be provided with instruction in listening, speaking, reading and writing and will be exposed to scaffolding.
strategies that will enhance acquisition of language and mastery of math. Our K-2 students are invited to join our after school science club for ELLs that provides hands on experience in science while building language skills. An after school science program for students in grade 4 is conducted from January through May in order to prepare our students for the NY State Science exam. All ELLs are included in this program that is held for two days per week. Students are placed in small groups or flexible cooperative learning groups as the need arises. Instruction is differentiated using scaffolding strategies.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

Data from the 2017 NYSESLAT exam shows that our students are making steady progress towards proficiency with 51% of our students scoring at the Expanding level. For the upcoming school year we will continue to use the I-Ready website school-wide. I-Ready provides data-driven insight that will allow teachers to determine how to focus their instructional time to ensure that students are on track to meet the rigorous expectations of the Common Core. Students take diagnostic exams online in both math and reading that generate reports that help teachers understand what each student can do and next steps to inform instruction. The program provides on-line lessons that are differentiated according to each child's needs and provides on going assessment and feedback to the teacher.

10. If you had a bilingual program, what was the reason you closed it?

N/A

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

English Language Learners are afforded equal access to all school programs. They are invited to participate in our Sports and Art After School program and attend all trips, school-wide assemblies and special events. Students are also offered the opportunity to participate in our after school ESL program for grades k-5 and any other after school programs that might be available. The objective of the after school program is to help our students become proficient in English while improving their reading and math skills. The focus will be on developing social and academic language skills in the areas of speaking, listening, reading and writing. Math instruction will focus on moving from the concrete to the abstract and solving word problems. Students will use manipulatives, tools and technology and the teacher will scaffold and differentiate instruction to meet their needs. All notices for programs are sent home in the student's native language and in English. Our goal is to improve the language acquisition skills and the academic language of our ELLs.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

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

- Raz-Kids is an online guided reading program with interactive e-books, down loadable books and reading quizzes. It provides online running records that let teachers digitally assess each student. Students can listen to books for modeled fluency, read books on their own and even record themselves reading to practice fluency. This program can be used at school and at home.
- Treasure Chest – Macmillian/ McGraw Hill. Kindergarten and grades 1 and 2, use this research-based Reading/ Language Arts program. It uses effective phonemic awareness instruction and extends their understanding of narrative and informational text. Handprints – An Early Reading Program which focuses on phonics and phonemic awareness. Phonics and Phonemic Awareness – by McGraw Hill. Month by Month Phonics is also used to supplement other phonics programs when necessary.
- Leveled books on tapes – New Heights – Building Fluency and Comprehension audio books. This fosters reading fluency, comprehension and vocabulary development. Students read independently using books matched to their instructional level.
- Lending Libraries – students read fiction and non-fiction books which are leveled and grade appropriate (Fountas and Pinnell)
- Content area books – P.S. 96Q uses the Core Knowledge Curriculum which facilitates differentiated instruction and small group instruction. It exposes ELLs to a wide range of visual and text features that support their acquisition of language and is knowledge based. Students read books on tape matched to their instructional levels using headphones. Students confer with teachers before and after readings.
- Getting Ready for the NYSESLAT and Beyond – Attanansio & Associates. This book prepares students for the NYSESLAT focusing on the four modalities of listening, speaking, reading and writing. Empire State NYSESLAT - Continental Press - Preparation for NYSESLAT also focuses on test preparation. A variety of test preparation books are used to prepare students for ELA and Math State tests.
- Audio books – Leap Pad Library – Leap Frog School House help students develop their listening and speaking skills.
dictionaries in Spanish and Math and Science glossaries are available for student use. Bilingual dictionaries in Arabic, Punjabi, Haitian Creole and Spanish are available. Books and CD Sets, games and puzzles are used to encompass different learning styles and multiple intelligences.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
ENL students have the opportunity to use bilingual glossaries and dictionaries where appropriate during instruction. They are also entitled to use bilingual glossaries and translated text in Math and Science during state exams. Students are encouraged to use supplemental materials beneficial to them especially if they demonstrate mastery in their first language. Students can also borrow books in their native language where available. Bilingual dictionaries have been purchased in Spanish, Arabic, Punjabi and Haitian Creole and are available to students.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
All required services support our ELLs based on age, grade and proficiency level. Students are grouped together to best meet their needs and differentiation is used so that each child can achieve the state designated level of English proficiency for their grade. Grade level resources in math and ELA are used and scaffolded for deeper understanding. Manipulatives, visuals and graphic organizers are also used for support. All resources are carefully chosen based on the needs of each individual, taking into account their age and grade level. Leveled libraries are utilized, and audio books are used related to grade and proficiency levels. Bilingual glossaries, dictionaries and bilingual books are available to students.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
N/A

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Newcomers are identified by the ENL teacher and then tested and placed using the NYSITELL within ten days of registration. They are identified as being at the Entering, Emerging, Transitioning, Expanding or Commanding level. Students are placed in general education classes but get the ENL instruction they need as per CR Part 154 requirements using a push-in or pull-out model. Currently, P.S. 96Q does not provide services or activities to assist newly enrolled English Language Learners before the beginning of the school year. When students enroll throughout the year they are placed in a class with a student who speaks their language, when possible. They are also paired with a buddy in the classroom to help them adjust to the routines and procedures. Our bilingual staff members and guidance counselor are also used as a resource for these students, if needed.

17. What language electives are offered to ELLs?
P.S. 96Q does not offer any language electives. All instruction is given in English.

18. For schools with dual language programs:
   a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?
N/A
1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) 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?

Our ENL teacher attends the ELL Instructional Leadership Institute, which is presented by the Queens South Field Support Center. The ELL Instructional Leadership Institute’s primary focus is to build school capacity around best practices for language instruction by ensuring that all leaders have a shared understanding of best practices for English language learners.

This year-long institute is designed to support Elementary and K-8 Assistant Principals and ENL coordinators in advancing a comprehensive ELL program that aligns both compliance and instruction. Topics presented will focus on building a robust instructional core through the lens of facilitative leadership.

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

a. MOSL - Data Analysis using student work, Questioning Techniques - Danielson d. Differentiated Instruction for ELLs.

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

- Activating Prior Knowledge, Developing Academic Vocabulary, Comprehension Monitoring, Scaffolding Techniques.
- Generating Questions (DOK)
- Social Studies and Science instruction is incorporated into our balanced literacy framework with a focus on developing academic language and comprehension monitoring. The ReadyGen reading program is used in grades K-5 and many of the reading passages are based on social studies and science topics (non-fiction).
- Math topics include:
  - Curriculum mapping - unit planning
  - Examination of math online programs - differentiation in math for ELL’s
  - Performance based assessments - alignment of mathematical practices to standards.

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

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

Professional Development is scheduled by the administration for the entire school year. A portion of all the professional development includes ELL training for staff in using ESL methodologies and strategies to use with English Language Learners. A minimum of 15% of the required professional development hours for all teachers will be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELL’s. For the ENL teacher, a minimum of 50% of PD will be dedicated to those topics. During Circular 6 (45 minutes) which is held once per week, teachers are also exposed to ESL methodologies to be used with the English Language Learners in their classrooms.
Teachers will document their time as they use a Sign-In sheet which would determine the number of minutes and the topics covered. These sign in sheets would be kept by Administration as evidence of participation. Some of the topics for ESL professional development include

1. Successful Strategies for English Language Learners
   a. Using the Workshop Model
   b. Scaffolding Instruction
   c. Questioning techniques for English Language Learners
   d. Developing Academic Language Vocabulary
2. Differentiated Instruction
   a. Introduction to Differentiation
   b. Assessment
   c. Strategies/Materials/Activities
3. Stages of Second Language Development
4. Using Technology with English Language Learners

Parental Involvement

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

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
   Parents at P.S. 96Q are involved in many school activities. They assist at morning line up, taking students to classes when they are late and collecting attendance scan sheets. In addition, they assist teachers in all grades, organizing folders, leveling books and other classroom activities. These parents have had training with Learning Leaders. All activities include parents of ELLs. The Parent Association coordinates taking of school pictures, other fund raising activities and plan future events with the parent coordinator. Five parents are members of the school leadership team. Parents participate in monthly workshops that focus on different topics that are relevant to their needs. Our ELL parents also attend an after school program designed to help them learn English. This program provides instruction in literacy, math and life skills that will allow them to improve their communication skills and help their children with their schoolwork.

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.
## Part V: ELL Identification Attestation

**Principal Certification**

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s *ELL Policy and Reference Guide*, I, Vivian Eweka, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
### Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vivian Eweka</td>
<td>Principal</td>
<td></td>
<td>10/16/15</td>
</tr>
<tr>
<td>Brenda Felton</td>
<td>Assistant Principal</td>
<td></td>
<td>10/16/15</td>
</tr>
<tr>
<td>Karen Blanding</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/16/15</td>
</tr>
<tr>
<td>Jill Cagan</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/16/15</td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Teacher/Subject Area</td>
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<td></td>
<td>Teacher/Subject Area</td>
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<td></td>
<td>Coach</td>
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<tr>
<td></td>
<td>Coach</td>
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<tr>
<td>Jan McDougal</td>
<td>School Counselor</td>
<td></td>
<td>10/16/15</td>
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<tr>
<td></td>
<td>Superintendent</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Field Support Center Staff Member</td>
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<td></td>
<td>Other ____</td>
<td></td>
<td>1/1/01</td>
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<td>1/1/01</td>
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<tr>
<td></td>
<td>Other ____</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>

**School Name:** __________  **School DBN:** **27Q96**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.
**2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS**

*Requirement under Chancellor’s Regulations A663 for all schools*

**DBN:** 27Q96  
**School Name:** PS 96Q  
**Superintendent:** Mary Barton

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elpida</td>
<td>Diamantatos</td>
<td>ENL Teacher</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

In order to assess the language preferences for both written and oral communication of our parents we examined Part III of our Home Language Identification Surveys, reviewed our emergency cards and surveyed our teachers. We also spoke with several parents, our Parent Coordinator and our bilingual staff members in order to determine the types of services necessary so that all of our parents can receive information in a language they understand. Finally, we ran the RAPL report in to confirm our findings. While most of our parents speak English, we do have a few parents who requested information from the school in Spanish, Punjabi, Arabic and Urdu. About 5.6% indicated Arabic as their preferred language, 7.6% indicated Spanish and 2.6% indicated Punjabi and 2% indicated Urdu.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>15</td>
<td>4.8</td>
<td>15</td>
<td>4.8</td>
</tr>
<tr>
<td>Arabic</td>
<td>17</td>
<td>5.4</td>
<td>17</td>
<td>5.4</td>
</tr>
<tr>
<td>Punjabi</td>
<td>7</td>
<td>2.2</td>
<td>7</td>
<td>2.2</td>
</tr>
<tr>
<td>Urdu</td>
<td>2</td>
<td>0.6</td>
<td>2</td>
<td>0.6</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

N/A

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL Newsletters</td>
<td>October/December/ February/April/June</td>
<td>Newsletters will be submitted to the Translation and Interpretation Unit for translation. We will use the DOE vendor &quot;The Big Word&quot; for non-cover languages.</td>
</tr>
<tr>
<td>State testing information</td>
<td>March</td>
<td>All letters regarding testing will be submitted to the Translation and Interpretation Unit for translation. We will use the DOE vendor &quot;The Big Word&quot; for non-cover languages.</td>
</tr>
<tr>
<td>After school program letters</td>
<td>October</td>
<td>All letters will be submitted to the Translation and Interpretation Unit for translation. We will use the DOE vendor &quot;The Big Word&quot; for non-cover languages.</td>
</tr>
<tr>
<td>Parent information letters</td>
<td>throughout the school year.</td>
<td>We will use the letters available online in translated version for half days and parent teacher conferences. Any letters not available online will be submitted to the Translation and Interpretation Unit. We will use the</td>
</tr>
</tbody>
</table>
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet the Teacher/Open School Night</td>
<td>9/13/17</td>
<td>We will utilize our bilingual staff members to provide interpretation in Spanish and will use parent volunteers and the over the phone interpretation services from Language Line, if needed.</td>
</tr>
<tr>
<td>Parent Teacher Conferences</td>
<td>November/March/ May</td>
<td>We will utilize our bilingual staff members to provide interpretation in Spanish and will use parent volunteers and the over the phone interpretation services from Language Line, if needed.</td>
</tr>
<tr>
<td>PTA meetings</td>
<td>monthly</td>
<td>We will utilize our bilingual staff members to provide interpretation in Spanish and will use parent volunteers and the over the phone interpretation services from Language Line, if needed.</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

In the event of a school emergency we will contact parents using the information on the emergency blue cards in the main office. Parents whose preferred language is Spanish will be contacted by one of our bilingual staff members. Parents who have indicated a home language of Arabic, Punjabi or Urdu will be called using the services provided by Language Line.

**Part C: Training Staff on Policies and Procedure**
Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

All school staff will be provided training regarding Chancellor's Regulation A-663 and will be provided with information to ensure that all parents are afforded a meaningful opportunity to participate in and have access to programs and services critical to their child’s education. The ENL teacher will provide information regarding the parents preferred language and resources for providing translation and interpretation services to parents. Staff members will be given a copy of the Parent’s Guide to Language Access and provided with the phone number for Language Line. They will also be given training on how to request written translation when needed.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

In order to fulfill Section VII of Chancellor's Regulations A-663 we will provide written notification of parents rights regarding translation and interpretation services in the appropriate languages. We will include how to obtain these services in our school and what services are available. Parents will also be directed to the DOE website to receive further information about their rights. In addition, the multilingual Welcome and Achieve NYC posters will be displayed in the entrance to remind parents that translation and interpretation services are available. Parents will also be informed of their rights during our Meet the Teacher/Open School night and at the parent orientation for all new ENL students.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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