



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE TEN EYCK SCHOOL
DBN (i.e. 01M001): 14K196
Principal: JANINE COLON
Principal Email: JCOLON@SCHOOLS.NYC.GOV
Superintendent: ALICJA WINNICKI
Network Leader: DAISY CONCEPCION

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Janine Colon	*Principal or Designee	
Anthony Zalak	*UFT Chapter Leader or Designee	
Jessica Rosa	*PA/PTA President or Designated Co-President	
Maribel Rios	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Danielle Bianculli	Member/ Elected UFT	
Sandra Smith-Boos	Member/ Elected UFT	
Rosalia Ferraro	Member/ Elected UFT	
Jennifer Janiec	Member/ Elected UFT	
Jenise Carter	Member/ Parent	
Patricia Lopez	Member/ Parent	
Yarithza Sihuanca	Member/ Parent	
Ebony Edwards	Member/ Parent	
Sherry Talavera	Member/ Parent	
Bibiana Rodriguez	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative 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 and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, student performance in Literacy in grades 3, 4 and 5 will increase by 5% on the NYS ELA Assessment

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

In Grade 3- 20.7% of students scored at level 3 or 4

In Grade 4- 22.7% of students scored at level 3 or 4

In Grade 5- 23.6% of students scored at level 3 or 4

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. *Utilizing our RTI plan with our lowest 1/3
2. *Inquiry Data Teams with our Extended Day Students
3. *Deliberately and intentionally differentiate according to specific needs of all students
4. *Develop Personalized Learning Plans that include smart goals for all students
5. *School wide reading log program for all students

B. Key personnel and other resources used to implement each strategy/activity

1. SETSS teacher, ESL teacher, Classroom teachers, AIS teacher, IEP teacher, Administration, NYCDOE RTI Specialist
2. F-Status teacher, DATA Specialist, Cluster teachers, Classroom teachers, Administration
3. Classroom teachers, cluster teachers, Administration, Pearson PD, Harcourt PD
4. Classroom teachers, Cluster teachers, Administration
5. Classroom teachers, Administration

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Practice Assessments, Running Records, Formative Assessments, Classroom Assessments, Interim Assessments, Lowest 1/3, LASW
2. Running records, Baseline Assessments, NYS Assessments, Extended Day students, LASW
3. Running records, Baseline Assessments, Weekly Assessments, All students, LASW
4. Running records, Baseline Assessments, NYS Assessments, Weekly Assessments, all students, LASW, Goal Mastery
5. Reading level mastery, all students, daily teacher monitoring

D. Timeline for implementation and completion including start and end dates

1. September 2013- June 2014
2. September 2013- June 2014
3. September 2013-June 2014
4. September 2013-June 2014
5. September 2013-June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Strategic scheduling, PD with NYCDOE RTI Specialist

2. PD with CFN 412, Strategic scheduling
3. PD with Creative School Services, pull out groups, strategic scheduling
4. Grade level conference time to work on Personalized Learning Plans
5. Parent Coordinator PD's with parents, P/C distributes monthly logs

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- *Provide materials and training opportunities
- *Adult English Conversation and Technology
- *Homework Help/Test Prep Program
- *School wide reading log program
- *Parent Workshops
- *Honors Assemblies
- *Parent Testing Meetings regarding the CCLS

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		X	Title IIA		X	Title III		Set Aside		X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Partnership with NY Cares

Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, student performance in Mathematics in grades 3, 4, and 5 will increase by 5% as measured by NYS Mathematics Assessment

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- In Grade 3- 25.4% of students scored level 3 or 4
- In Grade 4- 47.4% of students scored level 3 or 4
- In Grade 5- 26.4% of students scored level 3 or 4

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Utilizing our RTI plan with lowest 1/3
2. Deliberately and intentionally differentiate according to specific needs of students
3. Develop Personalized Learning Plans

B. Key personnel and other resources used to implement each strategy/activity

1. SETSS teacher, ESL,AIS,IEP,F-status teacher, classroom teachers, NYCDOE RTI Specialist, Administration
2. Data specialist, Classroom teachers, Saturday Academy, Harcourt PD, Pearson PD, CFN 412 PD, Administration
3. Classroom teachers, Cluster teachers, Extended Day, Administration

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Baseline Assessments, Weekly Assessments, NYS Math Assessment, Lowest 1/3
2. Baseline Assessments, Weekly Assessments, Extended Day students,
3. Formative Assessments, NYS Math Assessments, Baseline Assessments, Weekly Assessments, All students, goal mastery

D. Timeline for implementation and completion including start and end dates

1. September 2013-June 2014
2. September 2013-June 2014
3. September 2013-June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Strategic scheduling, PD with RTI specialist, PD with CFN 412
2. Strategic scheduling, PD with Creative School Services, Saturday Academy
3. Saturday Academy, Afterschool

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- *Provide materials and training opportunities
- *Adult English Conversation and Technology
- *Homework Help/Test Prep Program
- *School wide reading log program
- *Parent Workshops
- *Honors Assemblies
- *Parent Testing Meetings regarding the CCLS
- *Outreach
- *Parent Coordinator PD and workshops

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA	X	Title IIA	X	Title III		Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

NY Cares Partnership

Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 100% of our staff will continue to infuse technology across all subject areas as measured by an increase in student and teacher work products (i.e., lesson plans, powerpoints, student writing and research projects.)

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- *There is a need to incorporate technology in all subject areas
- *There is a continuing need to build language and communication skills
- *There is a growing expectation that students will be able to utilize technology as a learning tool and take assessments on a computer
- *There is a need for student to utilize with technology to become College and Career Ready
- *Based on our student writing skills performance on short and extended response questions we will infuse technology into our instruction in order to improve student writing skills

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. All teachers will utilize smart boards and laptops as an instructional tool within their instructional units to bring resources into the classroom via the internet to promote communication and writing skills.
2. Receive PD with CFN 412 and Citywide PD

3. Shared documents and email communication is an effective way for teachers to plan lessons and share resources/materials as well as communicate with parents.
B. Key personnel and other resources used to implement each strategy/activity
1. Computer teacher,teachability.com, thinkcentral.com, CFN 412, Classroom teachers 2. Computer teacher, Classroom and Cluster teachers 3. All staff including parent coordinator
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Keyboarding Assessments, Writing Assessments, Computer Basics Assessments ,Practice ELA/Math Assessments,Resume Writing 2. Allows for teacher collaboration and communicate with families. 3. Lesson Plans, Parent Notices
D. Timeline for implementation and completion including start and end dates
1. September 2013-June 2014 2. September 2013-June 2014 3. September 2013-June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. *Strategic scheduling for usage of the computer lab 2. *Scheduling of cart usage and library per week. 3. *Saturday Technology Program for parents

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
*Saturday Technology Parent Program *Communicating through emails *Workshops with Parent Coordinator

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy		Title IA	X	Title IIA	X	Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										
NY Cares Saturday Technology Program										

Goal and Action Plan #4

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 #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, All teachers will improve their instructional practices as measured by progress along the Danielson Framework rubric from baseline data.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
*CIE *Data shows that teachers need clear guidance, this can be achieved through frequent formal and informal observations followed by feedback and PD

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. *Develop beginning of year teacher self assessment, baseline observation data, frequent observation cycle data 2. *PD plans that are targeted and differentiated will be developed based on self-assessments. 3. *Observation schedule will be developed and goals will be monitored. 4. *Walkthroughs and inter-visitations will be scheduled

B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> *Principal and Assistant Principal/CFN 412, Talent Coach *Principal and AP/CFN 412, Creative School Services, NYCDOE RTI Specialist *Principal and AP/CFN 412 *Classroom teachers, CFN 412
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> *Observation feedback, All classrooms *LASW-Classrooms using new effective instructional strategies, All Classrooms *Lesson Plans, All Classrooms *Student Assessments, New Teachers, Teachers with subgroups, ICT classrooms
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> September 2013-June 2014 September 2013-June 2014 September 2013-June 2014 September 2013-June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> *Feedback based on Danielson Framework *Feedback based on Danielson Framework, Observation schedules and feedback based on observation rounds *Lesson Plans, Lesson Plan Feedback Forms, Student Assessments *Observations, LASW,

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
 *Share and communicate best practices at School wide events, Parent Teacher Conferences, 100th Day of School, School wide Project, Science Fair, etc.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	X	Title IIA	X	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.								

Goal and Action Plan #5

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 #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 By June 2014, 100% of staff will align their instruction to the CCLS and the Instructional Shifts as outlined in the CIE through ongoing Professional Development

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 *Data from NYS assessments
 *NYCDOE citywide instructional expectations guidelines
 *IPC feedback
 *Data and feedback from observations

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. *PD Creative School Services,*PD Harcourt,*PD Pearson Ready Gen, GoTo Math, CFN coaches

2. *Teacher Leader Meetings, Grade Level Meetings, Inquiry, Teacher Teams to modify units and plan for the shifts
3. *Inter visitations, Walkthroughs
B. Key personnel and other resources used to implement each strategy/activity
1. Pearson trainers, Harcourt trainers, ELA Consultants, CFN coaches
2. Classroom teachers, DATA Specialists, Cluster teachers
3. Classroom teachers, admin, paraprofessionals
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. *Observations by administrators, All teachers, Teacher reflections
2. *Lesson Plans,*LASW,*Student Assessments, All teachers, Lesson Plan Feedback Forms
3. Staff notes, Reflections/Wonderings, ICT teachers, New teachers, Teachers with subgroups
D. Timeline for implementation and completion including start and end dates
1. September 2013-June 2014
2. September 2013-June 2014
3. September 2013 – June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. *Per session budget, Per diems
2. *Strategic scheduling, Per diems, ARIS Learn support
3. *Strategic scheduling

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
*Parent Curriculum Meetings
*Parent Testing Meetings
*Open Houses for Parents
*Parent Coordinator Meetings
*Parent Teacher Conferences

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	Tax Levy		Title IA	X	Title IIA	X	Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
ELA	Guided Reading, writing, phonics for 75 students	Small groups	Ext. Day, during the day, A/S
Mathematics	Operations for 75 students	Small groups	Ext. Day, during the day, A/S
Science	Writing in science journals for 25 students	Small groups	During the day, A/S
Social Studies	Character traits for 25 students	Small groups/one to one	During the day, A/S
At-risk services (e.g. <i>provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i>)	Guidance Counselor teaches bullying, character traits, peer mediation and conflict resolution with grades 1-5, for a total of 250 students	Small groups	During the day, A/S

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Job Fairs, experienced ATR's, review resume, open market to find HQT

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
New and untenured teachers are supported by state required mentoring
PD hours for state licensing, Harcourt, Pearson, Creative School Services, CFN 412

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funds are disseminated according to the guidelines set forth by the individual programs e.g. STH monies are earmarked for students in need.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Summer Welcome Wagon with Administration and P/C
Early Childhood Center and Head Start visits to PS 196 with parents and teachers
PD with Guidance Counselor and Social Worker to allow for smooth transitioning

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
MOSL Team discussions
Grade Level discussions
LASW
Teacher made assessments
Determine baselines

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
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**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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 1st 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
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 .

Part I: School ELL Profile

A. School Information

District 14	Borough Brooklyn	School Number 196
School Name The Ten Eyck School		

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

Principal Janine Colon	Assistant Principal Deborah Casey
Coach	Coach
ESL Teacher Robert Burstein	Guidance Counselor Gina DiGiglio
Teacher/Subject Area Dorota Myszko	Parent Jessica Rosa
Teacher/Subject Area	Parent Coordinator Maria Rodriguez
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	360	Total number of ELLs	40	ELLs as share of total student population (%)	11.11%
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Part II: 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="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE														0
Push-In	7	10	8	5	5	5								40
Total	7	10	8	5	5	5	0	0	0	0	0	0	0	40

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	40	Newcomers (ELLs receiving service 0-3 years)	39	ELL Students with Disabilities	4
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	39		4	1	0	0	0	0	0	40
Total	39	0	4	1	0	0	0	0	0	40

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	10	8	5	5	5								40
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	7	10	8	5	5	5	0	0	0	0	0	0	0	40

Part III: Assessment Analysis

Assessment Breakdown

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

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)	7	2	2	1	2	1								15

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	1	0	0	2	2								5
Advanced (A)	0	7	6	4	1	2								20
Total	7	10	8	5	5	5	0	0	0	0	0	0	0	40

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	7	2	0	1	2	0							
	I	0	0	2	0	1	1							
	A	0	4	2	2	1	1							
	P	0	4	4	2	1	2							
READING/ WRITING	B	7	2	2	1	2	1							
	I	0	8	4	1	2	2							
	A	0	0	2	3	1	2							
	P	0	0	0	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	4	0	0	5
4	1	2	0	0	3
5	0	2	1	0	3
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			2		3				5
4			1		2				3
5			1		2				3
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		1				2
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

1. We use a variety of assessment tools to assess the early literacy skills of our ELL's including Fountas and Pinnell and running records. 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. Results of the Fountas and Pinnell assessment reveals that all seven Kindergarten English Language Learners scored at the A level. In First grade three students scored at the B level, two students is at the C level, and two students are at the D level. In Second grade one student is at the A level, two are at the D level, one is at the E level, two are at the F level, and one is at the H level. In Third grade, three students are at the K level, one student is at the J level, and one student is at the L level. In Fourth grade, one student is at the A level, one is at the C level and one is at the M level. In Fifth grade, two students are at the P level, one is at the C level, and one is at the Q level. After reviewing the results of the Fountas and Pinnell, it was determined that targeted and focused early literacy instruction would be valuable, and thus, we instituted Pearsons Ready Gen.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades? 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. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Patterns revealed through the results of the NYSESLAT data affects and helps to guide our instructional decisions. We use the data to drive instruction by determining which areas need targeting and to address student deficiencies. These results and information from the AMAO help determine modalities need more intensive focus, as well as which students may be assisted with a given modality deficiency through which of our targeted small group interventions. The data reveals that, as one would expect, the reading/writing modalities are the most difficult for our ELL students to achieve proficiency in, and therefore are given a more intensive focus.

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

4. a-Based on the results obtained from the Spanish Lab exam, students with high scores are faring better on tests currently given to them in English as the result of their strong literacy skills in their native language transferring over to the target language. These results help guide our use various instructional methodologies as well as appropriate materials, such as dictionaries, glossaries, and technology in the native language. 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 aquisition. 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.
it

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
We use data to guide our instruction within the RTI framework. We match our instruction and interventions to student needs based on the data and have continuous monitoring of progress. Our Tier 1 students receive high quality evidence based instruction intended to address their needs. These include Ready Gen, balanced literacy, and the appropriate use of technology to assist language development. Tier 2 and 3 students that demonstrate a need for additional support, are provided with additional focused small group AIS instruction to address their needs. NYSESLAT data is used to help us target those language modalities that are challenges for our students. Our intervention plans are designed, implemented and monitored by our multi-disciplinary school based team. We use assessments that include the Curriculum Based Tool, to identify levels of proficiency for each student. The results allow us to review both group and individual performance on specific skills and inform our instructional planning decisions. We use the three tier RTI intervention model of universal interventions, targeted interventions, and intensive interventions as part of this process.
6. How do you make sure that a child's second language development is considered in instructional decisions?
A student's second language development is taken into account for all of our ELL students. During the parent interview we learn about the child's previous educational history. This also tells us whether or not the child has received previous second language instruction and has some knowledge in the second language or not. All content area teachers are made aware of this, and thus, guide their instruction of their ELL students to appropriately maximize their attaining proficiency in English. Thus, we use scaffolded instruction, visual aids to increase understanding, bilingual academic glossaries, Classroom Buddies to assist our ELL's, and a variety of available technological supports.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
 Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
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. Individual conferencing and end of unit exams are used to assist teacher knowledge of student understanding. Additionally, a valuable indicator of the success of our program is to analyze how long it takes for our ELL's to transition out of ESL and into fully monolingual English settings. All of our ELL students are currently achieving AYP.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
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. Parents are informed about Lab-R testing, and are made aware of the NYSESLAT testing in the Spring to determine continued eligibility. As the result of the parent interview, we are able to assess from the parent if their child's learning challenges are due to language or exist for other reasons. 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.

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.
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. During schoolwide parent meetings, parents have been informed of a proposed Dual Language Spanish program. Parent selection forms are reviewed on a regular basis to ensure honoring of parent choice.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
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 the form. Additionally, calls are made to the home stressing the importance of returning Parent Selection forms to the school so that we can appropriately honor parent's choice. 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. Parents of all students identified as English Language Learners are sent letters informing them of this, and are invited to attend a Parent Orientation session. Parents are told that they will be provided information in their native language. To ensure accessibility a copy is also kept in the main 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. 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.
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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
To be certain that all ELL students are administered all sections of the NYSESLAT we use various reports such as the RLER. We check our program roster against these reports to be certain that all eligible students are tested. Letters are sent home with students apprising parents of the importance of NYSESLAT testing, and of the administration dates for all modalities. We make certain to administer all four sections of the test to each student in a timely manner. If a student is absent for one section, they are administered that section during the make-up period. To insure that all four components are administered to all ELL students we maintain a tracking log. To date, we have had all of our ELL students tested in all modalities of the NYSESLAT.
6. 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.) 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. 

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. This year, out of the parents of ten new students, nine requested ESL, and one requested a bilingual program. The program model offered at our school is appropriately aligned with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 1. a-Instruction is delivered through both the Push-In and Pull-Out organizational models depending on the content to be taught.
 - b-The program model at our school ensures that ELL students are grouped by grade, and homogenously by proficiency level.
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)?
 2. a- ESL instruction is provided via the Push-In and Pull-Out models of instruction. Most instruction is via the Pull-Out model, with targeted instruction done via Push-In. 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. 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 foster language development and meet the demands of the Common Core Learning Standards.
 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. In order to make Social Studies more comprehensible, bilingual glossaries are used to strengthen academic vocabulary. As well, authentic literature aligned to the topic is used, as well as graphic organizers and maps aligned to the subject are employed. 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, Ready Gen as well as the Heinle Picture Dictionary and Workbook and Writing journals. Our ESL provider articulates with content area teachers in the specified area. We have aligned our lessons to the Common Core Learning Standards.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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. The Home Language Information Survey is reviewed to understand the student's prior schooling and education, as well as literacy in the native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We ensure that all of our ELL students are appropriately evaluated in all four modalities of English acquisition throughout the year by a variety of means. We have formal interim assessments periodically throughout the school year, as well as weekly assessments of each of the four modalities, one per week. Additionally, we informally assess our students proficiency in each modality through class assignments and homework., as well as one on one teacher- student interviews. The classroom teacher and the ESL provider have regular meetings to discuss the student's progress in the various language modalities.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

focus is on phonics and phonemic awareness, as well as basic literacy skills in their class. Balanced Literacy 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. Newcomers are provided with additional targeted AIS small group instruction where deemed necessary. Additionally, newcomers are enrolled in after school reading and math programs.

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 these areas for intensive instruction. Additional assistance is provided through small group instruction and after school programs in an effort to assist their language skills development so that they can pass the NYSESLAT and transition to monolingual settings.

e. Former ELLs are provided additional support in the classroom, and are provided small group instruction to prepare them for the standardized exams. Many attend after school programs designed to assist them in reaching their potential on standardized exams.

7. 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?

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 and to accelerate English language development. 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 Ready Gen and Go Math, 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 program. 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 pullout small group instruction. Many of our AIS service providers use parts of Ready Gen and Go Math in out of class focused groups to practice specific skills. Our units of study are aligned with 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 non-disabled peers, students are mainstreamed for the use of flexible scheduling, in gym, technology class and clubs.

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

We use a variety of pedagogical methods to address the diverse learning styles of our ELL-SWDs. After reviewing their IEPs we determine how best to achieve the goals outlined by planning and collaborating with the Special Education teacher. Based on the students strengths in ELA, Math, Social Studies and Science, they are programmed appropriately. As a result we are able to achieve flexibility in scheduling and determine the best instructional approach and materials to be used with an individual student within the least restrictive environment.

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:			

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

Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

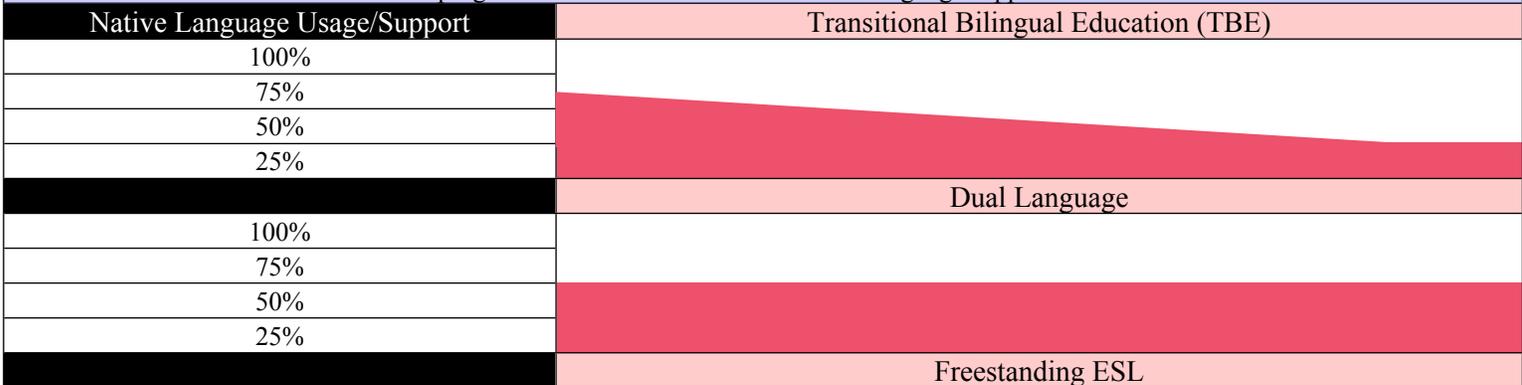
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. 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.

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. Native language software programs as well as bilingual academic glossaries are provided to help make academic content more easily comprehensible.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

All classroom teachers of ELL's are aware of who the English Language Learners in their class are. They are given a list of these students after initial testing. In addition, the ESL provider gives them a list of the students with his service schedule for these students. Data is frequently reviewed to ensure appropriate ongoing and effective instruction is being provided to all ELL's. Depending on the assessment tool being discussed, data is reviewed on a weekly, bi-weekly, or monthly basis. To date our multifaceted ESL program has been highly effective in meeting the pedagogical needs of our ELL students. Using a variety of second language teaching strategies and interventions, we are able to effectively convey academic content and concurrently foster facility with language development. Through the use of appropriate scaffolds and differentiated instruction, visual aids, technological supports, language software, push-in instruction, small group instruction, targeted assessments, academic bilingual glossaries, and a focused use of data, we have sustained a high percentage of students achieving their required AYP on the state ELA and Math exams, as well as performing well on the NYSESLAT and transitioning to fully monolingual settings.

11. What new programs or improvements will be considered for the upcoming school year?

We will be expanding our Rosetta Stone Program and using additional ESL software as part of the targeted intervention programs described above. We are using the Ready Gen program this year. In addition, lessons in curriculum units embed ELL supports. Lessons in the ESL classroom have been aligned with the Common Core Curriculum.

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

We plan to maintain all programs and services that we have in place for our ELLs. These programs have been proven to be effective for timely second language skills development, as evidenced by ELL's performance on the NYSESLAT and other standardized exams, and their meeting appropriate AYP.

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

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. ELL students are invited to choose an enrichment club to be a part of, where their English language development is supported in a non-stressful environment. One such club, is the ESL Photography club that the ESL teacher offers. The program used is Literacy Through Photography, where literacy skills are built through the medium of photography. ELL's are also assigned to be a part of the Extended Day program, and are encouraged to attend various after school programs designed to assist ELL's. 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.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Our instructional materials include Ready Gen and Go Math, Houghton Mifflin's Social Studies program, The Oxford Picture Dictionary for the Content Areas program, 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. In addition, we use the Houghton-Mifflin leveled Vocabulary Readers program, Reader's Theater and a variety of different leveled books in an array of genres.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

We support the native language literacy of our ELL's by having bilingual dictionaries, glossaries, as well as dual language books and electronic translators available for their use in both the classroom and at home. In order to support the native language, we

have a dual language listening center with dual language books on tape available for student use. We also use various software to support native language skills while building English language acquisition.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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. Lessons are designed with their grade, age level, and English language literacy level in mind, so that material is comprehensible to students, and thus facilitates their academic as well as English language skills development. 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. All required service providers support their ELL students through the use of age and grade level appropriate materials.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Before the school year commences, a special assembly is held in mid-August for newly enrolled ELL students. They are given a tour of the building and made familiar with the various resources and personnel available, and are informed on relevant ELL program information. We provide all of our newly enrolled ELL students with multi-level ESL packets that contain a wide variety of language learning activities and resources. All information and suggested resources are in Spanish and English. Additionally, we invite parents and students for a before school ESL orientation and information session. Entrants who come in during the year are similarly provided for. In addition, they are assigned an English language buddy to help ease the transition to a new language. Further, they participate in various clubs, including the ESL Photo Club, which follows the Literacy Through Photography (LTP) program. All appropriate supports, including a range of technological supports, are provided for these students.

18. What language electives are offered to ELLs?

As a K-5 school we currently offer none.

19. For schools with dual language programs:

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

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

All ELL personnel at the school are given an informational professional development session at the beginning of the school year at which they are informed on a wide range of information regarding new English language learners, and given strategies for assisting their development during the school year. Professional Development is extended to all constituencies that interact with ELL's. The following is our calendar for additional PD for the

current year: The Jose P. training is conducted in-house on two of the designated PD days starting in September. All staff receive seven and one half hours of training, with the exception of Special Education teachers who receive ten hours of training. For the Jose P. training, topics include: The Identification and Placement of ELL's, The NYSITEL exam, Appropriate Scaffolds and Supports for ELL's in the Mainstream Classroom, and the Four NYSESLAT Components and Language Modalities. Additional PD sessions scheduled are as follows: Strategies of Second Language Acquisition for new teachers - 10/25/2013, Writing Across the Content Areas for ELL's - 12/20/2013, Scaffolding Lessons for ELL's - 1/24/2014, Planning for ELLs and the Common Core Standards for ELL's - 2/28/2014. Analyzing the NYSESLAT Modalities - 4/25/2014.

We have professional development workshops scheduled for all teachers of our ELL students to assist them in lesson planning for our ELL students with respect to the Common Core Learning Standards. They are as follows: Common Core Lesson Planning and the English Language Learner, Instructional support for ELLs using the Common Core, and using the Danielson Rubric to met the needs of English Language Learners.

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. The administration, in collaboration with teachers and the guidance counselor arrang for appropriate time for student consultations ragedarding middle school issues, for school visits, and for speakers to come and address our students, as well as for articulation with the guidance counselor. Further, the Parent Coordiantor assists the guidance counselor on interactons with parents of ELL's regarding appropriate choices that are available. She also provides information to parents in both languages regarding the middle school their child will be attending.

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.

The ESL teacher attends professional development sessions offered by the office of ELL;s focused on Common Core Learning Standards, and then turnkeys the information to classroom teachers during grade conferences, faculty conferences, and during professional development days.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. In order to validate the cultures of our ELL students and their parents, one specific activity that we have is a yearly multicultural celebration day, during which we have a worldwide food sharing, student performances of dances and songs from their native cultures, as well as poetry and short readings from authors from the various cultures.
 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 preparation, and the 90th Police Precinct which provides bilingual safety workshops. In addition, in partnership with the local CBO's, the school invites speakers in to inform parents on topics and resources available to them in the community. These cover a wide range, including immigration and citizenship, tax preparation assistance, resources to assist them in helping their students maximize their potential, and employment assistance.
 3. The needs of our ELL parents are evaluated through the use of surveys and parent workshops at which they are encouraged to articulate their needs and concerns, and the Parent Coordinator records their responses which are then shared with the administration. 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 workshops, and our analysis of the requests contained therein, we align the programs we offer to address their specific articulated needs. Consequently we offer 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.

E. 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.

Part VI: LAP Assurances

School Name: Ten Eyck School

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		11/13/13
Deborah Casey	Assistant Principal		11/13/13
Maria Rodriguez	Parent Coordinator		11/13/13
Robert Burstein	ESL Teacher		11/13/13
Jessica Rosa	Parent		11/13/13
Dorota Myszko	Teacher/Subject Area		11/13/13
	Teacher/Subject Area		
	Coach		
	Coach		
Gina DiGiglio	Guidance Counselor		11/13/13
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 14K196 School Name: PS 196

Cluster: 4 Network: 412

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

Part A: Needs Assessment Findings

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

At P.S. 196, in Kindergarten, there are 7 Beginner ELL students for a total of 7 ELL students in that grade, in 1st Grade, there are 2 Beginner, 1 Intermediate, and 7 advanced ELL students for a total of 10 ELL students in that grade, in 2nd Grade, there are 2 Beginners and 0 Intermediate and 6 advanced ELL students for a total of 8 ELL students in that grade, in 3rd Grade, there is 1 Beginner, 0 Intermediate and 4 Advanced ELL for a total of 5 students in that grade, in 4th Grade, there is 1 Beginner, 2 Intermediate and 0 Advanced ELL students for a total of 3 ELL students in that grade, and in 5th Grade, there is 1 beginner, 2 Intermediate and 2 Advanced ELL students for a total of 5 ELL students in that grade. Overall for the 2012-2013 school year, we have 40 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, Jessica Rosa Kindergarten Pre-K Teacher, Dorota Myszkowski and Guidance Counselor, Gina DiGiglio.

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, and 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 360 homes of our students were surveyed; of these 46% 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

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 is as follows: all known school documents and notices are translated in September so that they are readily available while all others are done on an as needed basis and distributed concurrently with monolingual English versions. This includes translations of Monthly 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. The procedure followed to provide written translation in a timely manner is as follows: all known school documents and notices are translated in September so that they are readily available while all others are done on an as needed basis and distributed concurrently with monolingual English versions. This includes translations of Monthly newsletters, Academic Vocabulary glossaries for Math and ELA for parental use with their children and all Health notices. Oral interpretation services are provided in a similar manner at 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, and 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 360 homes of our students were surveyed; of these 46% 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.

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.

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

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: P.S. 196	DBN: 14k196
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 20
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 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

Part B: Direct Instruction Supplemental Program Information

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, Mrs. 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 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 2012)
- Harcourt ELL student handbook-decoding phonics and spelling (October 2012)
- Harcourt scaffolded learning (November 2012)
- Harcourt-adapting lessons for the ELL student (December 2012)
- Rosetta Stone- Reading and Writing for second language learners (January 2013)
- Writing and the visual experience (February 2013)

Part C: Professional Development

-Rosetta Stone-effective use with the ELL student (March 2013)

-Using photography as a path to writing (April 2013)

-The role of data in guiding instruction for ELLs (May 2013)

-Preparing immigrant students and ELLs for summer learning (June 2013)

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 be 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. We also offer ELL

Part D: Parental Engagement Activities

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 2012)
- Helping your child with reading (December 2012)
- Practicing writing in English (February 2013)
- Math and English (April 2013)
- Parent and child summer reading and writing projects (June 2013).

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$7,640.00	Salary for afterschool and Saturday staff. 1 TR x 2 hrs per session x 91 of sessions x \$41.98 = \$7,640.00
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	N/A	N/A
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$750.00	Photographic paper, cameras, batteries, and memory cards
Educational Software (Object Code 199)	\$250.00	Software Support for ESL Photography Club. Photoshop, Painter X
Travel	N/A	N/A

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other	\$2,560.00	ICP Museum \$300.00 Museum of the Moving Image \$440.00 Chinatown and the Neighborhood Walk \$300.00 Transit Costs \$620.00 ELL Arts Festival \$900.00
TOTAL	\$11,200.00	