



**P.S. 196 TEN EYCK**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: P.S. 196 TEN EYCK**  
**ADDRESS: 207 BUSHWICK AVENUE**  
**TELEPHONE: 718-497-0139**  
**FAX: 718-628-5134**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 331400010196 **SCHOOL NAME:** P.S. 196 Ten Eyck

**SCHOOL ADDRESS:** 207 BUSHWICK AVENUE, BROOKLYN, NY, 11206

**SCHOOL TELEPHONE:** 718-497-0139 **FAX:** 718-628-5134

**SCHOOL CONTACT PERSON:** Janine Colon **EMAIL ADDRESS:** JColon@schools.nyc.gov

**POSITION / TITLE** **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Jennifer Janiec

**PRINCIPAL:** Janine Colon

**UFT CHAPTER LEADER:** Maureen Sulecki

**PARENTS' ASSOCIATION PRESIDENT:** Tamara Bota

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 14 **CHILDREN FIRST NETWORK (CFN):** CFN 307

**NETWORK LEADER:** ADA ORLANDO

**SUPERINTENDENT:** JAMES QUAIL

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Janine Colon	Principal	Electronic Signature Approved.
Helen Bentrewicz	UFT Member	
Tamara Bota	PA/PTA President or Designated Co-President	
Maria Barreto	Parent	
Jennifer Janiec	UFT Member	
Barbara Caggino	DC 37 Representative	
Adam Javidi	UFT Member	
Lindsay Caparco	UFT Member	
Maureen Sulecki	UFT Chapter Leader	
Bonnie Nieves	Parent	
Dora Heredia	Parent	
Jackie Leak	Parent	

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

#### Our Vision

We see our school as a community, where all members, students, staff, and parents, support each other, address, accept, and meet the needs of individuals, and create an atmosphere where learning, creativity, and participation take place. The members of our community will be learners who are responsible, flexible, adaptable to change, accountable, and active participants in the school, community and society. They will have long term goals, high self-esteem, respect for themselves and for others. The members will develop decision-making skills, critical thinking skills, and effective communication skills.

#### Our Mission

The community of The Ten Eyck School/Public School 196 is committed to working towards the enhancement of our standards-driven instructional program, creating high levels of academic excellence for all of our students in each of the disciplines.

We will continue to provide a safe environment that empowers all children, including English language learners and students with special needs, to experience greater success and confidence in themselves, allowing them to grow socially, emotionally, and academically into well-rounded, productive citizens.

Our students will attain these goals through the collaboration of school, home, and community. Through creative and comprehensive strategies of instruction, our students of The Ten Eyck School/Public School 196 will become life-long learners prepared for the future.

Four years ago we implemented the Harcourt Story Town Reading Program. Four years ago, we implemented the writing component. The program provides materials and instructional strategies to differentiate and target students on every level while emphasizing test taking strategies.

This year we will continue to implement Kaplan SpellRead, an intensive reading program, as part of our AIS Program that targets our most struggling readers in grades 1, 2, and 3. We are also servicing many more students this year. This year we have doubled the number of SpellRead students that we service from 20 to 40.

Our teachers have received professional development in curriculum mapping in all content areas with ClassLink, Inc. They have also received professional development for EnVisionMath with Pearson SuccessNet.

We are continuing to offer Enrichment clubs to students in grades 3 – 5.

Our enrichment clubs offer opportunities in School Leadership, guitar playing, cooking, chess, knitting,

arts and crafts, sports, technology and photography, and this year Service with the implementation of our brand new School Store.

We also have a full time music and art teacher to offer a well rounded curriculum.

Our School-wide Data Inquiry Teams are focusing on our writing across the content areas and aligning our writing curriculum to the Common Core Standards.

We are proud of our successes and accomplishments. For 2009-10 school year, PS196 is a school in good standing and an "AAA" School.

## SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	P.S. 196 Ten Eyck								
<b>District:</b>	14	<b>DBN #:</b>	14K196	<b>School BEDS Code:</b>					
DEMOGRAPHICS									
<b>Grades Served:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	51	30	33		92.6	93.3	TBD		
Kindergarten	54	68	51						
Grade 1	70	64	72	<b>Student Stability - % of Enrollment:</b>					
Grade 2	69	64	56	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	73	60	61		97	95.95	TBD		
Grade 4	62	75	58						
Grade 5	42	63	69	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		78.4	78.4	91.3		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		24	27	TBD		
Grade 12	0	0	0						
Ungraded	3	4	13	<b>Recent Immigrants - Total Number:</b>					
Total	424	428	413	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					3	3	8		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	24	22	23	Principal Suspensions	1	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	45	50	51	Superintendent Suspensions	4	2	TBD		
Number all others	30	27	20						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants					
					0	0	0		
					0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	51	42	45	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	3	2	12	Number of Teachers	43	46	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	10	10	TBD
				Number of Educational Paraprofessionals	7	5	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	67.4	80.4	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	55.8	63	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	81	89	TBD
American Indian or Alaska Native	0.5	0.5	0.2	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	54.8	98.4	TBD
Black or African American	14.2	15.4	17.2				
Hispanic or Latino	82.8	80.8	79.9				
Asian or Native Hawaiian/Other Pacific Isl.	0	0.2	0				
White	2.6	3	2.4				
Multi-racial							
<b>Male</b>	52.4	50.7	50.1				
<b>Female</b>	47.6	49.3	49.9				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-	-				
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	4	4	1				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	85.1	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12.5	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	25	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	42.3	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	5.3	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- Based on the available data we have observed the following:*

### MATH Data: All tested students, ELL, Special Ed. 2010:

#### **Grade 3:** NYS Math~ All tested students:

The percentage of children that scored at Level 1 has **remained the same** at 0.0%.

The percentage of children that scored at Level 2 has **increased** from 0.0% to 22%

- The percentage of children that scored at Level 3 has **decreased** from 57% to 43%.
- The percentage of children that scored at Level 4 has **decreased** from 43% to 34%.

#### **Grade 4:** NYS Math~ All tested students

The percentage of students that scored at Level 1 has **remained the same** at 0.0%.

- The percentage of students that scored at Level 2 has **decreased** from 8% to 7%.
- The percentage of students that scored at Level 3 has **increased** from 38% to 55%.
- The percentage of students that scored at level 4 has **decreased** from 54% to 38%.

#### **Grade 5:** NYS Math~ All tested students

- The percentage of students that scored at Level 2 has **increased** from 5% to 35%.
- The percentage of students that scored at Level 3 has **decreased** from 63% to 38%.
- The percentage of students that scored at Level 4 has **decreased** from 32% to 25%.

#### All Students

In 2010, 190 students were tested, 1% scored at Level 1, 23% scored at Level 2, 45% scored at Level 3 and 32% at Level 4. The total percentage of students scoring at Level 3 and 4 decreased from 95% to 77%.

### ELL Students Data

#### **Grade 3:** NYS Math~ ELL Students

- The percentage of Level 1's **remained** the same at 0%.
- The percentage of Level 2's **increased** from 0% to 55%.
- The percentage of Level 3's **decreased** from 100% to 27%.

- **Grade 4: NYS Math~ ELL Students**
  - The percentage of Level 1's **remained the same** at 0%.
  - The percentage of Level 2's **decreased** from 15% to 0%.
  - The percentage of Level 3's **increased** from 62% to 100%.
  - The percentage of Level 4's **decreased** from 23% to 0%.

**Grade 5: NYS Math~ ELL Students**

- The percentage of Level 1's **remained the same** at 0%.
- The percentage of Level 2's **increased** from 0% to 55%.
- The percentage of Level 3's **increased** from 33% to 45%.
- The percentage of Level 4's **decreased** from 67% to 0%.

**Special Education Students**

**Grade 3: NYS Math~ Special Education Students**

- The percentage of Level 1's remained the same at 0%.
- The percentage of Level 2's increased from 0% to 23%.
- The percentage of Level 3's decreased from 80% to 55%.
- The percentage of Level 4's increased from 20% to 23%.

**Grade 4: NYS Math~ Special Education Students**

- The percentage of Level 1's remained the same at 0%.
- The percentage of Level 2's decreased from 14% to 13%.
- The percentage of Level 3's increased from 46% to 80%.
- The percentage of Level 4's decreased from 39% to 7%.

**Grade 5: NYS Math~ Special Education Students**

- The percentage of Level 1's **increased** from 0% to 4%.
- The percentage of Level 2's **increased** 16% increased 54%.
- The percentage of Level 3's **decreased** from 74% to 38%.
- The percentage of Level 4's **decreased** from 11% to 4%.

*Based on the available data we have observed the following:*

**ELA Data: All tested, ELL, Special Education; 2010**

All tested students

**Grade 3: NYS ELA~ All tested students**

- The percentage of Level 1's **increased** from 2% to 6%
- The percentage of Level 2's **increased** from 10% to 34%
- The percentage of Level 3's **decreased** from 70% to 45%
- The percentage of Level 4's **decreased** from 18% to 14%
- The percentage of Level 3's and 4's **decreased** from 88% to 59%

**Grade 4: NYS ELA~ All tested students**

- The percentage of Level 1's **increased** from 1% to 2%.
- The percentage of Level 2's **increased** from 22% to 33%.
- The percentage of Level 3's **decreased** from 74% to 58%.
- The percentage of Level 4's **increased** from 3% to 7%.
- **Grade 5: NYS ELA~ All tested students**

- The percentage of Level 1's **increased** from 0.0% to 15%.
- The percentage of Level 2's **increased** from 14% to 51%.
- The percentage of Level 3's **decreased** from 81% to 33%.
- The percentage of Level 4's **decreased** from 5% to 1%.

### ELL Students Data

#### **Grade 3:** NYS ELA~ ELL Students

- The percentage of Levels 1's **increased** from 0% to 13%.
- The percentage of Level 2's **increased** from 20% to 38%.
  - The percentage of Level 3's **decreased** from 80% to 50%.
- **Grade 4:** NYS ELA~ ELL Students

- The percentage of Level 1's **remained** the same at 0%.
- The percentage of Level 2's **decreased** from 42% to 33%.
- The percentage of Level 3's **increased** from 58% to 67%.
- The percentage of Level 4's **remained** the same at 0%.

#### **Grade 5:** NYS ELA~ ELL Students

- The percentage of Level 1's **increased** from 0% to 20%.
- The percentage of Level 2's **increased** from 17% to 60%.
- The percentage of Level 3's **decreased** from 83% to 20%.
- Special Education Students

#### **Grade 3:** NYS ELA~ Special Education Students

- The percentage of Level 1's **increased** from 6% to 14%.
- The percentage of Level 2's **increased** from 25% to 41%.
- The percentage of Level 3's **decreased** from 63% to 32%.
- The percentage of Level 4's **increased** from 6% to 14%.

#### **Grade 4:** NYS ELA~ Special Education Students

- The percentage of Level 1's **increased** from 4% to 7%.
- The percentage of Level 2's **increased** from 39% to 47%.
- The percentage of Level 3's **decreased** from 54% to 47%.
- The percentage of Level 4's **decreased** from 4% to 0%.

#### **Grade 5:** NYS ELA~ Special Education Students

- The percentage of Level 1's **increased** from 0% to 33%.
- The percentage of Level 2's **increased** from 26% to 42%.
- The percentage of Level 3's **decreased** from 74% to 25%.
- The percentage of Level 4's **remained** the same at 0%
- Trends :
- Overall, in Math we do not have Level 1's, except in Grade 5 Special Education with a 4% increase.
- Level 4's have decreased except Grade 3 Special Education with a 3% increase.
- Level 3's in Grade 4 ELL's increased from 62% to 100%. This is a significant 38% increase.
- Level 1's increased in a majority of the areas, especially Grade 5 Special Education, with a 33% increase. This year we will look at providing support to the Grade 5 teachers to allow for small groups.

- Level 4's increased in Grade 4 all tested students by 4% and by 8% in Grade 3 Special Education.
- Our greatest accomplishment has been maintaining our A status for three consecutive years, even though the scoring rubric was changed this year.
- An aid to continuous improvement is to continue providing support to our classroom teachers by utilizing our coaches, AIS and F Status teachers. These teachers work with students on a small group basis which allows for differentiation in ELA and Math as well as other content area subjects.
- A barrier would be the lack of technology in all classrooms. Classrooms that utilize smartboards allow the students to be interactive with lessons as well as extremely engaged. We are researching grants to be able to get smartboards in as many classrooms as possible.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

<b>Annual Goal</b>	<b>Short Description</b>
<input type="checkbox"/> Goal #1: By June 2011, professional development will be in place to increase academic rigor in mathematics as measured by the amount of writing in math and will meet the demands of the Common Core Standards.	<input type="checkbox"/> The reason for this goal is to ensure that we are effectively implementing the enVisionMath Program while continuing to provide meaningful Math instruction that continues to inspire and empower our students to succeed as they have in the past.
<input type="checkbox"/> Goal #2: By June 2011, we will improve student performance in literacy through the usage of our Kaplan and Spellread Program for AIS with an increase of 10 scale score points on the NYS ELA assessment.	<input type="checkbox"/> The reason for this goal is to ensure that all students show an increase on the NYS ELA assessment of at least 10 scale score points.
<input type="checkbox"/> Goal #3: By June 2011, we will improve writing school-wide by allowing all inquiry teams to include writing as their focus.	<input type="checkbox"/> The reason for this goal is to advance quality of writing school-wide and to encourage students to succeed as they have in the past with an understanding that teachers utilize the discussed at the inquiry team meetings.
<input type="checkbox"/> Goal # 4: By June 2011, we will utilize our curriculum maps to include the Common Core Standards as measured by all maps reflecting alignment of the CCS.	<input type="checkbox"/> The reason for this goal is to ensure that all students are being instructed according to the Common Core Standards.
<input type="checkbox"/> Goal #5: By June 2011, our teachers will share best practices among the teaching staff through monthly conferences as measured by the number various presenters and the number of teachers utilizing the strategies in their classrooms.	<input type="checkbox"/> Staff will present best practices at monthly faculty conferences. These will include the best practices in all content areas and relate to promoting reading and writing achievement across the subject areas.



## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject Area**

**Math**

(where relevant) :

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> Goal #1: By June 2011, professional development will be in place to increase academic rigor in mathematics as measured by the amount of writing in math and will meet the demands of the Common Core Standards.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>Teachers will brainstorm and network with other colleagues to share and discuss enVisionMath implementation strategies.</p> <p>Teachers will use inter-class visitations to observe the various styles used in implementing the different components of the program</p> <p>Teachers will utilize "My Pearson Training" to participate in on-line tutorials that include: Program Overview, Getting Started with the Digital System, Tools4Math and the Exam View Test Generator.</p> <p>Teachers will participate Instructor-led webinars to get started with Success Net. These webinars will instruct and guide teachers on how to set up classes, add students and navigate on-line tools.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Per session for AfterSchool Program</li> <li>• PD provided by coaches for all teachers</li> <li>• PD provided by CFN Network for teacher grades K-5</li> <li>• F-Status AIS Teacher</li> </ul>



	<p>*Extended day instruction in Kaplan SpellRead and guided reading.</p> <p>Bi-monthly communication meetings to track progress          Small group instruction          SpellRead students will be tracked in Inquiry groups</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Two additional staff members trained to teach SpellRead which include 1 Teacher and 1 Paraprofessional who service 40 students</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>ISS Weekly Reports          Reading Levels          Running Records          NYS ELA Assessment Scores</p>

**Subject Area**  
 (where relevant) :

**Writing/Inquiry**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Goal #3: By June 2011, we will improve writing school-wide by allowing all inquiry teams to include writing as their focus.</p>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> The reason for this goal is to ensure that all students grades K-5 show proficiency in the use of technology in their daily lessons throughout the content areas.</p> <ul style="list-style-type: none"> <li>• The reason for this goal is to utilize our online Classlink curriculum maps to include the CCS.</li> <li>• Data Specialist along with Data Inquiry Teams will unwrap CCS at weekly Inquiry team meetings.</li> <li>• Continue to incorporate CCs in entire school community.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> CCS provided by CFN 307</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Teacher Lesson Plans incorporate Common Core Standards (CCS)  Curriculum Maps incorporate the CCS  Data Inquiry Teams continue to unwrap standards</p>

**Subject Area**  
**(where relevant) :**

**Best Practices**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Goal #5: By June 2011, our teachers will share best practices among the teaching staff through monthly conferences as measured by the number various presenters and the number of teachers utilizing the strategies in their classrooms.</p>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>☐</p> <ul style="list-style-type: none"> <li>• Staff will present best practices at monthly Faculty Conferences</li> <li>• The goal is to incorporate all best practices, schoolwide</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>☐</p> <ul style="list-style-type: none"> <li>• Best Practices are being incorporated schoolwide</li> <li>• Teachers collaborate and share best practices across the grade levels</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	12	12	N/A	N/A		1		
1	20	20	N/A	N/A			2	
2	32	32	N/A	N/A			1	
3	20	20	N/A	N/A	1		1	1
4	18	18	18	18	1		2	
5	13	13	13	13				
6								
7								
8								
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Part B - Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<input type="checkbox"/> Kaplan Spellread Program – during school – small groups Wilson Foundations – during school – small groups Harcourt Intervention Meeting – during school – small groups ELA Test Prep – afterschool – small groups Harcourt Guided Reading Books – during school small group Kaplan Test Prep – afterschool – small group
<b>Mathematics:</b>	<input type="checkbox"/> EnVisionMath – small group Kaplan Coach – during school – small group F-Status Math Teacher-small groups Math Test Prep – afterschool, small groups Kaplan Test Prep-afterschool,small groups Math Coach – small group instruction
<b>Science:</b>	<input type="checkbox"/> N/A
<b>Social Studies:</b>	<input type="checkbox"/> Small group instruction that include the Common Core Standards in Social Studies that is also cross-curricular.
<b>At-risk Services Provided by the Guidance Counselor:</b>	<input type="checkbox"/> Individual small group - during school day. Monthly character keys – small group  Anti-Bullying Program
<b>At-risk Services Provided by the School Psychologist:</b>	<input type="checkbox"/> Individual small group – during school day. Monthly character keys – small group

	Classroom Observations
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> Individual small group – during school day. Strategies that are utilized are building self-esteem and fostering community through communication and activities. Parent and family guidance is a key component of the work we do. Monthly character keys  Parent Involvement/Guidance
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> Related Service providers conduct evaluations for at-risk students  Follows doctors orders to keep child's blood sugars stable, by monitoring food intake.  Twelve sessions are conducted by the registered nurse for asthmatic students in the third through fifth grades. The students are educated on asthma care.  All asthmatics are monitored.  Have RN's in place for class trips.  Professional development is given to all staff concerning allergies and diabetes.

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy** - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

### **Section I. Student and School Information.**

**Grade Level(s)**

**K-5**

**Number of Students to be Served:**

**LEP 47**

**Non-LEP N/A**

**Number of Teachers 1**

**Other Staff (Specify) N/A**

**School Building Instructional Program/Professional Development Overview**

### **Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program**

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

□

In addition, our ELL students receive help from the various supplementary programs in use in our school, including Spell-Read, Foundations, and Kaplan, both before, during and after school.

All long term ELL's are receiving targeted instruction that addresses their respective areas of academic deficiency with AIS providers.

We have continued to integrate proven technology and software into our ESL program, Thus, we currently have ten laptops outfitted with Rosetta Stone, English levels I and II programs, as well as Kidspiration and a variety of other software that support the development of our English Language Learners. Rosetta Stone is used by the US State Department, the US Army, NASA, as well as many schools, and has won several awards for high quality language instruction software, including a 2007 EDDIE Multilevel ESL Award for English Levels 1,2, and 3. We have worked with our Learning Service Organization to arrange for materials and training to meet the new higher standards now in place for ELL students. Additionally, we encourage increased parental involvement through various means, including an ELL Parent Orientation Day, Parent Workshops, and informal invitations for parents to come to the school and meet with the ESL teacher to discuss their child's progress, and to learn how the family at home can be a working partner in the education of the ELL student.

There is detailed and extensive data and research that support this program.

There is detailed and extensive data and research that support the use of this program, available through the Houston Independent School District, in use there since 1990, as well as from Duke University. Additionally, the National Endowment for the Arts, The Sundra Foundation, The Open Society Institute and The Northern Cummings Foundation, among other institutions and foundations, have supported and funded LTP.

Our program takes place afterschool twice a week for two hours each session. The number of ESL students participating in the LTP program is currently 20. The grade levels of these students are grades three, four, and five. The language used for instruction English. The program runs from October through June and is taught by Mr. Burstein, our licensed ESL teacher and is supervised by the school principal, Ms. Colon. This will be at no cost to the program. The program runs from October through June and meets twice per week after school for two hours per session and once per month on Saturday for two hours each session.

Afterschool and Saturday Program

1 teacher x 2 hours x 91 of session x \$48.89 p/s rate= \$9080.00

Our parents are invited to collaborate with their children on various photographic themes and projects through school funded trips to various neighborhoods and cultural institutions. In the past we have offered our students and their parents a trip to Chinatown, where they were asked to document the life of the community ,treated to lunch at a local restaurant, and then asked to write about their experiences and reflections on an unfamiliar culture. Our Spring Arts Festival, where these projects are exhibited, and when parents and the community are invited to celebrate the various clubs and talents works, gives the ELL student, especially, the much needed opportunity to shine.

#### Parent Involvement Activities

30 students and 10 parents

ICP Museum \$10 per person= \$300.00

Museum of the Moving Image \$10 per person= \$300.00

Chinatown and Neighborhood Walk \$10 per person=\$300.00

\$520 - towards transportation costs

During these trips, the students will be able to practice the skills acquired in the afterschool program and the parents will be able to be engaged in the education of their children and social interaction with the students, teachers, and other parents.

Total \$1,420.00

#### **Professional Development Program**

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

□

Our school engages in a comprehensive process that affords all staff appropriate and compelling opportunities for Professional Development. Information with respect to the many and varied instructional and informatinal seminars, whether offered through the Office of English Language Learners, BETAC, the NYS Department of Education or our own LSO are disseminated to all staff, including teachers, administrators, school pyschologist, social worker and others, whose knowledge of and interaction with English Language Learners, can make it a positive difference in their education their lives, In addition, we hold regular meetings where the ESL provider and regular classroom teachers discuss new research trends with a focus on innovative and insightful approaches and solutions that might be engaged by us, with respect to the specific needs of our English Language Learners. In the past school year our ESL provider attended a three day Data Workshop and turnkeyed his knowledge to classroom teachers to assist them in effective data-based instruction for their ELL students. Tentative dates and topics for our in house Professional Development Seminars are the following:

Understanding the Needs of LEP and Immigrant Student Learners: Sep. 2010

Harcourt ELL Student Handbook-Decoding/Phonics/Spelling- Oct 2010

Harcourt Scaffolded Learning- November 2010

Harcourt/Adapting Lessons for the ELL Student- December 2010

Rosetta Stone Reading and Writing for Second Language Learners- Jan. 2011

Writing and The Visual Experience- February 2011

Rosetta Stone/Effective Use with the ELL Student- March 2011

Using Photography as a Pathway to Writing- April 2011

The Role of Data in Guiding Instruction for ELL's- May 2011

Preparing Immigrant Students and ELL's for Summer Learning- June 2011

This component will be at no cost to the program. Professional development sessions will be provided by Harcourt Houghton/Mifflin and Rosetta Stone.

**Section III. Title III Budget**

—

**School: 14K196**

**BEDS Code: 331400010196**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.

<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	9080	<input type="checkbox"/> Salary for afterschool and Saturday staff. <input type="checkbox"/>
<b>Purchased services</b> - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	4000	<input type="checkbox"/> <input type="checkbox"/> Two laptop computers, ink, photographic paper, cameras, batteries, and memory cards.
<b>Educational Software (Object Code 199)</b>	500	<input type="checkbox"/> Software Support for ESL LTP Program.
<b>Travel</b>	N/A	<input type="checkbox"/> N/A
<b>Other</b>	1420	<input type="checkbox"/> Parent-child program related activities as per narrative.
<b>TOTAL</b>	<b>15000</b>	

### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

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

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children’s educational options, and parents’ capacity to improve their children’s achievement.

**Part A: Needs Assessment Findings**

1. Describe the data and methodologies used to assess your school’s written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Language Allocation Policy 2010-2011

Grade	Beginner	Intermediate	Advanced	Total
K	5	5		
1	3	3		
2	3	2	10	
3	3	6	9	
4				
5	1	4	8	
Total	47			

Long term ELLs are given extra AIS services and their work is assessed to see what specific interventions are needed. Our LAP committee consists of the following staff members:

2. Summarize the major findings of your school’s written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The primary language spoken by each parent is determined by our school through the use of the Home Language Identification Survey as well as by a questionnaire sent to the home in Spanish and English, requesting the same information. The results are tallied and help us determine what translation and interpretation services are needed. All 404 homes of our students were surveyed; of these 92% of our parents speak Spanish, with the balance speaking English as their primary language. We have communicated this information as well as how we provide translation and interpretation services to our school community through our school newsletter.

We provide written translation services to meet the needs identified by the above, by in-house fully bilingual staff as well as outside contractors when necessary. We have provided a translated Bill of Parents Rights and Responsibilities to our parents. We have forms available in the languages that we need-Spanish and English, as well as appropriate signage in our school.

The procedure followed to provide written translation in a timely manner is as follows:

All known school documents and notices are translated in September so that they are readily available, while all others are done on an as needed basis and distributed concurrently with monolingual English versions. This includes translations of monthly school newsletters, academic vocabulary glossaries for Math and ELA for parental use with their children, and all health notices.

Oral interpretation services are provided in a similar manner at Open-House Meetings, Parent Teacher Conferences, PTA meetings, and Parent Workshops.

## **Part B: Strategies and Activities**

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

□

The primary language spoken by each parent is determined by our school through the use of the Home Language Identification Survey as well as by a questionnaire sent to the home, in Spanish and English, requesting the same information. The results are tallied and help us determine what translation and interpretation services are necessary. All 404 homes of our students were surveyed; of these 92% of our parents speak Spanish, with the balance speaking English as their primary language. We have communicated this information as well as how we provide translation and interpretation services to our school community through our school newsletter.

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English versions. This includes translations of monthly school newsletters, academic vocabulary glossaries for Math and ELA for parental use with their children, and all health notices.

Oral interpretation services are provided in a similar manner at Open-House meetings, Parent-Teacher Conferences, PTA meetings, and Parent Workshops.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

□

The primary language spoken by each parent is determined by our school through the use of the Home Language Identification Survey as well as by a questionnaire sent to the home, in Spanish and English, requesting the same information. The results are tallied and help us determine what translation and interpretation services are necessary. All 404 homes of our students were surveyed; of these 92% of our parents speak Spanish, with the balance speaking English as their primary language. We have communicated this information as well as how we provide translation and interpretation services to our school community through our school newsletter.

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Oral interpretation services are provided in a similar manner at Open-House meetings, Parent-Teacher Conferences, PTA meetings, and Parent Workshops.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

□

The primary language spoken by each parent is determined by our school through the use of the Home Language Identification Survey as well as by a questionnaire sent to the home, in Spanish and English, requesting the same information. The results are tallied and help us determine what translation and interpretation services are necessary. All 404 homes of our students were surveyed; of these 92% of our parents speak Spanish, with the balance speaking English as their primary language. We have communicated this information as well as how we provide translation and interpretation services to our school community through our school newsletter.

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Oral interpretation services are provided in a similar manner at Open-House meetings, Parent-Teacher Conferences, PTA meetings, and Parent Workshops.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$393,661.00	N/A	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4000.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	N/A	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$39,366.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
100%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

N/A

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

**PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

**1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

**Explanation** : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

1. PS 196 Ten Eyck School will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112-Local Educational Agency Plans of the ESEA:

\*Hold monthly parent meetings

\*Provide parents with notices, agendas, letters and memos

\*Postings on PTA and staff bulletin boards

2. PS 196 Ten Eyck School will take the following actions to involve parents in the process of school review and improvement under Section 1116- Academic Assessment and Local Educational Agency and School Improvement of ESEA:

\*Formation of School Leadership Team with equal number of staff and parents

\*Formation of PTA

\*Voting procedures used at all meetings

3. PS 196 Ten Eyck School will coordinate and integrate parental involvement strategies in Title 1, Part A with parental involvement strategies under the other programs:

\*Communication between parents and staff through meetings

\*PTA meetings

\*School Leadership Team

PS 196 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title 1 Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, having limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

\*ORAL AND WRITTEN PRESENTATIONS

\*PARENT MEETINGS AND DISCUSSIONS

\*SURVEYS AND QUESTIONNAIRES

\*DISCUSSION AND REVIEW OF DRAFT COMPREHENSIVE EDUCATIONAL PLAN

\*TOWN HALLS

\*PARENT INTERVIEWS

\*PTA MEMBERS AND PARENT COORDINATOR, STAFF MEMBERS AND ADMINISTRATION WILL BE RESPONSIBLE FOR CONDUCTING IT

\*WE WILL FOCUS ON THE PARENTS IN OUR COMMUNITY

5. PS 196 will build the parents capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described below:

1. The State's academic content standards;
2. The State's student academic achievement standards;
3. The State and local academic assessments including alternate assessments;
4. The requirements of Title 1 Part A;
5. How to monitor their child's progress; and

6. How to work with educators.

\*PARENT WORKSHOPS ON LITERACY AND MATH

\*CONFERENCES

\*ESL CLASSES

b. PS 196 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

\*Utilizing our P.A.R.I.S. room. This is the Parent ARIS room. There are two laptops and a desktop available for parents to access ARIS. The Parent Coordinator has a posted schedule for parents to use the room. It is also available, upon request, if the parents cannot make the scheduled posted times.

\*LITERACY TRAINING WORKSHOP FOR PARENTS

\*ELA WORKSHOP FOR PARENTS TO HELP STUDENTS PREPARE FOR THE STATE EXAM

\*MATH WORKSHOP FOR PARENTS TO HELP STUDENTS PREPARE FOR THE STATE EXAM

c. PS 196 will, with the assistance of the district and parents, educate it's teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties by:

\*PROFESSIONAL DEVELOPMENT SESSIONS OUTLINING WAYS TO BUILD COMMUNITY WITH PARENTS

\*WORKSHOPS FOR STAFF ON HOW TO BE ABLE TO WORK WITH PARENTS. Staff will also be able to update ARIS.

d. PS 196 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Home Instruction Programs for PreSchool youngsters, the Learning Leaders Program, and Public Preschool and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

\*CONTINUING THE LEARNING LEADERS PROGRAM SO PARENTS CAN WORK IN THE CLASSROOMS WITH THE TEACHERS

\*PARENTS COMPLETING READING LOGS WITH CHILDREN

\*CARE PACKS OF LITERACY FOR PARENTS TO COMPLETE WITH CHILDREN

e. PS 196 will take the following actions to ensure that information related to the school and parent programs, meetings and other activities, is sent to parents of Title 1 participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand:

**\*ALL CORRESPONDENCE WILL BE PROVIDED IN ENGLISH AND SPANISH: AS WELL AS ANY OTHER LANGUAGE NECESSARY TO ENSURE INFORMATION IS DISSEMINATED TO ALL PARENTS IN A LANGUAGE THEY CAN UNDERSTAND**

Adoption

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by: Ms. J. Colon, Principal.

This policy will adopted by PS 196 6/26/2010 and will be in effect for a period of one year. The school will distribute this policy to all parents of participating Title 1, Part A children on or before September 9, 2010.

Principal's Signature- Ms. J. Colon

Date- June 26, 2010

## **2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

**Explanation** : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The

compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

## **PARENT SCHOOL COMPACT**

This school is a Schoolwide Programs where all children participate in programs funded through a combination of Title 1 and other sources and all parents are Title 1 parents.

The Schoolwide Programs School-Parent compact is as follows:

1. To inform all parents of their right to be involved in the education of their children.
2. To offer a flexible number of meetings at various times so that all parents can have access to information and an opportunity to voice their concerns.
3. To actively involve parents in planning, reviewing and improving the School-wide programs and the Parent Involvement Policy.
4. To provide parents with timely information about all programs.
5. To provide school performance profiles and other similar information.
6. To provide high quality curriculum and instruction.
7. To provide parents with technology workshops.
8. To encourage parental communication via email or in writing with teachers, counselors, and school administrators when seeking information or help regarding their children.
9. To engage parents in an annual review of parent policy.
10. To value parents as significant contributors to the school's educational function.

11. To provide parents with the resources necessary to become full participants in the education of their children.

The Parents agree:

1. To send their children to school on time everyday.
2. To make sure that their children have the highest attendance possible.
3. To write notes explaining absences or latenesses.
4. To join and support the PTA.
5. To submit Emergency Home Contact cards and update as necessary.
6. To submit Lunch Forms.
7. To support their child's teacher in promoting the school's programs.
8. To sign the Internet Consent Form.
9. To become familiar the School's Rules and Regulations and review them with their children.
10. To inspect their child's notebook daily to review the quality of work.
11. To make sure that all homework is completed on time.
12. To be active participants in the School Leadership Team as required by New York State Law.

## **PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

□

See Section IV – Needs Assessment

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

□

Target students are mandated for 37.5 minutes of daily instruction.

Afterschool Test Prep Program in ELA and Math – offered to all students in grades 3 – 5 small group instruction in ELA and Math in K -5.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

□

- Kaplan Test Prep Program in Afterschool
- Extended Day program such as Spellread
- Extended Day (37.5 minutes) mandated for all targeted students

o Help provide an enriched and accelerated curriculum.

□

- Enrichment clubs for all student in grades 3 – 5 including (guitar, legos, dance, chess, chorus, photography, sports, art, cooking and knitting)
- Afterschool photography club
  
- Afterschool Enrichment clubs for all grades in art, technology, sports, dance, etc.
- Reader's theater in all grades

o Meet the educational needs of historically underserved populations.

- Targeted students mandated for 37.5 minutes of instruction
- Targeted students receive small group instruction by AIS providers.

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- 37.5 minutes
- Afterschool test prep
- Kaplan SpellRead
- At-Risk Counseling
- At-Risk Speech
- At-Risk Resource Room
- Wilson Foundations

o Are consistent with and are designed to implement State and local improvement, if any.

N/A

### 3. Instruction by highly qualified staff.

Two staff members continue to implement strategies to become highly qualified. One attends ELL workshops consistently. The other will apply to graduate school for the September 2009 semester.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

- Conduct needs assessment for staff.
- Provide ongoing professional development by coaches and administration based on needs assessment
- Intervisitations between classes and grade.

- PD provided by CFN Instructional Specialists
5. Strategies to attract high-quality highly qualified teachers to high-need schools.

□

- Best practices shared by teachers.
- Lessons modeled by experienced teachers
- New teacher mentor program

6. Strategies to increase parental involvement through means such as family literacy services.

□

- PTA President sets up workshops for parents from health information to GED information.
- Parents Coordinator provides Professional Development based Parent Needs Assessments.
- Open House Week every September.
- The SLT has Parent members who attend monthly meetings.
- Parents are invited to all school performances, concerts, events.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

□

- Day Care Centers and Head Start programs in our community are invited every Spring to take a tour of our building. The Parent Coordinator sets up these visits to show prospective parents our school community.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

□

- All teachers will have access to ARIS
- All teachers have access to Acuity
- All teachers will have access to Harcourt/Houghton Mifflin StoryTown Online services

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

□

- Mandated 37.5 minutes for all students
- Kaplan SpellRead
- “At-Risk” services
- Small Group push-in/pull-out services from support staff.
- Kaplan Lessonbank

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

□

- School Nutritionist
- Beacon Program
- Career Day
- Brooklyn Public Library
- YMCA
- Williamsburg Headstart

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### **Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, 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 consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			306,383	True	Goals 1, 2, 3, 4, and 5
Title I,	Federal	Yes			\$59,060	True	Goal #1

Part A (ARRA)							
Tax Levy	Local	Yes			\$143,072	True	Goal #2
Tax Levy	Local	Yes			\$1,917,279	True	Goals 1,2, 3, 4, and 5
Tax Levy	Local	Yes			\$43,385	True	Goal #3
Tax Levy	Local	Yes			\$45,000	True	Goal #4
Title III	Federal	Yes			15,000	True	1,2,3,4

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<sup>1</sup>**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup>**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **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 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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

**PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.  
N/A
2. Ensure that planning for students served under this program is incorporated into existing school planning.  
N/A
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;  
N/A
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and  
N/A
  - c. Minimize removing children from the regular classroom during regular school hours;  
N/A
4. Coordinate with and support the regular educational program;  
N/A
5. Provide instruction by highly qualified teachers;  
N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

---

### **Part A:**

#### **Part A - For Title I Schools**

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.)  
0
2. Please describe the services you are planning to provide to the STH population.  N/A

### **Part B:**

#### **Part B - For Non-Title I Schools**

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).  
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.  
 N/A

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 in your Children First Network.

N/A



# **CEP RELATED ATTACHMENTS**

# **Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'**

**File Name - 28\_14K196\_020811-090841.doc**

PS 196  
207 Bushwick Avenue  
Brooklyn, NY 11206  
718-497-0139

Janine Colon, Principal

## **PS 196 Language Allocation Policy** **Worksheet**

### **Part 11: ELL Identification Process**

- 1. The steps we follow for initial identification of those students who may possibly be ELL's are the following:**  
**\*All parents of all new entering students complete the HLIS. Next, we conduct an informal interview in English and in the native language, as well as the formal initial assessment. The persons responsible are our ESL teacher assisted by our bilingual Parent Coordinator. Both individuals are highly qualified to conduct this initial screening. The ESL teacher has long term experience and knowledge of the requirements for conducting these assessments including administration of the LAB-R. All ELL's are given interim NYSESLAT assessments throughout the year whose data is used to guide instruction culminating with the administration of the NYSESLAT in the Spring.**
- 2. We have a variety of structures in place at our school to ensure that parents understand all three program choices: Transitional-Bilingual, Dual Language, and Freestanding ESL. Upon entering the school for the first time, after the initial assessment, parents are given literature that fully and accurately describes each program choice. Next, within ten days of entrance an ELL student's parents are given a letter of invitation for an ELL orientation session followed by a phone call requesting that they attend same. At this orientation session, the ESL teacher assisted by the Parent Coordinator explains the program**

choices in detail in both Spanish and English.

3. **Our school sends letters of entitlement to the students homes indicating their entitlement status. We attempt to ensure return of the Parent Survey and Program Selection forms by sending a letter to the parent requesting that they fill out and return these forms indicating their choice if they have not done so after a reasonable period of time has elapsed from their receipt of same.**
4. **Based on information gleaned from the Parent Orientation, the HLIS, the initial assessment, the LAB-R, and the Parent Survey and Program Selection Forms students are placed in an appropriate bilingual or ESL Program.**
5. **The trend in Program choices by parents over the past few years has been clear. It has been for ESL. Over the past two years only six parents have requested a bilingual program.**
6. **The program model offered at our school is appropriately aligned with parent requests.**

#### **Programming and Scheduling Information**

1. **a-Instruction is delivered through both the Push-In and Pull-Out organizational models depending on the content to be taught.  
b- Groups are grouped homogenously by proficiency level.**
2. **a-The ESL schedule reflects the appropriate amount of instructional minutes each student receives as per mandates, based on student proficiency level. Beginning and Intermediate ESL students receive 360 instructional minutes per week, while Advanced level students receive 180 instructional minutes. In addition each classroom teacher is teaching two fifty minute periods of ELA per day.**
3. **The language of instruction is English. We put appropriate scaffolds in place to make content comprehensible to ELL's and we differentiate instruction to both enhance comprehensibility and to enrich language development.**

4. **a- Our instructional plan for SIFE students includes intensive and focused instruction before, during and after school to address the specific needs of each student. Students are provided with Native-Language Libraries and materials to enhance literacy skills in their home language and as an assist to develop English**

**Language skills. Students are placed in Kaplan SpellRead Program where the focus is on phonics and phonemic awareness as well as basic literacy skills. In their class Balanced Literacy and Guided Reading Strategies are employed, and as well these students receive small group instruction with AIS instructors using appropriate scaffolds and differentiated instruction.**

**b- In addition to all of the above newcomers are put into a Buddy Program where extra time is dedicated to making content and testing strategies understandable.**

**c/d-In addition to all of the above, we analyze the data from all of the tests these students receive and attempt to determine the limiting factor impeding their passing the NYSESLAT and target those areas for intensive instruction.**

**e- Our plan for Special Needs ELL's is first to consult the IEP and see what the recommendations are. Next we consult with the classroom teacher and parents to gather further information. Finally, we look at the data yielded from past assessments. Using all of this we devise an individualized plan to address the literacy needs of this student.**

5. **All of our programs are taught in English. Some of the targeted intervention programs we offer are Kaplan SpellRead, Harcourt Storytown, AIS, Small Group Instruction, and Pull-Out ELL Inquiry Team Small Group Instruction. SIFE students, newcomers, and long term ELL's are assigned to the program that best addresses their needs.**
6. **For ELL's reaching proficiency on the NYSESLAT we offer continuing transitional support for two years by affording them modifications on testing to which ELL's are entitled. In addition, they may be serviced by the ESL teacher depending upon parental wishes and space availability.**

- 7. We will be expanding our Rosetta Stone Program and using additional ESL software as part of the targeted intervention programs described above.**
- 8. We plan to maintain all programs and services that we have in place for our ELL's.**
- 9. Our ELL's are included in all programs and activities that are available in our school. All notices sent home for parents attention regarding available programs are bilingual. Additionally our Parent Coordinator reaches out to our ELL community and makes them aware of and explains the programs available to their children. We have afterschool Literacy and Math programs as well as Enrichment programs. ELL's are involved in all of these.**
- 10. Our instructional materials include Harcourt Storytown, enVision Math, Getting Ready for the NYSESLAT, Heinle Picture Dictionaries and Workbooks, a variety of bilingual Books, Rosetta Stone Language Program, as well as a host of other language related software.**
- 11. We support the native language literacy of our ELL's by having bilingual dictionaries, glossaries, as well as dual language books available for their use in both the classroom and at home.**
- 12. All of the services and support, as well as the resources that are used to enhance ELL's English Language development correspond to their ages and grade levels.**
- 13. We assist our newly enrolled ELL students by providing them with appropriate materials to enhance their language development during the Summer months. These include bilingual translators, dictionaries, books, as well as picture dictionaries and workbooks.**

## **Professional Development and Support for School Staff**

- 1. Our ESL teacher has been afforded the benefit of a variety of workshops offered through the Office of English Language Learners relevant to ELL issues. This includes, most recently, the three day “Demystifying ELL Data” workshop. He has turnkeyed the knowledge that he has gained to all staff at our school that interact with our ELL’s. Additionally, he as well as other staff are provided with Professional Development by Rosetta Stone and Harcourt.**
- 2. We provide visits to middle schools paying particular attention to the needs of our ELL students and how they might be addressed at those schools. Parents are also encouraged to join in on these visits. We also provide students with a portfolio of their work to share with the middle school staff which gives insight into their English Language development skills.**
- 3. All staff in our building receive the 7.5 hours of ELL training as per Jose P. The training includes information on the identification of ELL’s, parent choice, program placement, and educational strategies relevant to ELL’s.**

## **Parental Involvement**

- 1. All of our parents including parents of ELL’s are involved in all aspects of our school community. For example, ELL parents serve on the School Leadership Team. The PTA is an integral part of our school and also includes ELL parents. Our Parent Coordinator provides workshops/seminars for all parents as well as ones of particular interest to our ELL parents.**
- 2. Our school partners with various Community Based Organizations and Agencies to provide workshops and services to our ELL parents. For example, we partner with Woodhull Hospital that has provided informational workshops relevant to health issues. Further, we partner with Learning Leaders to provide Literacy Workshops for**

our ELL parents.

3. We evaluate the needs of our parents by reaching out to them through the use of questionnaires, surveys, and meetings with our Parent Coordinator in which their needs and concerns are discussed.
4. As a result of the above we have aligned our parental involvement activities to appropriately address the needs of our ELL parents.
5. All of our parents including parents of ELL's are involved in all aspects of our school community. For example, ELL parents serve on the School Leadership Team. The PTA is an integral part of our school and also includes ELL parents. Our Parent Coordinator provides workshops/seminars for all parents as well as ones of particular interest to our ELL parents.
6. Our school partners with various Community Based Organizations and Agencies to provide workshops and services to our ELL parents. For example, we partner with Woodhull Hospital that has provided informational workshops relevant to health issues. Further, we partner with Learning Leaders to provide Literacy Workshops for our ELL parents.
7. We evaluate the needs of our parents by reaching out to them through the use of questionnaires, surveys, and meetings with our Parent Coordinator in which their needs and concerns are discussed.
8. As a result of the above we have aligned our parental involvement activities to appropriately address the needs of our ELL parents.

## **B**

1. We use a variety of assessment tools to assess the Early Literacy

**Skills of our ELL's including ECLAS-2, EPAL, Fountas and Pinnell. This data provides us with insights relevant to how much literacy a student has achieved. This information is then used to target areas of deficiency for that student. Next steps are planned based on the data yielded from these assessment tools.**

- 2. The data reveals that regardless of proficiency level our ELL students have the most difficulty with reading and writing. With respect to the NYSESLAT the data reveals that some ELL students who do well on the ELA nonetheless have difficulty passing the NYSESLAT. This would seem to be an area that is ripe for further investigation.**
- 3. The patterns that are revealed related to NYSESLAT modalities directly guide our instruction. We target areas of deficiency that are revealed through the analysis of the data for intensive and specific help.**
- 4. a-Student results and patterns across proficiencies and grades were described above. We have no bilingual program, thus students do not take tests in their native language.  
b-School leadership and teachers are using the results of the ELL periodic assessments to inform instruction.  
c-The ESL teacher finds the Periodic Assessments a valuable tool to highlight areas of need for ELL students. Additionally, they may help to reveal Native Language deficiencies which may impact basic English literacy.**
- 5. We evaluate the success of our Program for ELL's in a variety of ways. We do ongoing assessment and monitoring of content area understanding and progress in the classroom. Additionally, a valuable indicator of the success of our program is to analyze how long it takes for our ELL's to transition out of ESL and into fully monolingual English settings.**

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**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 196 Ten Eyck					
<b>District:</b>	14	<b>DBN:</b>	14K196	<b>School</b>		331400010196

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	30	33	31		92.6	93.3	93.9
Kindergarten	68	51	48				
Grade 1	64	72	55	<b>Student Stability - % of Enrollment:</b>			
Grade 2	64	56	73	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	60	61	64		97.0	96.0	94.5
Grade 4	75	58	64				
Grade 5	63	69	58	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		78.4	91.3	85.5
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		24	27	18
Grade 12	0	0	0				
Ungraded	4	13	8	<b>Recent Immigrants - Total Number:</b>			
Total	428	413	401	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					3	3	8

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	22	23	18	Principal Suspensions	1	0	0
# in Collaborative Team Teaching (CTT) Classes	50	51	65	Superintendent Suspensions	4	2	1
Number all others	27	20	20				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	43	46	42
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	10	10	6
# receiving ESL services only	42	45	TBD				
# ELLs with IEPs	2	12	TBD	Number of Educational Paraprofessionals	7	5	10

*These students are included in the General and Special Education enrollment information above.*

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	67.4	80.4	81.0
				% more than 5 years teaching anywhere	55.8	63.0	66.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	81.0	89.0	95.2
American Indian or Alaska Native	0.5	0.2	0.2	% core classes taught by "highly qualified" teachers	54.8	98.4	85.4
Black or African American	15.4	17.2	18.2				
Hispanic or Latino	80.8	79.9	79.3				
Asian or Native Hawaiian/Other Pacific	0.2	0.0	0.0				
White	3.0	2.4	2.0				
<b>Male</b>	50.7	50.1	49.1				
<b>Female</b>	49.3	49.9	50.9				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>4</b>	<b>4</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>				NR	
<b>Overall Score:</b>	62.5	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	11.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	14.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	29.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	7.8						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CLSO Network 1</b>	District <b>14</b>	School Number <b>196</b>	School Name <b>Ten Eyck</b>
Principal <b>Janine Colon</b>		Assistant Principal	
Coach <b>Deborah Casey</b>		Coach <b>Jeanette Landi</b>	
Teacher/Subject Area <b>Robert Burstein</b>		Guidance Counselor <b>Gina DiGiglio</b>	
Teacher/Subject Area <b>Maureen Sulecki</b>		Parent <b>Tamara Bota</b>	
Teacher/Subject Area		Parent Coordinator <b>Maria Rodriguez</b>	
Related Service Provider		Other	
Network Leader <b>Ada Orlando</b>		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers		Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>404</b>	Total Number of ELLs	<b>47</b>	ELLs as Share of Total Student Population (%)	<b>11.63%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	6	4	12	8	9	8								47
<b>Total</b>	6	4	12	8	9	8	0	0	0	0	0	0	0	47

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	47	Newcomers (ELLs receiving service 0-3 years)	35	Special Education	10
SIFE		ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	35	0	5	12	0	5	0	0	0	47
Total	35	0	5	12	0	5	0	0	0	47

Number of ELLs in a TBE program who are in alternate placement:

### C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	4	12	8	9	8								47
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	6	4	12	8	9	8	0	0	0	0	0	0	0	47

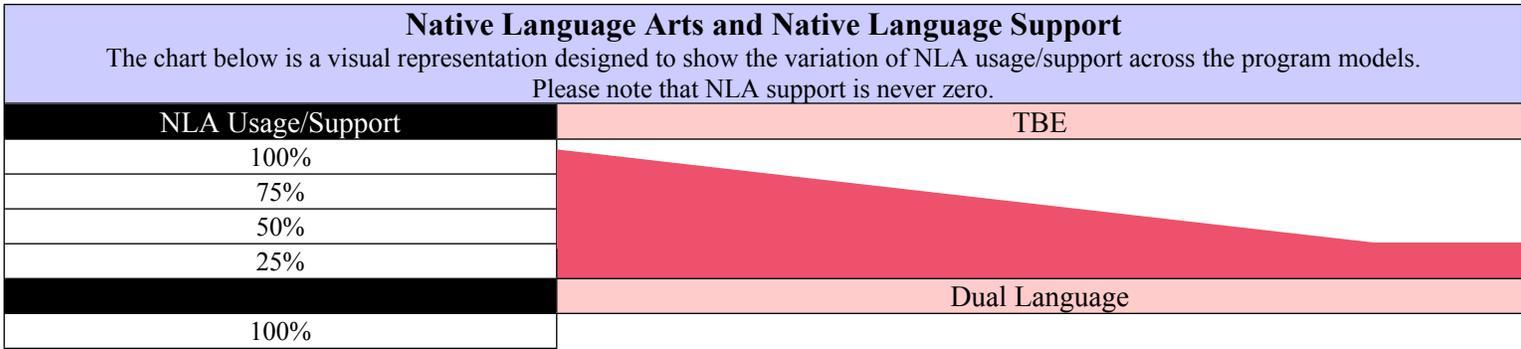
## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
    - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
    - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
  2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
  3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
  4. How do you differentiate instruction for ELL subgroups?
    - a. Describe your instructional plan for SIFE.
    - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
    - c. Describe your plan for ELLs receiving service 4 to 6 years.
    - d. Describe your plan for Long-Term ELLs (completed 6 years).
    - e. Describe your plan for ELLs identified as having special needs.
- Paste response to questions 1-4 here

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

### B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

Paste response to questions 5-14 here

### C. Schools with Dual Language Programs

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	6	2	5	2	1	1								17
Intermediate(I)		2	5	5	1	4								17
Advanced (A)			2	1	7	3								13
Total	6	4	12	8	9	8	0	0	0	0	0	0	0	47

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	6	2	5	2	1	1							
	I		2	6	5	1								
	A			1	1	7	7							
	P													
READING/ WRITING	B	6	2	6	4	1	1							

	<b>I</b>		2	5	3	4	4							
	<b>A</b>			1	1	4	3							
	<b>P</b>													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3		3	5		8
4		2	7		9
5		3	5		8
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3					7		1		8
4					7		2		9
5					7		1		8
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			3		9				12
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5			1		7				8
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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	Principal		10/15/10
	Assistant Principal		
	Parent Coordinator		10/15/10
	ESL Teacher		10/15/10
	Parent		10/15/10
	Teacher/Subject Area		10/15/10
	Teacher/Subject Area		
	Coach		10/15/10
	Coach		10/15/10
	Guidance Counselor		10/15/10
	Network Leader		10/15/10
	Other		