

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **14K196**

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

Principal: **JANINE COLON**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Ten Eyck School School Number (DBN): 14k196
Grades Served: Prek – 5th Grade
School Address: 207 Bushwick Avenue
Phone Number: (718) 497-0139 Fax: (718) 628-5134
School Contact Person: Janine Colon Email Address: jcolon@schools.nyc.gov
Principal: Janine Colon
UFT Chapter Leader: Anthony Zalak
Parents' Association President: Natalie Salazar
SLT Chairperson: Anthony Zalak
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Natalie Salazar
Student Representative(s):

District Information

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

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: _____
Director's Office Address: 131 Livingston Street
Director's Email Address: bfitzge2@schools.nyc.gov
Phone Number: 718-935-3954 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Janine Colon	*Principal or Designee	
Anthony Zalak	*UFT Chapter Leader or Designee	
Natalie Salazar	*PA/PTA President or Designated Co-President	
Maribel Rios	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	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	UFT Member/	
Michelle Russell	UFT Member/	
Julie Bernier	UFT Member/	
	Member/	
	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Patricia Lopez	Parent Member/	
James Stewart	Parent Member/	
Autumn Stanford	Parent Member/	
	Parent Member/	
	Member/	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

1. PS 196 is an elementary school with 349 students enrolled in grades Pre-k – 5. PS196 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 and developing the whole child. 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. We currently have an Out of School time after-school program sponsored by Grand Street Settlement . The program is at it's 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 the 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. This year we have a NY Cares AmeriCorp volunteer who is housed in our building.

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, embroidery, 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 food pantry; also the organize the collection and donation of Easter Baskets to the Pediatric Ward at Woodhull Hospital in the Spring. This year the students performed "The Little Mermaid" with 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 three years. They have allowed students and teachers to attend games and painted a colorful mural in our cafeteria. We also host financial literacy days through the Junior Achievement Program. The Sonima Foundation provides our students with Health & Wellness program along with a full-time wellness teacher.

This year, we also were the recipients of Councilmember's Reynoso's Participatory Budget for a Community Media Center worth \$300,000.

Since our partnership with New York Cares has expanded to work 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.

This year we are honored to be one of 25 UFT Community Learning Schools. This partnership will allow us to provide many services beyond academics to our families and community, We will hire a resource coordinator who will assess the needs of our staff and families to partner with organizations that will provide services.

Our school strengths lie in several areas:

- Rigorous, engaging and coherent curriculum aligned to the CCIS.
- 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.
- Development of the whole child.

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 last year and now have a grade 1 Dual language class 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.

Our ELL's and SWD's face challenges that we help them overcome. We do this by getting to know them well and personalizing their instruction to meet their individual needs. Each student has an action plan personally created for them. Staff members collaborate to meet their needs. Teachers meet often to prepare specialized instruction for these students. We incorporate technology, hands on learning and field trips experiences to address their learning styles. This was our first year that Dual Language Spanish was implemented at PS 196. We began in Kindergarten and attended professional development sessions. We visited schools that shared best practices. Our programs aim is to teach our students the ability to speak fluently in two languages as well as read and write.

PS 196 made great strides in two of six elements. First of which is Strong Family and Community Ties. We have been able to create several partnerships that have been long term. We currently have a NY Cares Americorps volunteer that is housed in our school once a week and coordinates various events for our students and families. We have a partnership with Hosh Yoga and they provide Yoga instruction weekly as well as Dance and Music. The Center for Arts Education is another non-profit that we have worked with for two years providing us with Parents as Arts Partners.

We have an OST program Grand Street Settlement housed in our school that provides after school and holiday care for 110 students. This year we were the recipients of a SONIMA grant that will provide Health and Wellness Education for our school. We have a full time health and wellness instructor who teaches in an Rest and Relaxation Center (Room 431). She teaches a combination of yoga, breathing, relaxation, and meditation exercises. The goal of the program is to help improve concentration and decrease stress and anxiety, ultimately improving attendance.

We were also fortunate enough to have won our Council member's Participatory Budget of \$300.000 for a Community Media Center. We continue to reach out to our community as well as the private sector to support our school. The second element that we do well at is being a supportive environment. We are a collaborative team that works with our families for the betterment of the school. Staff members at PS 196 reach out to parents to coordinate events, attend trips or volunteer in a classroom. We encourage each other and are passionate about the work we do.

For the 2015-2016 school year we will focus on rigorous instruction. We are researching Project Based Learning and Reciprocal Teaching. We will incorporate these philosophies into our instruction.

PS 196 has several partnerships with various organizations. Through these partnerships we were able to secure a Block Room, Community Media Center, Grand Street Settlement Staff is housed here for their OST Program, and The Sonima Foundation Wellness Room.

14K196 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	333	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		85.2%	% Attendance Rate	92.6%
% Free Lunch		87.4%	% Reduced Lunch	5.9%
% Limited English Proficient		8.9%	% Students with Disabilities	29.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.6%	% Black or African American	18.4%
% Hispanic or Latino		79.3%	% Asian or Native Hawaiian/Pacific Islander	N/A
% White		0.8%	% Multi-Racial	0.8%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		10.34	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	8.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	8.89
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		24.4%	Mathematics Performance at levels 3 & 4	33.9%
Science Performance at levels 3 & 4 (4th Grade)		94.9%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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 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 trends and 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 literary, on fluency, problem solving and demonstrating Math understanding. Our data teams findings suggest the need for specialized intense teaching of academic and content vocabulary. Students will learn the meaning of new vocabulary and use them in their writing and speaking. Our performance on the NYS ELA and MATH Exams shows that we need to address closing the achievement gap for SWD's and ELL's. Our most recent QR suggests that we build capacity and provide multiple opportunities for intervisitations to improve professional learning opportunities.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, students performance in grades 3, 4 & 5 will increase by 5% on the NYS ELA Assessment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • RTI-Providing RTI services to students who performed in the lowest third of the school. 	Students	Sept 15 - June 2016	Classroom Teachers, Cluster Teachers
<ul style="list-style-type: none"> • Remediation will be provided to small groups of students using research based strategies. 	Students	Sept 15 – June 2016	Classroom Teachers, Cluster Teachers, F-Status Teacher
<ul style="list-style-type: none"> • Inquiry Team-LASW using ATLAS Protocol : 	Students	Sept 15 – June 2016	Classroom Teachers, Cluster Teachers, F-Status Teachers
<ul style="list-style-type: none"> • Teachers will engage in weekly collaborative teacher teams to analyze students work and modify curriculum in order to deepen the level of different instruction and consistently provide all students including SWD’s and ELL’s, with scaffolded support needed to make growth • Small targeted Guided Reading Groups. • Develop personalized learning plans • School wide reading log • Saturday Educational Games • After school College Camp Program • Teachers utilizing ENGAGENY • Parent Meetings per grade to discuss our instructional program-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 towards common goals during PD time, and common prep time • Professional learning opportunities will be provided to all teachers serving all students by administrators, 	Students Parents, Families, Teachers	Sept 15 – June 2016 Sept 15 - June 2016	F-Status Teacher, AIS Teacher

teachers/leaders. Teacher leaders will support their colleges respectively by providing professional learning opportunities.

- Assistant Principal Team “Vocabulary Ambassadors” rollout of vocabulary Resource Bins School wide.

Part 4 – Budget and Resource Alignment

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

- Strategic scheduling of personnel
- Purchase materials
- Use of Technology (iPad, laptops, computer lab)
- Allocation for additional personnel and F-Status teacher
- Used of teacher teams, peers and lead teachers to develop norms and modify curriculum as needed based on student work.
- Analyze assessment data, such as 2015 NYS Item Analysis Tool, F & P running records, ReadyGen baseline assessments.

Part 4b. 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 SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

Teachers will conduct Running Records by the end of January to assess reading levels an modify instruction based on results.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

• Curriculum aligned assessment practice. This needs to be developed, in a nurturing trusting environment. According to the 2014 Quality Review a respectful tone emanates through classroom and hallways. Parents, students and staff affirm they are safe, welcome and respected, and they are encouraged to contribute to the schools 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 trusted communication where student voice is respected and heard, leading to increased scores on the most recent NYC School Survey and communication, engagement, safety and respect. Then Student actively contribute to the school decision making and are in charge of the community giveback initiatives, the schools 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 insure that individual students needs are known and addressed. As a result, the number of safety or behavior infractions is minimal, as evidence in the online Occurrence Report System.

P.S. 196’s school culture is one where students feel safe and supported by all staff. To continue this work we need to: . Implement positive behavior supports school wide
. Consistently model and teach positive behavior expectations to maximize achievement levels.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, student attendance will increase by 3% by fostering a supportive, welcoming learning environment that will maximize student achievement.

Part 3 – Action Plan

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

- **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).**
- **Engaging families and supporting their understanding of Supportive Environment in order to support their children at**

<p>* Bullying lessons; Guidance Counselor provides all grades with lesson on strategies for dealing with real-life situations, utilizing videos, role playing, and discussions.</p>	<p>All Students</p>	<p>September 15 to June 16</p>	<p>Guidance Counselor, Classroom teachers</p>
<p>*Daily communication with parents. *Leave Out Violence After School Program</p>	<p>All Families</p>	<p>September 15 to June 16</p>	<p>Guidance Counselors, teachers, Admin.</p>
<p>* Parent Workshops that include topics such as behavior management, behavior skills, etc...</p>	<p>All Families</p>	<p>September 15 to June 16</p>	<p>Guidance Counselor, Teachers, and Admin.</p>
<p>* Character Trait Program: Teachers and guidance counselor raise awareness through lessons about positive character traits. Students are taught to be kind and friendly towards other. Incentives are awarded to students who exemplify positive character traits.</p> <p>* Enrichment Clubs for grades 2-5. Students will participate in weekly clubs such as Lego Robotics, Knitting, Sports, and Cooking.</p> <p>*Familial Environment- Our school theme is positively, and our emphasis is on creating a familial school culture and a warm and nurturing environment</p> <p>*Students Leadership Team- 2 Students from every class will have a voice in school activities and events.</p> <p>* Allow for teacher ownership- Teachers are empowered to become leaders to work towards improving the school's culture and environment.</p>	<p>All Students</p>	<p>September 15 to June 16</p>	<p>Guidance Counselor, Teachers, and Admin.</p>

<p>*Shared beliefs- Our shared beliefs drive our school's culture and philosophy which is that we can be successful with hard work and commitment including</p> <p>ELL's and SWD's.</p> <p>* Awards and Honors Assemblies</p> <p>*High Expectations- High expectations for exemplar class work are modeled and celebrated for the entire school.</p> <p>*Congruence- weekly grade meetings to discuss student work and progress.</p> <p>*Professional Learning- Creative School Services, Generation Ready, Monday PD sessions</p> <p>*Attendance Team will track attendance and track students that are chronically absent 10% or higher.</p>			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> Allocated funds for professional development Strategic scheduling Purchase materials 											
Part 4b. 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 SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
<ul style="list-style-type: none"> Reduction in OORS reports from Sept. 2015-June 2016 5% increase in attendance from Sept. 2015-June 2016 										
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.
 - 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 develop a P.L.C. plan (Professional Learning Plans)
 - The principal made strategic decisions to use resources in alignment with schools 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 team 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 discussion. Therefore, we need to:
 - provide training sessions for all teachers and
 - provide immediate feedback .

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 we will implement effective school wide strategies to increase students vocabulary learning and 100% of the students will improve as evidenced by writing pieces, vocabulary assessments, and student-led discussions.

• Teachers develop vocabulary assessments			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
*Purchase Professional books											
*Outside vendors that include, Creative School Services, Generation Ready, Teq, Harcourt (grade 2)											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.
 - In reflecting upon MOTP rating from Sept. 2015 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 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 domain for instruction and classroom environment as evident in observation reports. The administration effectiveness 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 identical needs in building capacity in student engagement, questioning and discussion techniques, and in the use of assessment in instruction.
 - PD will be specialized for PS 196 according to our school’s specific needs.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

- By June 2016, all collaborative teacher teams will participate in professional learning opportunities focused on reciprocal teaching to improve and increase student engagement that will result in a 5% increase of effective teachers in component 3C of Advance.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Weekly Professional Learning- Teachers participate in targeted and differentiated learning based on needs assessments, observations, and intervisitations. • Grade level Meetings- occur weekly to look at and analyze student work • Cabinet Meetings- Bimonthly meetings to discuss school activities and initiatives • Teacher Leader Meetings- Bimonthly meetings to discuss teaching strategies, instructional focus, and information is turn keyed to staff <p>Data Inquiry Team- Utilize ATLAS protocol to LASW</p> <p>New work hours to allow for longer Monday Professional Development time school wide to allow for intervisitations, learning walks, look at best practices</p> <ul style="list-style-type: none"> • Strategies will be shared with parents at PArEnt Teacher Meetings, PE workshops and school website. 	<p>Teachers, Admin</p> <p>Classroom Teachers</p> <p>Cabinet Team Members</p> <p>Teacher Leaders</p> <p>Inquiry Team Members</p> <p>Admin, Teachers</p>	<p>Sept. 2015 - June 2015</p> <p>Sept. 2015- June 2015</p> <p>Sept. 2015- June 2015</p> <p>Sept. 2015- June 2016</p> <p>Sept. 2015 - June 2016</p>	<p>Classroom Teachers, Cluster Teachers</p> <p>Clusters, F-Status Teacher</p> <p>Admin, Teachers, Parents</p> <p>Admin, Teachers</p> <p>Admin, Teachers</p> <p>Teachers, Admin</p>

Part 4 – Budget and Resource Alignment

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

- Strategic Scheduling
- Purchased study group books
- Use of technology
- Allocate time for teacher team, lead teacher, and data team meetings
- Administration scheduling for observation time only

Part 4b. 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 SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

By February 2016 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, PD sessions will be embedded to support the continued use of Q and D

Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this 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 trends and sources.
- Maintains community resource collaborations, always seeking more.
 - Invite parents to events, celebrations, communicate through newsletters, website, assemblies, volunteering, smiling, friendly office staff P/C – Letters are translated
 - Reviewing parent surveys and need for additional parent workshops was identified.
 - Coordinate End of Summer Parent “Welcome Wagons”
 - Recognition of parent Volunteers
 - Train parents which leads to parent involvement
 - Parent engagement time will allow teachers to do this work.
 - * Need to increase parent involvement activities-Secured grants for family projects such as CookShop For Families and Parents As Arts Partners
 - * Organized parent classes on Saturdays by request- English Conversation and Computer Skills
 - Became a UFT Community Learning School to provide families additional mental health and academic services

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

- By June 2016, we will increase parent involvement by 5% in attendance in combination with our Arts Partnerships workshops as measured by attendance sheets.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	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"> • Workshops for grade 5 parents on transitioning to middle school. 	All parents	Sept 15 June 2016	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. Teachers will write information to parents that include home activities, special events and important announcements. • Workshop on attendance-Guidance counselor leads the attendance team where strategies and activities are implemented to increase school attendance 	Teachers Students	Sept 15 June 2016 Sept 15 June 2016	Attendance team
<ul style="list-style-type: none"> • NY Cares Sturday Programs: English Conversation, and Technology • NY Cares provides workshops that include the Arts, Math, and Literacy 	Parents	Sept 15 June 2016	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(Cookshop, Arts, health, and nutrition) • Grade specific workshops-(testing, middle school, Math, workshops for parents on Literacy/Math and how to help your students at home. 	Parents Parents	Sept 15 June 2016 Sept 15 June 2016	Parent Coordinator

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Parent Coordinator • N.Y. Cares/Volunteers • Cornell Hospital – Nutrition Workshops • Cookshop Materials

- Center for Arts Education

Part 4b. 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 SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

F In february 2016, attendance sheets will be tallied and compared to measure gains. Workshops are 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 need assessment will be generated again January 2016 in order to identify the needs for Spring 2016

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

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)	Student who score a level 1 or 2	Guiding reading writing phonics	Small groups	During /After
Mathematics	2 on ELA/Math students below	Problem solving	Small groups	During/After
Science	Leveled on assessments and report card	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 section where the response can be found [for example, Section 5A-Part 4].
- 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 activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none">• New and tenured teachers are supported by state required monitoring• PD hours for state• Creative school services• Weekly 100 minutes of professional learning opportunities

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
<ul style="list-style-type: none">•

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.).

- School Visits
- August Family Welcome Wagon
- Meet the Teacher Initiative

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.

- Weekly congruence meetings
- Teacher leader meetings
- Data Team findings

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	244,281.00	x	
Title II, Part A	Federal	157,654.00	x	
Title III, Part A	Federal	11,200.00	x	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,812,847.00	x	

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools

may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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’s Title I Parent Advisory Council (PAC) 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. **PS 196**, 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. **PS 196** 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the 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)

PS 196, 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 to 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.

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: <u>Ten Eyck</u>	DBN: <u>14K196</u>
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 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

Part C: Professional Development

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 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)

Part D: Parental Engagement Activities

-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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 -
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 -
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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 <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	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 14	Borough select one	School Number 196
School Name The Ten Eyck School		

B. Language Allocation Policy Team Composition

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

Principal Janine Colon	Assistant Principal Deborah Casey
Coach n/a	Coach n/a
ENL (English as a New Language)/Bilingual Teacher Robert Burstein	School Counselor Gina DiGiglio
Teacher/Subject Area Sandra Rodriguez	Parent Natalie Salazar
Teacher/Subject Area Julie Bernier	Parent Coordinator Maria Rodriguez
Related-Service Provider n/a	Borough Field Support Center Staff Member n/a
Superintendent n/a	Other (Name and Title) n/a

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	344	Total number of ELLs	33	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language	1	1												0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	27	ELL Students with Disabilities	10
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	6	Long-Term (ELLs receiving service 7 or more years)	

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	27		6	6					4	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional:

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

**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	10	10	10	10															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

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages):	Number of students who speak three or more languages:
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Freestanding English as a New 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	8	7	5	4	2								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other N/A														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	7		1		2	1								0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)		8	6	5	2	1								0
Commanding (Proficient)		1	1	2	3	4								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		2	1	2	3	3								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1	1			0
5	3				0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4	1		1						0
5	3								0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	1		1						0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math <u>n/a</u>				
Chemistry				
Earth Science				
Living Environment				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Physics				
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other <u>n/a</u>				
Other <u>n/a</u>				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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. 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 Pearson Ready Gen.
- What is revealed by the data patterns across performance levels (on the NYSITELL 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 NYSITELL fall into the Entering level of proficiency. The data reveals that regardless of proficiency level our ELL students have the most difficulty passing the NYSESLAT. This would seem to be an area that is ripe for further investigation.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ 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 AMAQ help determine which 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 these are given a more intensive focus.
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

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

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

c. The ESL teacher finds the Periodic Assessments a valuable tool to highlight areas of need for ELL students. Additionally, they may help 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). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [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 intervention plans are designed, implemented and monitored by our multidisciplinary 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 student's new language development is considered in instructional decisions?

A student's second language development is taken into account for all of our ELL students. 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 target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

a. This is our second year having a Dual language Spanish/English Program with one kindergarten class, and our first year with one Dual Language first grade class. Upon entrance, students were assessed in Spanish using the Lab-R and a school designed assessment. In combination with information gleaned from discussions with the parent, a proficiency level in the target language was determined. Throughout the year ongoing assessments were conducted by the teacher to monitor developing target language proficiency.

b. The level of language proficiency in the target language for our English Proficient students is variable.

c. Our English Language Learners are performing well on the various assessments they are given, including Ready Gen, Running Records, Phonics Assessment, and Go Math.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

We evaluate the success of our Program for ELL's in a variety of ways. We do ongoing assessment and monitoring of content area understanding and progress in the classroom. Additionally, a valuable indicator of the success of our program is to analyze how long it takes for our ELL's to transition out of ESL and into fully monolingual English settings.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

ELL Identification Process 1a. The steps we follow for initial identification of those students who may possibly be ELL's are the following: All parents of all new entering students complete the HLIS. Next, we conduct an informal interview in English and in the

native language, as well as the formal initial assessment. The persons responsible are our certified ESL teacher, Robert Burstein, assisted by our bilingual Parent Coordinator, Maria Rodriguez. Both individuals are highly qualified to conduct this initial screening. Within 10 days those students determined to be entitled to be tested based on responses to questions on the HLIS, are tested both with the NYSITELL 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 contingent upon parent choice. The ESL teacher has long term experience and knowledge of the requirements for conducting these assessments including administration of the NYSITELL. 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.

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

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

In order to identify SIFE students we conduct an interview with the parent to learn about the previous academic experience of their child. In addition we ask to see past report cards and school work they may have. We then conduct our own assessment using a SIFE questionnaire. As well, we analyze the results of the NYSITELL.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Newly enrolled students with IEP's are assessed by our Language Proficiency Team to determine if they should take the NYSITELL. Past academic records and bilingual services, as well as the IEP are assessed to determine if this student may be in need of bilingual services or ENL services, or would be better served with the provision of a monolingual English setting only. Our LPT is comprised of our ENL teacher and our bilingual Parent Coordinator, The Principal and the Assistant Principal, and one Dual Language teacher and one Common Branch classroom teacher.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Our ENL teacher keeps a roster of all letters sent and the date they were sent. Once a NYSITELL exam has been scanned and the results are known, an entitlement, or non-entitlement letter is sent out that day. These records are maintained and updated on an ongoing basis.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

In order to make certain that parents are aware of their right to appeal the designated ELL status of their child, we send them a letter in both English and Spanish informing them of this right and how they may choose to exercise it.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

We have a variety of structures in place at our school to ensure that parents understand all three program choices: Transitional-Bilingual, Dual Language, and Freestanding ESL. Upon entering the school for the first time, after the initial assessment, parents are given literature that fully and accurately describes each program choice. Next, within ten days of entrance an ELL student's parents are given a letter of invitation for an ELL orientation session followed by a phone call requesting that they attend same. At this orientation session, the ESL teacher assisted by the Parent Coordinator explains the program choices in detail in both Spanish and English. Parents watch a video giving further detailed information on choices available to them. Parent selection forms are reviewed on a regular basis to ensure honoring of parent choice.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

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

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

We maintain a running record of all Parent Survey and Program Selection forms that have been returned as well as those that have not been. We then reach out to the parent via telephone as well as through written communication to make certain that they have the form and request that they make a selection and return the form to us.

9. Describe how your school ensures that placement parent notification letters are distributed.

- We mail placement parent notification letters to the parent's home address. In addition, we send a copy home with their child.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Files are kept and maintained for all ELL documentation for each child, including the HLIS, entitlement and non-entitlement letters, NYSITELL, Spanish Lab, NYSESLAT test results, parent information sessions, etc. Parent Selection forms are placed in each student's cumulative folder.
 11. 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. 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 ensure 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.
 12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Once we have the results of the NYSESLAT exam, we send out letters informing parents of the bilingual services status of their child for the upcoming school year, and whether they will continue to receive ongoing services based on the results of the exam, or whether their child will be provided with transitional support over the next two years.
 13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
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 ESL and Dual Language programs. Over the past two years only six parents have requested a bilingual program. The program models offered at our school are appropriately aligned with parents requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
n/a
 - b. TBE program. *If applicable.*
n/a
 - c. DL program. *If applicable.*
Our Dual Language Kindergarten program contains mixed proficiency levels. It is taught by a fully bilingual Spanish/English pedagogue, with half the instructional time with lessons taught in English, and half the instructional time lessons taught in the target language, Spanish. Our ESL program employs both the push-in and pull-out models. Students are grouped by proficiency level, to the extent practicable. Both integrated and standalone ENL components are taught as per Part CR 154.2.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
 - a. The ENL schedule reflects the appropriate number of instructional minutes each student receives as per mandates for each of the five proficiency levels. Beginning/Entering and Low Intermediate/Emerging students receive 360 minutes of ENL instruction, 180 of which are standalone and 180 integrated ENL/ELA instruction. Intermediate/Transitioning students receive 180 minutes of ENL, 90 of which are integrated. Advanced/Expanding students receive 180 minutes of instruction, all of which is integrated ENL/ELA instruction, or content area instruction, while Proficient/Commanding students receive 90 minutes of ENL instruction.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards. The language of instruction is English. We put appropriate scaffolds in place to make content comprehensible to ELL's and we differentiate instruction to both enhance comprehensibility and to enrich language development. We use a variety of ESL strategies and methodologies, including TPR, the Natural Approach, and a variety of other instructional approaches depending on the content being taught and the students that are learning it. We use graphic organizers, integrated technology, learning centers, small group instruction, one on one instruction, and native language peers to make content more comprehensible. We use the ESL component of the Harcourt Storytown series, Ready Gen as well as the Heinle Picture Dictionary and workbook and writing journals, in tandem with a variety of technological software and adjuncts. Our ESL provider articulates with content area teachers in the specific area. We have aligned our lessons to the Common Core Learning Standards.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Our Dual Language Kindergarten teachers monitor home language development with ongoing assessments throughout the school year. Based on the results instruction is modified and targeted to meet areas in need of development. The Spanish LAB is used as an initial indicator of native language proficiency.
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 students' proficiency in each modality through class assignments and homework, as well as one on one teacher – student interviews.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

a. Our instructional plan for SIFE students includes intensive and focused instruction before, during and after school to address the specific needs of each student. Students are provided with Native Language Libraries and materials to enhance literacy skills in their home language. These skills will assist the development of English Language skills as well. Students are placed in the 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 the above, newcomers are put into a Buddy Program where extra time is dedicated to making content and testing strategies understandable.

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

e. Former ELL's are provided additional support in the classroom, and are provided small groups instruction to prepare them for the standardized exams.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.
For any student that is identified as ELL or non-ELL based on an approved re-identification appeal within 45 days of enrollment, our school ensures that the student's academic progress will not be adversely affected by the re-identification by putting in place appropriate supports that meet the needs of that student.
8. 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. These include some of the following: We use differentiated instructional strategies as well as putting many scaffolds in place to help students achieve necessary academic goals. We employ a variety of instructional strategies including Tiered Questioning, CALLA, TPR and Natural Approach as well as others when appropriate. IEP's are reviewed to ensure that all mandated services are received. The ESL teacher articulates with the SBST and the school psychologist. Delivery of services is tracked through SESIS reports. We have specific small group targeted instruction that addresses different learning styles. When appropriate, we use visual as well 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 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, thus, our teachers coordinate with respect to students receiving an additional period of instruction in an area of difficulty for that student, when the other teacher is teaching that material. Finally, we have one extra free period per week that we use to assign students to small group special needs instruction to address their specific areas of weakness for that week. In order to maximize time spent with non-disabled peers, students are mainstreamed for the use of flexible scheduling, in gym, technology class and clubs.

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

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. 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.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements
All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
Chart		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

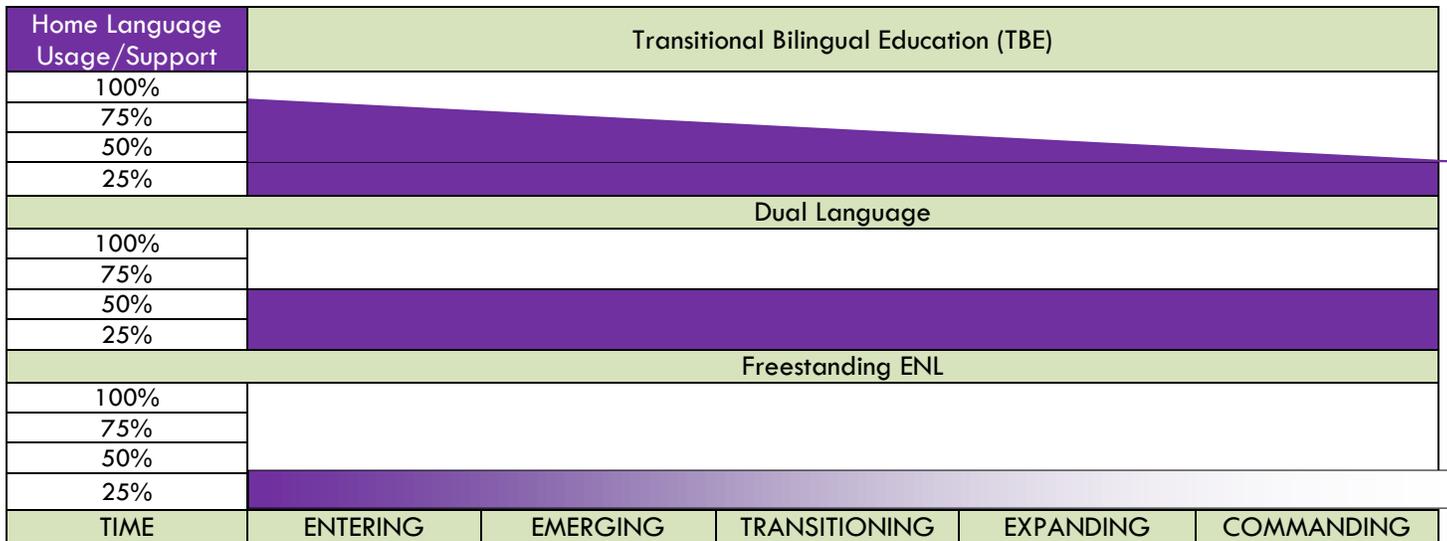


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
All of our programs are taught in English. After reviewing the data from the ELA 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.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
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.
12. 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 program described above.
13. 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.
14. 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. 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.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Our instructional materials include Ready Gen and Go Math, Getting Ready for the NYSESLAT, Heinle Picture Dictionaries and Workbooks, a variety of bilingual Books, Rosetta Stone Language Program, as well as a host of other language related software.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
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.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All of the services and supports, as well as the resources that are used to enhance ELL's English language development correspond to their ages and grade levels. The required support services and resources are age appropriate and grade appropriate . All ELL students follow grade level curriculum, the same as their non-ELL peers.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Before the school year commences, we provide all of our newly enrolled ELL's with 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 ENL 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.
19. What language electives are offered to ELLs?
As a K-5 school we currently offer none.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

- a. Our Dual Language Kindergarten and first grade classes are taught using the self-contained model. EP's and ELL's are integrated 100% of the day.
- b. Instructional time is split half and half between English and Spanish.
- c. The classroom is color coded for each language.
- d. Emergent literacy is taught in both languages at the same time.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Professional Development is extended to all constituencies that interact with ELL's. The following is our calendar for PD for the current year: Strategies of Second Language Acquisition for new teachers - 10/26/2015, Writing Across the Content Areas for ELL's - 12/14/2015, Scaffolding Lessons for ELL's - 1/25/2016, Planning for ELLs and the Common Core Standards for ELL's - 2/22/2016. Analyzing the NYSESLAT Modalities - 4/25/2016.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
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 ELL's using the Common Core, and Using the Danielson Rubric to Meet the Needs of English Language Learners.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
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-curriculum 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.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

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.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

An initial meeting at the beginning of the school year is arranged with the parent and the ENL provider and our bilingual Parent Coordinator to discuss the goals of the program, how their child's language development progress will be both determined and developed, the results of language proficiency assessments, and how the school will provide supports for the language development needs of their child in the various content areas, as well as how they can partner with school to positively advance their child's language acquisition. Interpretation or translation is provided on-site by our Parent Coordinator. Near the end of the school year another meeting is held to discuss progress toward initial goals set and services and goals for the next school year.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Invitational letters, agendas and sign-in sheets are maintained in a file in the ESL teacher's classroom

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. 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.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school partners with a variety of community based organizations and agencies to provide workshops and services to our ELL parents. These include Woodhull Hospital, which offers health workshops, LOVE, an anti-violence program, NY Cares which offers literacy classes, ESL workshops and GED assistance, and the 90th Police Precinct which provides safety workshops.

5. How do you evaluate the needs of the parents?

The needs of our ELL parents are evaluated through the use of surveys. The ESL provider and our Parent Coordinator collaborate and articulate the needs that parents have. As a result of this process, we have offered afterschool ESL classes, access to community services, and health and other informational workshops.

6. How do your parental involvement activities address the needs of the parents?

As a result of our outreach process to ELL parents through the use of surveys and our analysis of the requests contained therein, we have offered ESL classes, as well as workshops on Understanding the Curriculum, and Student Expectations on the Standardized Exams. Thus, we attempt to devise parental involvement activities that directly address needs expressed by the parents themselves.

D. Additional Information

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

n/a

School Name: <u>P.S. 196</u>		School DBN: <u>196K</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Janine Colon	Principal		1/1/01
Deborah Casey	Assistant Principal		1/1/01
Maria Rodriguez	Parent Coordinator		1/1/01
Robert Burstein	ENL/Bilingual Teacher		1/1/01
Natalie Salazar	Parent		1/1/01
Sandy Rodriguez	Teacher/Subject Area		1/1/01
Julie Bernier	Teacher/Subject Area		1/1/01
n/a	Coach		1/1/01
n/a	Coach		1/1/01
Gina DiGiglio	School Counselor		1/1/01
Alicja Winnicki	Superintendent		1/1/01
n/a	Borough Field Support Center Staff Member <u>n/a</u>		1/1/01
n/a	Other <u>n/a</u>		1/1/01
n/a	Other <u>n/a</u>		1/1/01
n/a	Other <u>n/a</u>		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **14k196** School Name: **P.S. 196**
Superintendent: **Alicja Wi**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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 with respect to the parent's primary or native language. Parents are asked to state which language they feel most comfortable and prefer to communicate in with school staff, as well as which language they wish to receive written school communications in. The results are tallied and help us determine what translation and interpretation services are needed. All parents are provided with the Bill of Parent Rights and Responsibilities in a language appropriate version for each parent, which includes information regarding their rights with respect to translation and interpretation services.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The preferred language for both written and oral communication for the vast majority of our parents is Spanish. 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 with respect to the parent's primary or native language. The results are tallied and help us determine what translation and interpretation services are needed. All 347 homes of our students were surveyed; of these 48% of our parents speak Spanish with the balance speaking English as their primary language. We have communicated this information and provided for translation and interpretation services to our school

community through our newsletter and through a language translation and interpretation services fact sheet that we have sent home.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Our school disseminates Welcome Letters, Medical Forms, Parent-Teacher Meeting Announcements, School Scheduling, School Events Notices, as well as all critical documents including Annual Handbooks, Newsletters, Calendars, Parent-Teacher Conference Announcements, After School Program Information, NYS Testing Dates, General Overview of Student Curriculum, as well as letters from the School Leadership Team, amongst others. Most critical documents, as well as other non-critical ones, are distributed to parents when school resumes each September. Additional documents are distributed on an as needed basis and when deemed timely.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

The formal Face-to-Face meetings our school typically has with parents, include Parent-Teacher Conferences, scheduled this year for both the afternoon and evening of November 5, 2015 as well as March 3, 2016, Meet the Teacher Night, scheduled for September 2015, as well as regular Parent Engagement meetings daily from 2:20-3:15pm. Other interactions include, but are not limited to, IEP Meetings, Common Core Training for parents, scheduled for November 2015, New York School Account Training, scheduled for January 2016, as well as meetings requested by parents or teachers to address specific educational or other concerns.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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. Should the need arise, we will make use of the services of the Translation & Interpretation Unit. We have provided a translated Bill of Parent Rights and Responsibilities to our parents. We have forms available in the languages that we need, Spanish and English, as well as appropriate signage in our school.

The procedure followed to provide written translation in a timely manner as follows: all known school documents and notices are translated in September so that they are readily available while all others are done on an as needed basis and distributed concurrently with monolingual English versions. This includes translations of Monthly newsletters, Academic Vocabulary glossaries for Math and ELA for parental use with their children and all Health notices.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

We provide oral translation services to meet the needs identified by the parents above, by in-house fully bilingual staff as well as contractors as necessary. Should the need arise, we will make use of the services of the Translation & Interpretation Unit. At all meetings, including PTA meetings, parent-teacher conferences, Open House meetings and Parent Workshops, there are bilingual staff that provide translation of what is being discussed. Additionally, any interactions with staff in the Main office which require communicating in Spanish is provided for by our Parent Coordinator, or on the rare occasion that she is unavailable by another fully bilingual staff member.

Additionally, we have posters at the entrance of our school in appropriate languages for our parent body, and signage and highly visible information posted in our Main office in a variety of languages, apprising parents of the availability of translation and interpretation services, and explaining how they can avail themselves of either should they so require them.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

A staff meeting was conducted in October 2015 hosted by the school principal and our Language Access Coordinator. At this meeting copies of materials contained in the Language Access Kit, such as the Translation and Interpretation brochure, the Language ID guide, and the language palm card were distributed to all staff members. Additionally, the rights of parents and the crucial need to provide these services so that parents can be appropriately informed, were discussed and emphasized. Staff were made aware of how to access these services, as well as their responsibility to inform parents of their availability. Posters and other materials made available in the Language Access Kit, are prominently on display both at the security desk as well as in the Main Office.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The primary language spoken by our parents is determined within the first ten days of their child's entrance into our school. We keep a Parental Primary Languages Log with this information in our Main office. This information is also noted on student emergency cards and in ATS. We publish the results of our language interpretation and translation surveys in our school newsletter. We send home a separate language services fact sheet in multiple languages that discusses parents rights to these services and contains information on how they can access them. We include information contained in our Language Access Kit provided by the DOE's Translation and Interpretation Unit. Our school's safety plan has procedures in place to facilitate the provision of language access services to ensure that all parents feel welcome and each has access to all administrative offices. In addition we have appropriate bilingual signage throughout our school. Our Parent Coordinator has been trained on parental language access requirements and our school follows the procedures outlined on the Translation and Interpretation website with respect to translation and interpretation requirements.

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 this information. The results are tallied and help us determine what translation and interpretation services are needed. All 344 homes of our students were surveyed; of these 48% of our parents speak Spanish with the balance speaking English as their primary language. We have communicated this information and provided translation and interpretation services to our school community through our newsletter.

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

The procedure followed to provide written translation in a timely manner as follows: all known school documents and notices are translated in September so that they are readily available while all others are done on an as needed basis and distributed concurrently with monolingual English versions. This includes translations of Monthly newsletters, Academic Vocabulary glossaries for Math and ELA for parental use with their children and all Health notices.

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

Parents were sent a letter in September 2015 apprising them of the availability of translation and interpretation services. Information was contained therein that explains how they can access these services, as well as the fact that they can come to the school and be assisted to access services necessary for them. This letter will be resent in February 2016. Additionally, parents are provided with the Parental Bill of Rights, the Parents Guide to Language Access, as well as seeing material related these services when they enter the school or go to the Main Office. Parents are always asked if they need such services when they visit the school and interact with staff.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Our school gathers information and feedback from parents with respect to the quality and availability of translation and interpretation services through the use of a parent survey, as well as through discussions at Parent Teacher Association meetings. This feedback is used by us to help us refine our provision of information and access with respect to Translation & Intrepretation services for our parents and their families.