



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME:           P.S. 196 THE TEN EYCK SCHOOL          

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):           14K196          

PRINCIPAL:           JANINE COLON           EMAIL:           JCOLON@SCHOOLS.NYC.GOV          

SUPERINTENDENT:           JAMES QUAIL

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

### Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Janine Colon	*Principal or Designee	
Maureen Sulecki	*UFT Chapter Leader or Designee	
Tamara Bota	*PA/PTA President or Designated Co-President	
Barbara Caggino	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lindsay Caparco	UFT Member	
Deborah Casey	UFT Member	
Anthony Zalak	UFT Member	
Helen Bentrewicz	UFT Member	
Jennifer Janiec	UFT Member/SLT Chairperson	
Patricia Lopez	Parent Member	
Jacqueline Leak	Parent Member	
Maria Brunson	Parent Member	
Angelica Torres	Parent Member	

Hilda Sepcilverda	Parent Member	
Eulogia Estevez	Parent Member	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- By June 2012, all teachers will focus on one component and its elements of Charlotte Danielson's Domains of Professional Framework and will increase by at least one level of performance in each of the four domains.

**Rationale:** This goal aligns with the DOE instructional initiative for 2011-2012 which focuses on frequent cycles of observations with actionable feedback using Danielson's Framework.

### **Comprehensive needs assessment**

- Data shows that teachers need clear guidance. This can be achieved through frequent formal and informal observations.

### **Instructional strategies/activities**

- Develop beginning of the year teacher self-assessment.
- Instructional team develops PD plan based on self-assessment.
- Principal discusses selected components of rubric.
- Principal develops observation schedule (December 2011) and provides feedback conferences using selected components of rubric.
- Principal and teachers will collaborate to set and monitor teacher goals.
- Walkthroughs will occur focusing on specific domains.
- Principal will utilize the Professional Teaching Framework for conducting classroom observations.
- Staff will become familiarized with Danielson's Framework.

### **Strategies to increase parental involvement**

- Share and communicate best practices with parents at school-wide events such as: Open School Night, 100<sup>th</sup> Day of School Celebration and the Schoolwide Project that focuses on a different theme each year with a literacy and math focus.
- Holding monthly PTA meetings so parents are aware of what is being taught in the classroom as well as the student and parent expectations.
- All of these initiatives will better support teachers in the classroom.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- All teachers at P.S. 196 are HQT.
- Allocate funds for teacher Professional Development.
- Allocate funds for teachers to take college courses

### **Service and program coordination**

- Highly qualified current staff members serve as mentors for new teachers.
- Professional Development from our Network CFN412.
- Best practices presented and shared at grade level meetings and faculty conferences.

**Budget and resources alignment**

- Utilize substitute teachers to allow for walkthroughs and congruence time.
- Schedule substitute teachers and extra preparatory periods for planning.
- Allocate funds for F-Status support.
- Allocate funds for Per Session.
- Allocate funds for Danielson's online resources, Professional Development and books.

**ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #2**

- **By** June 2012, all 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students will show an increase of 25% in their ELA scores. Students will be evaluated using a rubric aligned with the CCLS and contains the following 5 criteria: purpose, organization, development, language use and conventions.

**Rationale:** Data shows that there is a need to improve students' rigor in writing. This goal is also aligned to the DOE instructional initiatives for 2011-2012, which focuses on building rigor in student reading and writing, aligned to the CCLS benchmarks.

**Comprehensive needs assessment**

- According to standardized test data and school progress reports, our students are challenged by the higher order thinking skills that are required across grade levels.

**Instructional strategies/activities**

- Target students for Extended Day based on student work in writing.
- Develop writing rubrics aligned to CCLS.
- Develop SMART goals for individual students.
- Data Inquiry teams meet on a weekly basis and continually look at student work.
- Incorporate writing in all content areas.
- Align writing tasks to CCLS.
- Baseline, Midterm and End-term writing prompts and assessments will be administered.
- Data from these assessments will be collected and analyzed.
- Principal will meet with teachers to develop next steps.
- Teacher teams will work and meet weekly to develop best practices.
- Walkthroughs and classroom visits will utilize Danielson's Framework for all grades.
- Frequent informal observations will occur with actionable feedback.

**Strategies to increase parental involvement**

- Parent Coordinator to serve as liaison
- Translation of all school letters, documents and meetings into parents' home language
- Monthly PTA meetings
- Monthly Reading Logs

- Use of Parent ARIS room along with Parent Coordinator
- Parent Workshops (ARIS, Literacy, Math, Technology, NYS Test Information Session)
- Monthly Newsletters from each grade
- School Progress Reports
- Access to Robin Hood Library for eg: program books, trade books, internet access
- Learning Leaders
- Schoolwide Incentive Programs
- Honor Assemblies

**Strategies for attracting Highly Qualified Teachers (HQT)**

- All teachers at P.S. 196 are HQT.
- Allocate funds for teachers to register for college courses.
- Allocate funds for Professional Development.

**Service and program coordination**

- Partnership with Beacon (St. Nicholas Alliance) and YMCA Williamsburg to create after school homework help for the students.
- Highly qualified current staff members serve as mentors for new teachers.
- Professional Development from our Network CFN412.
- Best practices presented and shared at grade level meetings and faculty conferences.
- After School ELA Test Prep Program offered to 3<sup>rd</sup> through 5<sup>th</sup> grade students.
- Saturday Academy ELA Test Prep Program offered to 3<sup>rd</sup> through 5<sup>th</sup> grade students.

**Budget and resources alignment**

- Per Session for teachers to enhance writing work.
- Schedule time for walkthroughs.
- Allocate funds to purchase materials (books, online support) to support implementation of CCLS.
- Allocate funds for Per Session for After School Inquiry Writing work.

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- By June 2012, 100% of classroom teachers, grades Pre-K to 5, will effectively implement two of the eight Standards for Mathematical Practice. These practices include practices 3 and 4 which align to the CCLS and will be measured by principal's observation reports using Danielson's Teaching Framework Rubric.

**Rationale:** This goal is also aligned to the DOE instructional initiative for 2011-2012 which focuses on the continuing development of cognitively demanding tasks that require our students to demonstrate their ability to model with Math and/or construct and explore reasoning behind arguments to arrive at a viable solution, aligned to Math CCLS.

#### **Comprehensive needs assessment**

- Data shows that there is a need to increase academic rigor in Mathematics in order to increase higher order thinking skills and prepare our students to meet the demands of the CCLS in Mathematics. Results of the 2011 NYS Math Exam show a weakness in Number and Operations across grades 3 to 5, specifically in place value understanding and properties of operations to perform multi-digit arithmetic.

#### **Instructional strategies/activities**

- All teachers will participate in Professional Development on the New York State P-12 CCLS for Mathematics.
- Staff will participate in CFN412 Professional Development.
- Teachers will brainstorm strategies and network with other colleagues to share and discuss implementation strategies for the "Math Congress" to develop and support Standards for Mathematical Practice #3 "construct viable arguments and critique the reasoning of others".
- Teachers will use interclass visitations to observe strategies and techniques that support the Standards for Mathematical Practice.
- Teachers will use the protocol of accountable talk within the "Math Congress" to support the Standards for Mathematical Practice.
- Teachers will use specific strategies and methods to support ELL's use of math language.
- Teachers will differentiate lessons and tailor tasks to meet students' special needs to affectively develop the Standards for Mathematical Practice.
- All classroom teachers will participate in creating/modifying a math unit of study that focuses on practices of modeling with mathematics and construct viable arguments and critique the reasoning of others.
- Time will be allocated for this work during congruence periods, inquiry periods or providing Per Session.
- Teachers will assess levels of mathematics by looking at student work on a consistent basis.
- Principal will conduct frequent walkthroughs focusing on specific mathematical practices.
- All staff will utilize Danielson's Framework to further develop and improve mathematical practices.
- Lead teachers will spearhead this work around mathematical practices.
- Teacher teams will plan for next levels of work based upon walkthrough findings, interclass visitations and principal observation reports.

#### **Strategies to increase parental involvement**

- Share the curriculum map/pacing calendar for math with parents.
- Share and communicate best practices for math with parents at PTA meetings, Open House and Parent Teacher Conferences.
- Invite parents to participate in the Math Schoolwide Project, 100<sup>th</sup> Day of School Celebration, Math Game Night, etc.
- Invite parents to observe and participate in classroom math lessons that are aligned to the CCLS.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- All teachers at P.S. 196 are HQT.
- Allocate funds for teachers to register for college courses.
- Allocate funds for Professional Development.
- Offer math classes to teachers through the Title IIB Math Grant.

**Service and program coordination**

- Highly qualified current staff members serve as mentors for new teachers.
- Professional Development from our Network CFN412.
- Best practices presented and shared at grade level meetings and faculty conferences.
- After School Math Test Prep Program offered to 3<sup>rd</sup> through 5<sup>th</sup> grade students.
- Saturday Academy Math Test Prep Program offered to 3<sup>rd</sup> through 5<sup>th</sup> grade students.

**Budget and resources alignment**

- Per Session for teachers to enhance math instruction and practices.
- Schedule time for walkthroughs.
- Allocate funds to purchase materials (books, online support) to support implementation of CCLS.
- Allocate funds for Per Session for After School Inquiry in Mathematics.

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	12	12	N/A	N/A		0		
<b>1</b>	20	20	N/A	N/A	1		0	
<b>2</b>	33	33	N/A	N/A			1	
<b>3</b>	24	24	N/A	N/A			0	1
<b>4</b>	18	18	14	14			1	
<b>5</b>	13	13	16	16				
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	<ul style="list-style-type: none"> <li>• <b>SpellRead-during school-small groups</b></li> <li>• <b>Foundations-during school-small groups</b></li> <li>• <b>ELA Test Prep-after school-small groups</b></li> <li>• <b>Harcourt Guided Reading-during school-small groups</b></li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• <b>enVisions Math-during school-small groups</b></li> <li>• <b>F-Status Math Teacher-during school-small groups</b></li> <li>• <b>Math Test Prep-after school-small groups</b></li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• <b>N/A</b></li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• <b>Small group-includes CCLS</b></li> </ul>
<b>At-risk Services provided by the Guidance Counselor</b>	<ul style="list-style-type: none"> <li>• <b>Individual and Small Group-during school</b></li> <li>• <b>Anti-Bullying Program</b></li> </ul>
<b>At-risk Services provided by the School Psychologist</b>	<ul style="list-style-type: none"> <li>• <b>Individual and Small Group-during school</b></li> </ul>
<b>At-risk Services provided by the Social Worker</b>	<ul style="list-style-type: none"> <li>• <b>Individual and Small Group</b></li> </ul>

**At-risk Health-related Services**

- **Related Service providers conduct evaluations for at risk students**
- **Follows doctors' orders to stabilize blood sugar, by monitoring food intake**
- **Asthma Care Class by RN**
- **Asthmatics are monitored**
- **RNs in place for class trips**
- **Professional Development for all staff concerning allergies and diabetes**

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

### **SCHOOL-PARENT COMPACT**

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

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

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

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

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

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

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

Cluster Leader/Network Leader <b>Christopher Groll/Ada Orlando</b>	District <b>14</b>	Borough <b>Brooklyn</b>	School Number <b>196</b>
School Name <b>The Ten Eyck School</b>			

### B. Language Allocation Policy Team Composition [i](#)

Principal <b>Janine Colon</b>	Assistant Principal <b>N/A</b>
Coach <b>Deborah Casey</b>	Coach <b>Jennette Landi</b>
ESL Teacher <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

### C. Teacher Qualifications [i](#)

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	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>393</b>	Total Number of ELLs	<b>42</b>	ELLs as share of total student population (%)	<b>10.69%</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. 

#### Part 11: ELL Identification Process

1a. 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 certified ESL teacher, Robert Burstein, assisted by our bilingual Parent Coordinator, Maria Rodriguez. Both individuals are highly qualified to conduct this initial screening. Within 10 days those students determined to be entitled to be tested, based on responses to questions on the HLIS, are tested both with the LAB-R and the Spanish LAB. These tests are then hand scored. Based on these scores, those students found to be entitled to bilingual services, within 10 days are placed in an appropriate program congruent with parent choice. 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.

1b. Robert Burstein, our certified licensed ESL teacher, is responsible for conducting both the initial screening as well as administering the HLIS and the LAB-R, and Spanish LAB. Mr. Burstein is bilingual and speak Spanish as his second language, which is helpful when appropriately informing parents during the intake process at our school, the vast majority of whom are themselves Spanish speaking.

1c. The procedures we have in place to ensure that all ELL's receive the NYESLAT annually, include use of ATS reports such as the RLER. To ensure that all four components of the NYESLAT are administered, a tracking log is maintained.

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. Parents watch a video giving further detailed information on choices available to them. Parent selection forms are reviewed on a regular basis to ensure honoring of parent choice.

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. We note the dates that these letters are sent out on a class roster, and keep copies of them on file. Returned Parent Entitlement letters are placed in the students cumulative record, and the ESL provider keeps a copy of these in a file available in his office. A tracking log is kept to ensure that all forms are returned. We log calls made, and other outreach for non returned forms.

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. Based on the results of the Spring NYSESLAT, Continued Entitlement letters are sent to those parents whose children remain entitled to services. Upon receipt of the signed Continued Entitlement letters, they are maintained in a file available in the ESL lead teacher's office. Translation is provided by both the ESL teacher and the Parent Coordinator, for parents needing translation services in Spanish.

5. The trend in program choices by parents over the past few years has been clear. After reviewing the Parent Program Selection forms over the past few years, we have found that parents overwhelmingly select an ESL program. 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.

## 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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	8	6	2	11	8	7								42
<b>Total</b>	8	6	2	11	8	7	0	0	0	0	0	0	0	42

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	42	Newcomers (ELLs receiving service 0-3 years)	35	Special Education	10
SIFE		ELLs receiving service 4-6 years	7	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)			Total	
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE									0	
Dual Language									0	
ESL	35		5	7		5			42	
Total	35	0	5	7	0	5	0	0	0	42

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	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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	8	6	2	11	8	7								42
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>	8	6	2	11	8	7	0	0	0	0	0	0	0	42

# 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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. We use a variety of ESL strategies and methodologies, including TPR, the Natural Approach, and a variety of other instructional approaches depending on the content being taught and the students that are learning it. We use graphic organizers, integrated technology, learning centers, small group instruction, one on one instruction, and native language peers to make content more comprehensible. We use the ESL component of the Harcourt Storytown series, as well as the Heinle Picture Dictionary and Workbook and Writing journals. Our ESL provider articulates with content area teachers in the specified area.
4. Having only an ESL program, we evaluate the native language ability of our ELLs by administering the Spanish Language Assessment Battery upon entrance to our school.
5.
  - 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

## A. Programming and Scheduling Information

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.

6. Our teachers of ELL and SWD students use a variety of instructional strategies and grade level materials in order to make academic content comprehensible and accessible. They include some of the following: We use differentiated instructional strategies as well as putting many scaffolds in place to help students achieve necessary academic goals. We employ a variety of instructional strategies including Tiered Questioning, CALLA, TPR and Natural Approach as well as others when appropriate. IEP's are reviewed to ensure that all mandated services are received. The ESL teacher articulates with the SBST and the school psychologist. Delivery of services is tracked through SESIS reports. We have specific small group targeted instruction that addresses different learning styles. When appropriate, we use visual as well as auditory and technological assists. Our grade level materials include Harcourt Storytelling with its accompanying ESL component, the Heinle Dictionary and Writing Workbooks, bilingual libraries and dictionaries, as well as pocket electronic translators. Finally, many of our ELL and SWD students are serviced by the Spellread and Wilson programs.

7. We use a variety of strategies to meet the diverse needs of our ELL and SWD students. We have targeted push-in as well as pull-out small group instruction. Many of our AIS service providers use parts of Harcourt Storytelling in out of class focused groups to practice specific skills. Our units of study are aligned with the Harcourt Storytelling program as well as the Common Core Standards. Thus, we attempt to focus on the Universal Design for Learning. When there is material that has not been adequately comprehended and synthesized, as reflected by test data and teacher assessments, students are given extended day intensive instruction. Our school culture is a particularly collaborative one, and thus, our teachers coordinate with respect to students receiving an additional period of instruction in an area of difficulty for that student, when the other teacher is teaching that material. Finally, we have one extra free period per week that we use to assign students to small group special needs instruction to address their specific areas of weakness for that week. In order to maximize time spent with none-disabled peers, students are mainstreamed for the use of flexible scheduling, in gym, technology class and clubs.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

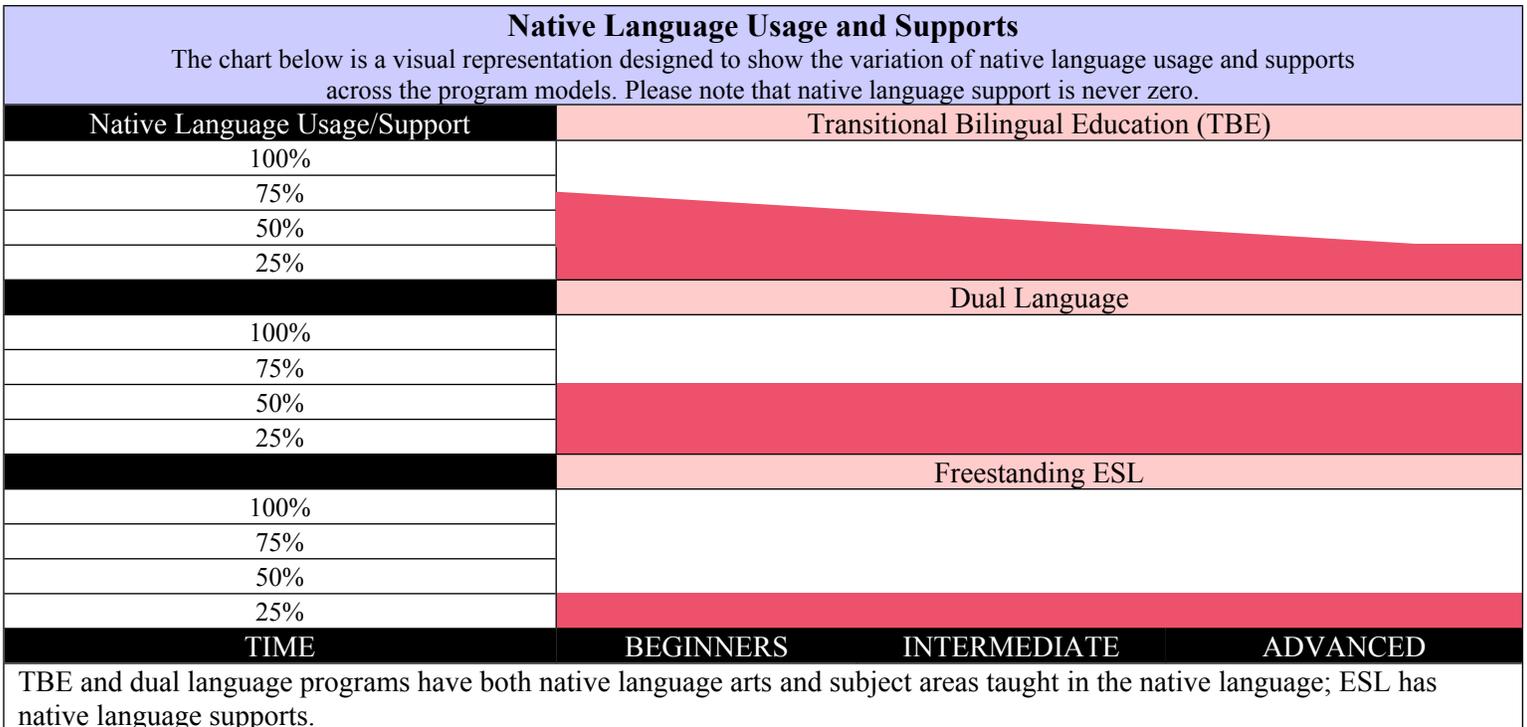
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				



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



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

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?

## B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. All of our programs are taught in English. After reviewing the data from the ELA exam, the NYS Math exam and the NYSESLAT, we have found a need for intensive targeted early literacy focus. As a result, we have instituted a variety of targeted intervention programs. 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.

9. 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. In addition, students are provided targeted small group instruction based on need, one on one instruction, the use of technology - laptops, electronic translators, etc. Further, former ELL's are invited to attend the Extended Day Title III Program, depending on space availability. The ESL teacher provides additional focused support in areas of weakness according to ELA results. Testing modifications, according to the relevant memorandum for former ELL's are followed. These include time extension, separate location, bilingual dictionaries and glossaries, a third reading of the listening selection, and others.

10. We will be expanding our Rosetta Stone Program and using additional ESL software as part of the targeted intervention programs described above.

11. We plan to maintain all programs and services that we have in place for our ELL's.

12. 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.

13. 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.

14. 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.

15. 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. The required support services and resources are age appropriate and grade appropriate. All ELL students follow grade level curriculum, the same as their non-ELL peers.

16. 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.

17. As a K-5 school we currently offer none.

## B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. All of our programs are taught in English. After reviewing the data from the ELA exam, the NYS Math exam and the NYSESLAT, we have found a need for intensive targeted early literacy focus. As a result, we have instituted a variety of targeted intervention programs. 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.

9. 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. In addition, students are provided targeted small group instruction based on need, one on one instruction, the use of technology - laptops, electronic translators, etc. Further, former ELL's are invited to attend the Extended Day Title III Program, depending on space availability. The ESL teacher provides additional focused support in areas of weakness according to ELA results. Testing modifications, according to the relevant memorandum for former ELL's are followed. These include time extension, separate location, bilingual dictionaries and glossaries, a third reading of the listening selection, and others.

10. We will be expanding our Rosetta Stone Program and using additional ESL software as part of the targeted intervention programs described above.

11. We plan to maintain all programs and services that we have in place for our ELL's.

12. 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.

13. 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.

14. 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.

15. 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. The required support services and resources are age appropriate and grade appropriate. All ELL students follow grade level curriculum, the same as their non-ELL peers.

16. 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.

17. As a K-5 school we currently offer none.

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. 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.

1. Professional Development is extended to all constituencies that interact with ELL's. The following is our calendar for PD for the current year: Strategies of Second Language Acquisition for new teachers - 10/25/2011, Writing Across the Content Areas for ELL's - 12/20/2011, Scaffolding Lessons for ELL's - 1/24/2012, The Importance of Different Assessments for ELL's - 2/28/2012. Analyzing the NYSESLAT Modalities - 4/24/2012.
2. To assist ELL's as they transition from elementary to middle school, key personnel from the designated middle school come to speak to our students regarding school policy, curriculum, and extra-curricula activities. In addition they are given a tour of the middle school building, as well as brochures, and an open-house for students and their parents.
3. The following topics are scheduled for this school year to meet the 7.5 hours of training required for all staff: The Identification and Placement Process for ELL's, the Common Core Curriculum, ELL's and Balanced Literacy, and Math and the ESL Student.  
Agendas, sign-in sheets, and handouts of these trainings are maintained in the ESL classroom in a file.

### 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?

1. Parental Involvement activities at P.S. 196 for parents of ELL's include the following: A Spring ELL Arts Festival and luncheon for ELL parents, parent workshops to inform parents of available resources and services within the community pertinent to their needs, and PD provided by the Parent Coordinator on the NY State ELA and Math exams. We also offer an Afterschool Parent With Child ESL program.
2. Our school partners with a variety of community based organizations and agencies to provide workshops and services to our ELL parents. These include Woodhull Hospital, which offers health workshops, LOVE, an anti-violence program, NY Cares which offers literacy classes, ESL workshops and GED assistance, and the 90<sup>th</sup> Police Precinct which provides safety workshops.
3. The needs of our ELL parents are evaluated through the use of surveys. The ESL provider and our Parent Coordinator collaborate and articulate the needs that parents have. As a result of this process, we have offered afterschool ESL classes, access to community services, and health and other informational workshops.
4. As a result of our outreach process to ELL parents through the use of surveys and our analysis of the requests contained therein, we have offered ESL classes, as well as workshops on Understanding the Curriculum, and Student Expectations on the Standardized Exams. Thus, we attempt to devise parental involvement activities that directly address needs expressed by the parents themselves.

# 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)	8	6	1	2	1									18
Intermediate(I)			1	2	2	1								6
Advanced (A)				7	5	6								18
Total	8	6	2	11	8	7	0	0	0	0	0	0	0	42

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	4	3		8
4		5	4		9
5		3	3		6
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			3		6				9
4			1		8				9
5			1		6				7

## NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
6									0
7									0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

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. Areas of weakness are addressed through targeted strategy lessons based on the data, as well as through the use of technology and learning centers. After reviewing the results of the E-CLAS and Fountas and Pinnell, it was determined that targeted and focused early literacy instruction would be valuable, and thus, we instituted the Spellread Program, and the Kaplan and Storytown Programs.

2. Data patterns across all of our grades, K-5, are as follows: Across proficiency levels, results show that most students taking the LAB-R fall into the Beginning level of proficiency. 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. The data indicates that students across the grades are scoring higher on the Listening/Speaking section than on the Writing/Reading component. In order to address this, we provide targeted one on one or small group instruction to ELL students. We also look at NYSESLAT expectations to prepare alignment of our extended day program. In addition, the extended day program funded under Title III, is focused on developing reading and writing skills through the use of the Balanced Literacy Model. The program is an extension of what goes on in the classroom during the regular school day. The ESL teacher works in collaboration with the ELA teacher to support Literacy for ELLs.

4. a-Student results and patterns across proficiencies and grades, indicate that students greatest needs across grade levels, are in the reading and writing modalities. As previously indicated we align our instruction based on the data, to address these needs. To address native language deficiencies, on-site, bilingual staff provide targeted instruction to support the native language, and to facilitate and strengthen English language acquisition. Research shows that strong native language literacy promotes the development of second language literacy.

b-School leadership and teachers are using the results of the ELL periodic assessments to inform instruction. Results of ELL Periodic Assessments are shared with the School Leadership Team, and the ESL teacher is made available to explain the results. The ESL teacher analyzes the ELL periodic assessments and meets with classroom teachers individually to discuss findings and implications for instruction. The ESL teacher and the mainstream classroom teacher work together to develop a targeted plan of action to address areas of need.

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. N/A

6. 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 ELLs to transition out of ESL and into fully monolingual English settings.

### 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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					4		2		6
8									0
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

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2. Data patterns across all of our grades, K-5, are as follows: Across proficiency levels, results show that most students taking the LAB-R fall into the Beginning level of proficiency. 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. The data indicates that students across the grades are scoring higher on the Listening/Speaking section than on the Writing/Reading component. In order to address this, we provide targeted one on one or small group instruction to ELL students. We also look at NYSESLAT expectations to prepare alignment of our extended day program. In addition, the extended day program funded under Title III, is focused on developing reading and writing skills through the use of the Balanced Literacy Model. The program is an extension of what goes on in the classroom during the regular school day. The ESL teacher works in collaboration with the ELA teacher to support Literacy for ELLs.

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b-School leadership and teachers are using the results of the ELL periodic assessments to inform instruction. Results of ELL Periodic Assessments are shared with the School Leadership Team, and the ESL teacher is made available to explain the results. The ESL teacher analyzes the ELL periodic assessments and meets with classroom teachers individually to discuss findings and implications for instruction. The ESL teacher and the mainstream classroom teacher work together to develop a targeted plan of action to address areas of need.

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. N/A

6. We evaluate the success of our Program for ELLs in a variety of ways. We do ongoing assessment and monitoring of content area

## 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

**School Name:** P.S. 196

**School DBN:** 14k196

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Janine Colon	Principal		10/26/11
N/A	Assistant Principal		10/26/11
Maria Rodriguez	Parent Coordinator		10/26/11
Robert Burstein	ESL Teacher		10/26/11
Tama Bota	Parent		10/26/11
Maureen Sulecki	Teacher/Subject Area		10/26/11
	Teacher/Subject Area		10/26/11
Deborah Casey	Coach		10/26/11
Jenneatte Landi	Coach		10/26/11
Gina DiGiglio	Guidance Counselor		10/26/11
Ada Orlando	Network Leader		10/26/11
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **14K196** School Name: **Public School 196**

Cluster: **4** Network: **CFN412**

**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**

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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.

At P.S. 196, in Kindergarten, there are 8 Beginner ELL students for a total of 8 ELL students in that grade, in 1<sup>st</sup> Grade, there are 6 Beginner ELL students for a total of 6 ELL students in that grade, in 2<sup>nd</sup> Grade, there is 1 Beginner and 1 Intermediate ELL student for a total of 2 ELL students in that grade, in 3<sup>rd</sup> Grade, there are 2 Beginner, 2 Intermediate and 7 Advanced ELL students in that grade, in 4<sup>th</sup> Grade, there is 1 Beginner, 2 Intermediate and 5 Advanced ELL students for a total of 8 ELL students in that grade, and in 5<sup>th</sup> Grade, there is 1 Intermediate and 6 Advanced ELL students for a total of 7 ELL students in that grade. Overall for the 2011-2012 school year, we have 42 ELL students.

Longterm 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: Principal, Janine Colon, Parent Coordinator, Maria Rodriguez, ESL Teacher, Rob Burstein, PTA President, Tamara Bota, Kindergarten Teacher/Data Specialist, Maureen Sulecki, Literacy Coach, Deborah Casey, Math Coach, Jeannette Landi, Guidance Counselor, Gina DiGiglio and Network Leader, Ada Orlando.

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 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 398 homes of our students were surveyed; of these 48% of our parents speak Spanish with the balance speaking English as their primary language. We have communicated this information and provided translation and interpretation services to our school community through our newsletter.

## Part B: Strategies and Activities

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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.

We provide written translation services to meet the needs identified by the parents above, by in house fully bilingual staff as well as contractors as necessary. We have provided translated Bill of Parent 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 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 newsletters, Academic Vocabulary glossaries for Math and ELA for parental use with their children and all Health notices.

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.

We provide written translation services to meet the needs identified by the parents above, by in house fully bilingual staff as well as contractors as necessary. We have provided translated Bill of Parent 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.

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Oral interpretation services are provided in a similar manner at the 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 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 398 homes of our students were surveyed; of these 48% of our parents speak Spanish with the balance speaking English as their primary language. We have communicated this information and provided translation and interpretation services to our school community through our newsletter.

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

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P.S. 196 The Ten Eyck School	DBN: 14K196
Cluster Leader: Christopher Groll	Network Leader: Ada Orlando
This school is (check one):    ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school      ✱After school      ✱Saturday academy      ●Other:
Total # of ELLs to be served: 20 Grades to be served by this program (check all that apply): ●K    ●1    ●2    ✱3    ✱4    ✱5 ●6    ●7    ●8    ●9    ●10    ●11    ●12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Our Title III Language Instruction program has been designed to supplement our regular school ESL program, by providing an innovative, high quality program and materials that can further engage and assist our ELL students with reading and writing, their two most critical needs. P.S. 196 offer its ESL students a Literacy through Photography program. Literacy through Photography (LTP) is a multi-lesson curriculum program combining visual literacy and writing. Each lesson is linked directly to New York State Standards and Objectives for English Language Arts, and meets the standards set forth by the curriculum mandates of No Child Left Behind. The National Council of California, Oklahoma, Colorado, North Carolina and New Mexico have used LTP. Thus far, more than 2,500 students have benefited from the Literacy through Photography program. P.S. 196 ESL students are afforded the benefit of LTP's carefully designed lesson plans that offer new writing techniques, basic photography skills, and a stimulating classroom environment that gives students the competence to express themselves through writing and believe what they write.

We will purchase 10 cameras, 2 computers and related software and texts 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 after school twice a week for two hours each session as well as once per month on Saturday 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 3, 4 and 5. The language used for instruction is 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.

### Part C: Professional Development

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

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

Begin description here: 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 informational seminars, whether offered through the Office of English Language Learners, BETAC, the New York State Department of Education or our own CFN are disseminated to all

### Part C: Professional Development

staff, including teachers, administrators, school psychologist, social worker and others, whose knowledge of and interaction with English Language Learners can make a positive difference in their education and their lives. In addition, we hold regular meetings where the ESL provider and 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 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 seminars are the following:

- Understanding the needs of LEP and immigrant student learners (September 2011)
- Harcourt ELL student handbook-decoding phonics and spelling (October 2011)
- Harcourt scaffolded learning (November 2011)
- Harcourt-adapting lessons for the ELL student (December 2011)
- Rosetta Stone- Reading and Writing for second language learners (January 2012)
- Writing and the visual experience (February 2012)
- Rosetta Stone-effective use with the ELL student (March 2012)
- Using photography as a path to writing (April 2012)
- The role of data in guiding instruction for ELLs (May 2012)
- Preparing immigrant students and ELLs for summer learning (June 2012)

This component will be at no cost to the program. Professional Development sessions will be provided by Harcourt Houghton Mifflin, Rosetta Stone and our ESL teacher, Mr. Burstein.

### Part D: Parental Engagement Activities

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

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

Begin description here: The first two parent orientation days, where parents are given information regarding their rights, available programs and other issues of relevance to bilingual and ESL education, and where they are encouraged to express their concerns and ask any questions they wish to are scheduled at P.S. 196 on the mornings of September 16 and September 23, 2011. Additionally, our parent coordinator and our ESL teacher have a close, mutually supportive working relationship which benefits both parents and students. This facilitates information being transmitted to parents quickly, and any concerns they have being dealt with promptly.

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, talents and works, gives the ELL students, especially, the much needed opportunity to shine.

**Part D: Parental Engagement Activities**

We also offer ELL parent workshops to support parental efforts to assist and engage with their children's education. These are provided by our ESL teacher and our parent coordinator, both of whom are bilingual as well as guest providers. Our tentative topics and schedule for this school year are as follows:

- Supporting first language literacy as a bridge to English (October 2011)
- Helping your child with reading (December 2011)
- Practicing writing in English (February 2012)
- Math and English (April 2012)
- Parent and child summer reading and writing projects (June 2012)

**Part E: Budget**

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

Allocation Amount: \$

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

