

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

14K196

School Name:

THE TEN EYCK SCHOOL

Principal:

JANINE COLON

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Level: Pre-K – 5 Elementary School Number (DBN): 14K196
School Type: NYC DOE Grades Served: Pre-k - 5
School Address: 207 Bushwick Ave, Brooklyn NY 11206
Phone Number: 718-497-0139 Fax: 718-628-5164
School Contact Person: Janine Colon Email Address: jcolon@schools.nyc.gov
Principal: Janine Colon
UFT Chapter Leader: Anthony Zalak
Parents' Association President: Ebony Edwards/Euclides Lugo
SLT Chairperson: Anthony Zalak
Student Representative(s): _____

District Information

District: 14 Superintendent: Alicja Winnicki
Superintendent's Office Address: 215 Heyward Street, Brooklyn, NY 11211
Superintendent's Email Address: awinnic@schools.nyc.gov
Phone Number: 718-302-7600 Fax: 718-302-7978

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 210 Network Leader: JoAnne Brucella

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Janine Colon	*Principal or Designee	
Anthony Zalak	*UFT Chapter Leader or Designee	
Ebony Edwards/Euclides Lugo	*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	
Jennifer Janiec	Member/ UFT	
Michelle Russell	Member/ UFT	
Patricia Lopez	Member/ Parent	
Bibiana Rodriguez	Member/Parent	
Natalia Salazar	Member/ Parent	
Yarithza Sihanca	Member/ Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

PS 196 is an elementary school with 330 students enrolled in grades Pre-K – 5. PS 196 is a Title 1 school with 83% of the student's eligible for free lunch. 79% of students are Hispanic, 19% Black, and 1 % White. 33% of our students receive special education services. We believe that all children can learn. We are committed to the achievement of all students. We get to know every child to ensure that the needs of all students are met. We educate our children by providing rigorous academic instruction as well as offering enrichment opportunities in the arts, sports, and technology. We do this with age appropriate child experiences, hands on learning, group work, passionate and nurturing staff, enriched classrooms and providing caring relationships. Our school wide instructional focus this year is to improve language development by asking students high quality questions that create a genuine discussion.

Our school has developed many partnerships. In Jan. 2014, we received an Out of School Time after-school program sponsored by Grand Street Settlement. The program is at its capacity with 110 students. Grand Street Settlement has partnered with AmeriCorps volunteers who work with students at our school. NY Cares is another organization that plays an important role at our school. We participate in many of their initiatives, the most significant being Winter Wishes. For several years now, all of our students receive a forty dollar holiday gift from their volunteers. The volunteers also dress up for the students and distribute the gifts at a culminating holiday event. NY Cares also sponsors corporate events at our school that range from Lego robotics to class trips to beautification projects in the school. At P.S. 196 we have programs available on Saturdays. We have been involved in the School Success Initiative for the past two years and they run Saturday programs for community members, parents, and students. Presently, we have a homework help program and a sports exploration program. A GED tutoring program is available for the parents as well as an ESL class and Technology class. All of these are possible because of NY Cares.

We have the L.O.V.E. Program (Leave Out the Violence) for the past five years. The L.O.V.E. Program focuses on respect, conflict resolution, and mediation, as well as anti-bullying. This year we have begun implementing Copia which is a Pilot Program that our 5th graders are participating in. Each student has an Ipad that is used daily to access the ELA curriculum.

PS 196 is extremely proud of our enrichment clubs. Students get to choose from a selection of clubs that teachers have a passion for, some include, embroidering, basketball, board games and healthy cooking. We conduct after school "College Camp" in ELA and Math with rigorous small group instruction. Our student council collects and donates food to the local pantry; also they organize the collection and donation of Easter Baskets to the Pediatric Ward at Woodhull Hospital in the Spring. This year all students are writing letters to the troops through Operation Gratitude.

We received a new lighting and sound system in our auditorium. This enhanced last year's performance of the musical production of "Annie". This year the students are working on the production, "The Wizard of Oz" in our Drama Program.

PS 196 hosts Career Day annually. We recruit over 100 guests that discuss College and Career Options with our students. A plethora of guests that are represented are bankers, chefs, anchormen/women, FDNY, NYPD, and EMT, musicians, professors and community business owners. They discuss their careers with the children. They also try to instill the fact that education is always the key to success for the future.

The Brooklyn Nets has been a partner of ours for two years. They have allowed students and teachers to attend games and painted a colorful mural in our cafeteria. Ernst and Young provide us with financial literacy days through Junior Achievement yearly. We also have a Drama Volunteer from Ernst and Young who along with teachers facilitates our

Drama Program. Hosh Yoga provides Health and Wellness for students and teachers alike. We will also have Dance Classes that are provided for every student throughout the year. Ademix is a music program where our students write and record music. One of our teacher's skypes weekly with the founder of Ademix in California. The children choose a topic, write the music, make a video, and in the end learn and have a great deal of fun!

Since our partnership with New York Cares has expanded to working with MS 582 which is the middle school housed in our building, both schools have made a proposal to provide NY Cares with office space so that they can provide services/programs to the entire District 14 school community. A second initiative is to implement Lego Robotics in grades 2-5. We are addressing Science, Technology, Engineering and Math through our LEGO Robotics Program. We have 20 kits and have trained 10 staff members. Our goal is to begin implementation in January. A third initiative consists of partnering with City Year to have volunteers work with our students and teachers.

Our school strengths lie in several areas:

- Rigorous, engaging and coherent curriculum aligned to the CCLS.
- Aligned use of resources to support instructional goals that meet student needs.
- Structures for a positive learning environment.
- Instructional support for teachers with effective feedback and targeted Professional Learning Opportunities.

Our instructional focus includes:

- Developing curriculum aligned assessment practices that inform instruction using research based strategies that yield high quality student work.
- Improving language development with an emphasis on vocabulary, Questioning and Discussion Techniques and writing.
- PS 196's greatest challenge continues to be the decline in enrollment. We are extremely proactive in trying to recruit students through advertising and regular open houses. We have secured an OST and expanded our PreK. Also, we started a Kindergarten Dual Language Program in order to attract prospective students. According to The Learning Environment Survey, our school made the most improvement is in our positive school environment. Also, we have exceeded our target in the area of student achievement in ELA and Math in grades 3-5. Our efforts will be in the area of closing the achievement gap to improve student achievement of students with special needs in ELA and Math.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school is implementing a rigorous ELA curriculum that is aligned to the CCLS. Additionally, teachers and administration strategically focus on integrating instructional shifts that are embedded in unit and lesson plans, with deliberate emphasis on a balance of informational and literary text, academic and content vocabulary, writing from different sources, and responding to reading with textual evidence in literacy, on fluency, problem solving and demonstrating Math understanding.

24% of the students met the standards on the state ELA exam. In closely analyzing our assessment and Advance teacher data we realized that an area in need of improvement is in the level of student participation in genuine discussion driven by higher order thinking questions. This need has determined our instructional focus for the year.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, student performance in grades 3, 4 & 5 will increase by 5% on the NYS ELA Assessment.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • RTI-Providing RTI services to students who performed in the lowest third of the school. • Remediation will be provided to small groups of students using research based strategies. • Inquiry Teams-LASW using ATLAS Protocol : • Teachers will engage in weekly collaborative teacher teams to analyze student work and modify curriculum in order to deepen the level of differentiated instruction and consistently 	Teacher	September 14, June 15	Classroom Teachers, Cluster Teachers

provide all students including SWD's and ELL's, with scaffold support needed to make growth.			
<ul style="list-style-type: none"> Develop personalized learning plans School wide reading log 	Students	September 14- June 15	F-Status Teacher, AIS Teacher
<ul style="list-style-type: none"> Saturday Homework Help Afterschool College Camp Tutoring 	Students	September 14- June 15	SETSS Teacher
<ul style="list-style-type: none"> Parent Meetings per grade to discuss our instructional programs- Lead teachers and Parent Coordinator will hold parent workshops to engage families to support their child at home to improve student achievement. All teachers collaborate and work together toward common goals during PD time, and common prep time Staff trust administration to provide resources Parents trust school to prepare their children Administration trust staff to prepare Professional learning opportunities will be provided to all teachers servicing all students by administrators, teachers/leaders and Network 210 staff developers. Teacher leaders will support their colleagues respectively by providing professional learning opportunities. 	Parents, Guardians, Families, Teachers	September 14- June 15	

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Strategic scheduling of personnel
- Purchase materials
- Use of technology (iPad, laptops, computer lab)
- Allocation for additional personnel and F-Status teacher
- Use of teacher teams, peers and lead teachers to develop norms and modify curriculum as needed based on student work.
- Analyze assessment data, such as 2014 NYS Item Analysis Tool, F & P running records, ReadyGen baseline assessment, to inform instructional practices to meet students' needs.
- Programming revisions to allow staff to attend Network 210 Professional Learning Opportunities in Reading and Writing.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	X	Title IIA	X	Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

- Teachers will informally assess students daily in the areas of ELA/Math
- Mid-year assessment in both ELA/Math (Feb. 2015)

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By January 2015, student performance in grades 3, 4 & 5 will increase by 3% as compared to the ReadyGen baseline assessment and F & P running records.

Part 6b. Complete in February 2015.

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|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ul style="list-style-type: none"> Curricula aligned assessment practice. This needs to be developed in a nurturing, trusting environment. According to the 2013-2104 Quality Review, a respectful tone emanates through classrooms and hallways. Parents, students and staff affirm they are safe, welcome and respected, and they are encouraged to contribute to the school’s growth by sharing ideas or participating in collaborative teams and activities such as the School Leadership Team, student honors assemblies or student council. Moreover, the staff and the students have cultivated open and trusting communication where student voice is respected and heard, leading to increased scores on the most recent New York City School Survey in communication, engagement, safety and respect. Students actively contribute to the school decision making and are in charge of the community give backs initiatives, the school’s hallmark of character education, when they recommend charities and organizations for school-wide fundraising and on-site visits. Moreover, the school has many structures in place to ensure that individual students’ needs are known and addressed. As a result, the number of safety or behavior infractions is minimal, as evidenced in the Online Occurrence Report System.

Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2015, student attendance will increase at least 5 % by fostering a supportive environment that will maximize student achievement</p>

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> Bullying Lessons-Guidance counselor provides all grades with lessons on strategies for dealing with real life situations, utilizing videos, role playing, and discussions. 	All Students	Sept ‘14- June 2015	Guidance Counselor, Classroom Teachers

<ul style="list-style-type: none"> Character Trait Program-Teachers and Guidance Counselor raise awareness through lessons about positive character traits. Students are taught to be kind and friendly towards others. Incentives are awarded to students who exemplify positive character traits. 	All Students	Sept.14- June 2015	All P.S. 196 Staff
<ul style="list-style-type: none"> Familial environment- Our school theme is positivity , and our emphasis is on creating a familial school culture and a warm nurturing environment. Allow for teacher ownership- Teachers are empowered to become leaders to work towards improving the school's culture and environment. 	Entire PS 196 school community All teachers	Sept.'14- June 2015 Sept. '14- June 2015	Entire PS 196 staff Administration
<ul style="list-style-type: none"> Shared beliefs- Our shared beliefs drive our school's culture and philosophy which is that can be successful with hard work and commitment including ELL's and SWD's. High expectations- High expectations for exemplar classwork are modeled and celebrated for the entire school. Congruence – Weekly grade meetings to discuss LASW. L.O.V.E. Program- Leave out Violence that discusses anti-bullying, peer mediation, and conflict resolution that culminates in a variety of activities Professional Learning- LEGO Education,Creative School Services, CFN 210 	All staff and students	Sept. '14- June 2015 Sept. '14- June 2015 Sept. '14- June 2015 Sept. '14- June 2015	All staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Allocate funds for professional development.
- Strategic scheduling
- Purchase materials

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	X	Title IIA	X	Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- Reduction in OORS (Online Occurrence Reporting System) reports from Sept. 2014 – Jan. 2015
- Increase in attendance rate from Sept. 2014 – Jan. 2015

Part 6b. Complete in **February 2015.**

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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| <ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). • Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |
| <ul style="list-style-type: none"> • Teachers who collaborate have more to offer their students. • Our teachers have Professional Learning Time to collaborate and share best practices as well as common preps and almost all eat together. • Teachers supervised in June 2014 in order to develop a P.D.C. plan (Professional Learning Community) • According to the 2013-2014 Quality Review, the principal made strategic decisions to use resources in alignment with school goals that result in strengthened instructional capacity, professional collaboration and improved student work across the school. Vertical and horizontal teams regularly use student work to refine units and tasks for diverse groups of students as observed in teacher team meetings. All teachers are deliberately scheduled 2 to 3 times a week to plan units, lessons, and academic tasks in teams as reflected in the school weekly program. Additionally, vertical teams meet to specifically analyze student work and assessment results and strategically plan next instructional steps for groups of students and in all grade levels. However, teachers’ attempts to raise the level of student participation in discussion is sometimes limited to questions and answers in groups or partnerships, thus limiting opportunities for all learners to take ownership for their learning, and extend their thinking beyond teacher-directed questions. Therefore, it is a priority to advance instructional practices so that students in all classrooms have multiple opportunities to be actively engaged in higher order thinking and discussions. |

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.

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|---|
| <ul style="list-style-type: none"> • By June 2015, all collaborative teacher teams will participate in professional learning opportunities to improve student discussion that will result in a 5% increase of effective teachers in component 3B of Advance. |
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Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			

<ul style="list-style-type: none"> Weekly Professional Learning- Teachers participate in targeted and differentiated learning based on needs assessments, observations and intervisitations. 	All Staff	Sept. 2014- June 2015	Admin, Teacher, Paraprofessionals,
<ul style="list-style-type: none"> Grade Level Meetings- occur weekly to look at and analyze student work 	Classroom Teachers	Sept. 2014- June 2015	Clusters, F-Status Teacher
<ul style="list-style-type: none"> Cabinet Meetings – Bimonthly meetings to discuss school activities and initiatives. Teacher Leader Meetings- Bi-monthly meetings to discuss teaching strategies, instructional focus, and information is turn keyed to staff 	Cabinet Team members Teacher Leaders	Sept. '14- June 2015 Sept.'14- June 2015	Administration Administration and CFN 210
<ul style="list-style-type: none"> Data Inquiry Team Meetings- Utilize ATLAS protocol to LASW. 	Inquiry Team members	Sept. '14- June 2015	Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Network 210 Professional Development LEGO Education (Robotics)
- Outside vendors – (Robotics, Creative School Services)

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic	X	Title IIA	X	Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- Classroom observation monitoring implementation of creative school services.
- Re-visit PLC survey in February in order to determine if professional learning request have been satisfied

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| <ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- In reflecting upon MOTP rating from Sept. 2014, 5% of teachers were not rated effective in component 3B, using questions and discussion technique.
- According to the 2013-2014 Quality Review, the school upholds an inclusive culture of mutual respect and trust leading to enhanced student academic and personal growth. Administration also systematically provides teachers with targeted feedback and next steps to improve instruction. Observation reports reveal that all teachers receive actionable feedback grounded in school priorities, goals and student work. Teachers have opportunities to collaboratively reflect on their instructional practice supported by the Danielson Framework and can expand their strategies by applying specific feedback they regularly receive, therefore improving their practice. Likewise, this transparent system of evaluation and professional learning has led to enhancement of teacher effectiveness in domains for instruction and classroom environment as evident in observation reports. The administration effectively uses the Danielson Framework to support teacher development and growth with frequent targeted feedback observations leading to improved instruction and student growth. The principal and the assistant principal follow a well-planned schedule for six frequent short feedback observations the teachers chose as the option for their evaluation. They also provide teachers with ongoing professional development opportunities focusing on identified needs in building capacity in student engagement, questioning and discussion techniques, and in the use of assessment in instruction.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

- By June 2015, 100% of teachers will be observed using the Danielson Framework for teaching and receive high quality feedback that will result in a 5% increase of teachers rating effective and highly effective for component 3B using the questioning and discussion techniques.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

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

Target Group(s)

Who will be targeted?

Timeline

What is the start and end date?

Key Personnel

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

<ul style="list-style-type: none"> Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> Collaborative feedback conversation between school leaders/teachers P.D. explaining Danielson Framework P.D. explain the role of “trust” in the feedback conversation 	Admin/Teachers Teachers Teachers	Sept. '14 June 2015 Sept.'14- June 2015	Administration Administration Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Support by the Office of Teacher Effectiveness Talent Coach.
- Network support of the observation process

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic	X	Title IIA	X	Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

- Informal walkthroughs and observation, to monitor through the lens of 3B.
- Review Advance data in January to observe if 3B performance is increasing.
- Review final Advance data in June that will show a change in 3B performance in 100% of the staff

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, 100% of teachers will be observed using the Danielson Framework for teaching and receive high quality feedback that will result in a 3% increase of teachers rating effective and highly effective for component 3B using the questioning and discussion techniques.

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| <ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ul style="list-style-type: none"> Maintains community resource collaborations, always seeking more. Invite parents to events, celebrations, communicate thru newsletters, website, assemblies, volunteering, smiling, friendly office staff P/C Reviewing parent surveys and need for additional parent workshops was identified.

Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<ul style="list-style-type: none"> By June 2015, we will increase parent involvement by 5% in attendance of our instruction workshops in combination with our Arts Partnerships.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> Monthly newsletters by grade- Each grade publishes monthly newsletters letters to parents that include home activities, special events and important announcements 	All parents	Sept. 2014- June 2015	Parent Coordinator, Staff
<ul style="list-style-type: none"> Developed web page for P.S. 196- www.ps196k.org- Each class is responsible for maintaining their class page Workshop on attendance-Guidance counselor leads the attendance team where strategies and activities are implemented to increase school attendance 	Teachers Students	Sept. '14- June 2015 Sept. '14- June 2015	Interns Attendance team
<ul style="list-style-type: none"> Workshops NY Cares - based on parent interest survey, NY Cares provides workshops that include the Arts, Math , and Literacy 	Parents	Sept. '14- June 2015	Parent Coordinator/ NY Cares

<ul style="list-style-type: none"> Parent Coordinator Workshops will increase trust between parents, school and community- Our parent coordinator works closely with parents to gain insight as to what their needs are. Grade specific workshops – (testing, middle school, Math, ELA, CCLS)- Classroom teachers conduct individual grade level workshops for parents on Literacy/Math and how to help your student at home. 	Parents	Sept. '14- June 2015	Parent Coordinator
	Parents	Sept. '14- June 2015	Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Parent Coordinator
- N.Y. Cares
- Cornell Hospital – Nutrition Workshops

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic	X	Title IIA	X	Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- Attendance at workshop is monitored in order to identify, the ability to meet the needs of the parents.
- Parents are regularly surveyed in order to develop other topics of interest.
- Parent needs assessment will be generated again January 2015 in order to identify the needs for spring 2015.

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| <ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students who score a level 1 or 2	Guided reading writing phonics	Small groups	During/After
Mathematics	2 on ELA/Math students below	Problem solving	Small groups	During/After
Science	Level on assessments and report cards	Lego Robotics journal writing	Small groups	During the day
Social Studies	Assessments/report cards		Small groups	During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher recommendations	Character traits, bullying, peer mediation, conflict resolution	Small groups	During the day/After school

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Job Fairs • Experienced ATR's • Review resumes • Open Market

2b. 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).
<ul style="list-style-type: none"> • New and untenured teachers are supported by State required monitoring. • P.D. Hours for State Licensing • CFN 210 • Creative School Services

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

4c. "Conceptual" Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	276,048	x	10,13,16,18,20
Title I School Improvement 1003(a)	Federal	0		
Title I Priority and Focus School Improvement Funds	Federal	0		
Title II, Part A	Federal	156,467	x	10,13,16,18,20
Title III, Part A	Federal	11,200	x	10,13,16,18,20
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,813,3147	x	10,13,16,18,20

¹**Explanation/Background:**

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 196K**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S. 196K** will support parents and families of Title I students by:

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

P.S. 196Kk, 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department 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.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

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

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

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

Part A: School Information	
Name of School: Ten Eyck	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
Total # of ELLs to be served: <u>20</u>
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

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 8 cameras, 4 ipads 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 on Tuesdays and Thursdays, for two hours each session, from 3pm-5pm, as well as once per month on Saturday, from 9am-11am, for two hours each session. The number of ESL students participating in the LTP program is currently 20. The grade levels of these students are grades 3, 4 and 5. The language used for instruction is English. The program runs from October through June and is taught by Mr. Burstein, our licensed ESL teacher and is supervised by the school principal, 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

Part C: Professional Development

- 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 two workshops and the Bilingual Symposium 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 2014)
- Harcourt ELL student handbook-decoding phonics and spelling (October 2014)
- Harcourt scaffolded learning (November 2014)
- Harcourt-adapting lessons for the ELL student (December 2014)
- Rosetta Stone- Reading and Writing for second language learners (January 2015)
- Writing and the visual experience (February 2015)
- Rosetta Stone-effective use with the ELL student (March 2014)
- Using photography as a path to writing (April 2015)
- The role of data in guiding instruction for ELLs (May 2015)
- Preparing immigrant students and ELLs for summer learning (June 2015)

This component will be at no cost to the program. Professional Development sessions will be provided by Pearson, Rosetta Stone and our ESL teacher, Mr. Burstein. Each session runs approximately two hours..

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: Since a high proportion of our parent body is Spanish speaking, either in addition to English, or exclusively so, P.S. 196 sends out all parental notices, written information, and invitations, in both languages, Spanish and English.

The first two parent orientation days, where parents are given information regarding their rights, available programs and other issues of relevance to bilingual and ESL education, and where they are encouraged to express their concerns and ask any questions they wish to are

Part D: Parental Engagement Activities

scheduled at P.S. 196 on the mornings of September 16 and September 23, 2014. 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 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 2014)
- Helping your child with reading (December 2014)
- Practicing writing in English (February 2015)
- Math and English (April 2015)
- Parent and child summer reading and writing projects (June 2015).

Since virtually all of our parents speak either Spanish or English, or both, translation assistance will be provided by Mr. Burstein, the ESL teacher, and Mrs. Maria Rodriguez, our Parent Coordinator. Each session will run for approximately two hours.

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Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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	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. [i](#)

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	39		4	1	0	0	0	0	0		40

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
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	
	ELL	EP	ELL	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	
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	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
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/	B	7	2	0	1	2	0							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

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 none-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.

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

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

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

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

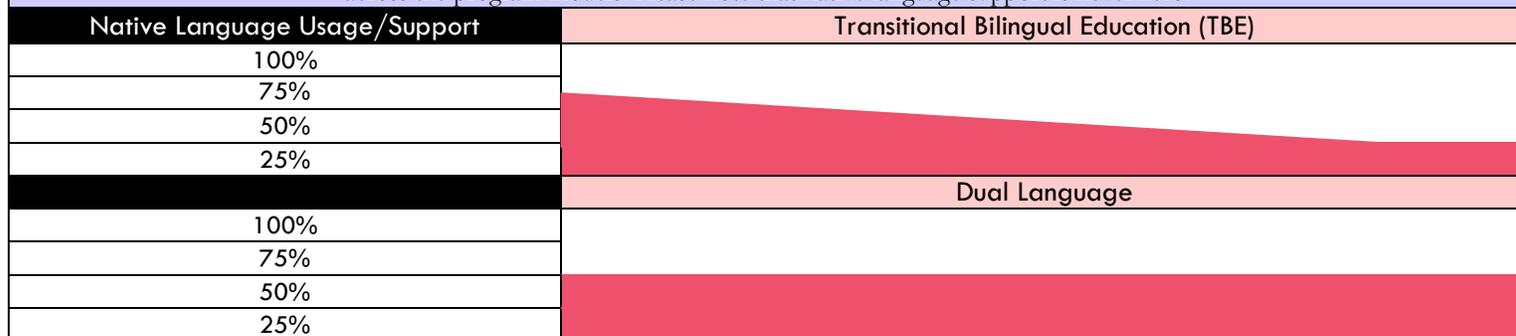
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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

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 meet 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 arrange for appropriate time for student consultations regarding 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 Coordinator assists the guidance counselor on interactions 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 Myszko 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.

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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.