

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**28Q196**

**School Name:**

**P.S. 196 GRAND CENTRAL PARKWAY**

**Principal:**

**SUSAN MIGLIANO**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: PS196 Grand Central Parkway School School Number (DBN): 28Q196  
Grades Served: Pre-K through 5  
School Address: 71-25 113<sup>th</sup> Street, Forest Hills, NY 11375  
Phone Number: 718-263-9770 Fax: 718-575-3934  
School Contact Person: Susan Migliano Email Address: [smiglia@schools.nyc.gov](mailto:smiglia@schools.nyc.gov)  
Principal: Susan Migliano  
UFT Chapter Leader: Stacey Bronstein  
Parents' Association President: Stephanie Smith and Tasneem Malbari  
SLT Chairperson: Carrie Ginzberg  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): N/A  
Student Representative(s): N/A  
N/A

**District Information**

District: 28 Superintendent: Mabel Sarduy  
Superintendent's Office Address: 30-48 Linden Place, Flushing, NY 11364  
Superintendent's Email Address: [msarduy@schools.nyc.gov](mailto:msarduy@schools.nyc.gov)  
Phone Number: 718-557-2622 Fax: 718-557-2623

**Borough Field Support Center (BFSC)**

BFSC: Queens Director: Marlene Wilks  
Director's Office Address: \_\_\_\_\_  
Director's Email Address: [mwilks@schools.nyc.gov](mailto:mwilks@schools.nyc.gov)  
Phone Number: \_\_\_\_\_ 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)
Susan Migliano	*Principal or Designee	
Daphne Perez	*UFT Chapter Leader or Designee	
Stephanie Smith	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Meredith Kaback	Member/ Parent	
Yung Louie	Member/ Parent	
Alyssa Pollack	Member/ Parent	
Bruce Grossberg	Member/ Parent/Secretary	
Ellen Chu	Member/ Parent	
Zachary King	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Shelly Levin	Member/ Teacher/Finance	
Jayne Golub	Member/ Teacher	
Carrie Ginzberg	Member/ Teacher/SLT Chairperson	
	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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> 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.

PS196 is an elementary (K-5) school with approximately 800 students, in Forest Hills, Queens. Our population is 37.32% Asian, 12.85% Hispanic, 2.62% Black, 38.45% White, 0.24% American Indian, 0.12% Hawaiian, and 8.36% multiracial. We have 11.74% of students who receive special education services, and 5.86% who are English Language Learners. Nearly 21.97% of our students qualify to receive free lunch.

Our vision is to create an environment in which we can prepare our children for the future by educating the whole child; allowing for collaboration among our teachers to ensure best practices, so that students can achieve the highest standards; and working with parents as partners.

We have been recognized as one of the top performing New York City elementary schools, and were the only elementary school in our district to be named a "Reward School" for four consecutive years.

Even though we have excelled in many areas, we are always looking for ways to improve what we do to meet the needs of all students. To that end, we are focusing on the following areas for the 2015-2016 school year: 1) Increasing rigor, differentiated instruction and higher-order questioning across second grade classrooms in order to have the majority of students in reading on level; 2) Knowing and supporting each student academically, socially and emotionally; 3) Focusing on improving writing across all grades, through the formal inquiry process (action research) in all classrooms, especially with English as a New Language students, Students with Disabilities, and/or students below proficiency; 4) Building capacity to empower staff members; and 5) Continue to increase parent involvement in school through additional programs.

Embedded within each of our goals is our ongoing emphasis on trust, openness and communication. Without the trust of all our constituents (teachers, staff, parents and students), we would not be the school we are today. We incorporate the values of transparency, shared leadership, a respect for all voices and a "we're-in-it-together attitude" into all we do. We believe that the underlying trust we have created and continue to nourish and support, is at the root of our success.

## 28Q196 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	796	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	0.3%	% Attendance Rate		96.1%
% Free Lunch	19.8%	% Reduced Lunch		5.2%
% Limited English Proficient	6.4%	% Students with Disabilities		12.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		2.1%
% Hispanic or Latino	14.2%	% Asian or Native Hawaiian/Pacific Islander		38.6%
% White	37.9%	% Multi-Racial		7.0%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5.13	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		6.63
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	68.4%	Mathematics Performance at levels 3 & 4		84.4%
Science Performance at levels 3 & 4 (4th Grade)	98.3%	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	X	Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
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	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	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		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	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	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
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.

Through our feedback from Principal Performance Observation visits, we found that although we were differentiating our lessons well for students with disabilities, English as new language (ENL) learners and low-performing students, we needed to improve the way we differentiate for high-achieving students. Specifically, there were inconsistencies across classrooms with regard to multiple entry points and appropriately challenging work.

PS196 has always been a high-performing school, and many students here earn 3s and 4s on their work and State exams. However, there is a small percentage of students who perform well beyond grade level in one or more curricular areas, who would need to be challenged with resources beyond those presented within the traditional classroom curriculum.

### 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, 100% of teachers will create differentiated, rigorous lessons, with multiple entry points that engage high-achieving students in all grades in cognitively challenging work, as measured by teacher plans and student work products.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Create an Enrichment Program for Thursday mornings (8:00-8:50 a.m.), during the time when struggling students are coming for Extended Day. Students will be identified by baseline assessments given during the first two weeks of school.</p>	<p>K-5 students identified as high achievers.</p>	<p>September 28, 2015 through June 28, 2016.</p>	<p>School leadership Teachers Chosen as Enrichment Leads for Each Grade  BFSC Support</p>
<p>Professional learning will be given to all teachers on how to create lessons that include activities and projects aimed at high-achieving students. From that support, teachers will be expected to create lesson plans that outline specific entry points that challenge their highest achieving students, while remaining aligned to the Common Core Learning Standards. Those lesson plans will be reviewed by administrators during frequent cycles of observations.</p>	<p>All teaching staff</p>	<p>September 9, 2015 through June 28, 2016.</p>	<p>School Leadership Literacy Coach  Math Coach  BFSC Support</p>
<p>We will create an after school program (akin to AIS) specifically targeted toward those high-achieving students who are identified through baseline assessments during the first two weeks of school. The Afterschool Enrichment program, which will run twice a week, from October through May, will engaged students in the upper grades in project based learning.</p>	<p>Upper grade students, who qualify for enrichment.</p>	<p>October, 2015 through May, 2016.</p>	<p>School Leadership Teachers who apply for per session</p>
<p>During lunch periods, targeted enrichment students will work with teaching staff on extra-curricular activities, including, but not limited to The Stock Market Game, Math Olympiad, etc.</p>	<p>Upper grade students, who qualify for enrichment.</p>	<p>September 28, 2015 through June 28, 2016.</p>	<p>School Leadership Math Coach  Literacy Coach  BFSC Support</p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
SBO for Extended Day on Thursday mornings (8:00-8:50 a.m.); scheduling for Thursday morning Enrichment, pull-out Enrichment and After School Enrichment; training resources for teachers on differentiating for high-achieving students; resources for project-based learning and other activities.											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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 January 2016, at least 90% of teachers will have demonstrated proficiency in planning for high-achieving students, by developing lesson plans aimed at that target group and through evidence from observations.
<b>Part 5b.</b> In <b>February 2016</b> , 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.

The Framework for Great Schools makes it clear that in order for students to achieve and progress, they must be supported socially and emotionally, as well as academically. “Social-emotional competencies involve skills that enable children to calm themselves when angry, initiate friendships and resolve conflicts respectfully, make ethical and safe choices, and contribute constructively to their community,” writes Dr. Durlak.

We have noticed that many more students each year are coming into our schools without having learned these skills at home. Through myriad conversations with school leadership, teachers have expressed their desire for more training in this area. Therefore, in order for students to progress academically, we need to prioritize the direct teaching and support of these skills within our school community.

We already have an anti-bullying program in place (Don’t Laugh at Me), as well as a programs for character education (The Six Pillars of Character Development). We plan to increase our ability to address students’ social and emotional needs through the addition of new programs, including peer mediation, and increased professional learning for our staff about effective ways to support students of all ages.

### 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, at least 90% of our students will feel that their social and emotional needs are being met by at least one person on our school staff, as measured by school-created surveys. Staff will be trained in additional ways to support the social and emotional development of all students, so that the students will feel known and supported by the adults within our building, and able to interact productively with their peers.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Establish a peer conflict resolution program. A teacher, the Conflict Resolution Leader (CRL), will coordinate the program, along with school leadership. Fifth grade students, who apply for conflict resolution positions and are chosen, will be trained and overseen by the CRL. If any student is having difficulty getting along with a classmate, one option (along with going to his teacher, the administration, the support team), will be able to go to the conflict resolution team. Meetings will take place during the 5<sup>th</sup> grade lunch period or at other times coordinated by the CRL, which do not interfere with instruction.</p>	<p>Any students in conflict with peers;  Students chosen to be part of Conflict Resolution team.</p>	<p>September 9, 2015 through June 28, 2016</p>	<p>5<sup>th</sup> Grade Students chosen to be Conflict Resolution Liaisons  Teacher Leader  School Leadership  Guidance Counselor  School Psychologist  Social Worker</p>
<p>Teachers and other staff members will receive additional training on how to better support the social and emotional development of students in their classrooms. The expertise of an outside agency, such as the Child Mind Institute, will be coupled with the experience of in-house personnel (social worker, guidance counselor, school psychologist), to increase teachers' feeling of competence in this area.</p>	<p>All teaching staff</p>	<p>September 9, 2015 through June 28, 2016</p>	<p>School Leadership  Guidance Counselor  School Psychologist  Social Worker  Child Mind Institute</p>
<p>School leadership will ensure that available supports are increased for all students. Budget and scheduling will be maximized to ensure that either the social worker, guidance counselor or school psychologist are available as many days of the week as possible. Students will continue to be recommended for at-risk counseling, as warranted. Fifth graders will participate in a middle school transition process. School tours will be offered for incoming students, to help them acclimate to their new surroundings. Programs, that build self-esteem, such as the monthly Star Student Awards, will continue. As well as Don't Laugh at Me and the Six Pillars of Character Education.</p>	<p>All students</p>	<p>September 9, 2015 through June 28, 2016</p>	<p>School Leadership  Guidance Counselor  School Psychologist  Social Worker  Nurse  Child Mind Institute</p>

Create grade-appropriate surveys to be administered to students in all grade levels in September, January and June. The survey will ask about social and emotional development topics, including if they know who to turn to if they're sad, if they have someone who can help them resolve a conflict with a classmate, etc. A teacher will be chosen as the Survey Coordinator.	All students	September 9, 2015 through June 28, 2016	School Leadership Survey Coordinator Classroom Teachers
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**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Parent coordinator; peer conflict leader; scheduling changes to allow leader to meet with students; scheduling workshops for parents; adjusting support team; choosing a survey coordinator											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
In January 2016, surveys will be re-administered to students. The results from those surveys will be compared to those from September 2015, and specific goals for addressing any issues will be created at that time.
<b>Part 5b.</b> In <b>February 2016</b> , 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.

Through an analysis of our students’ June writing grades in STARS, we noticed that while some students were meeting grade-level criteria, there was still room for improvement. By focusing on students writing, we are not only targeting a key component of the Common Core Learning Standards, but we are also impacting performance across the curriculum. The ability to express oneself through writing is necessary for moving up through the grades, and essential for college and career readiness.

### 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, 75% of students with disabilities, English as a new language students, students performing below grade level, will improve their performance on authentic writing tasks by one level, through teacher use of action research (Inquiry Team work), to positively impact student achievement.

### Part 3 – Action Plan

<b>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:</b>	<b>Target Group(s) <i>Who will be targeted?</i></b>	<b>Timeline <i>What is the start and end date?</i></b>	<b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b>
<ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>			
Students’ progress in writing will be supported through a variety of strategies, including daily guided writing, shared writing, journal writing, and stamina building. Research-based programs will include Foundations,	All students, particularly those who are below grade level, based on assessments,	September 9, 2015 through June 28, 2016	School Leadership  Literacy Coach

Wilson, and Columbia Teachers College and ReadyGEN. Support will also be offered by our Literacy Coach and RTI Specialist. Students will also engage in peer- and self-reflection and feedback on their writing, while still receiving teacher comments and next steps.	ENL students, students with disabilities.		Classroom Teachers  RTI Specialist
Teachers will take part in grade-level Inquiry Team meetings, using action research and data analysis to track student progress and apply effective best practices for their students (including ENL students, students with disabilities and low-performing students.). The Inquiry Teams will meet weekly to review student work and progress by using school created protocols. Teachers will also have the opportunity to meet across grades (vertically) to share their findings and create capacity.	All students, particularly those who are below grade level, based on assessments, ENL students, students with disabilities.	September 9, 2015 through June 28, 2016	School Leadership  Inquiry Team members  Literacy Coach
Teachers will plan and collaborate during grade level meetings to review, change and implement changes to their writing units, based on progress monitoring of their students.  Teachers will create small groups using formative data, observation checklists in order to tailor their instruction for those students.	All teaching staff	September 9, 2015 through June 28, 2016	School Leadership  Literacy Coach  BFSC Support
Our Parent Coordinator and teachers will work together to develop workshops specifically targeted to helping parents understand how they can support their children’s writing.	Parents and guardians	September 9, 2015 through June 28, 2016	School Leadership  Parent Coordinator  Literacy Coach  Classroom Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Scheduling of common planning for Inquiry Team meetings; scheduling professional learning sessions Monday and Tuesday mornings (per SBO); scheduling of parent workshops (a.m., p.m. and/or during Family Engagement Nights in September and May; purchase of Foundations, Wilson and ReadyGEN materials.										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
In January 2016, teachers will administer another writing task to all students. Results from that assessment will be compared to those from the September writing task. All students who are still falling below grade level will be targeted with further interventions, as will those students who have not progressed.

**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.

Research has shown that in order to create and sustain a great school, leaders must engage in the ongoing building of capacity throughout their building. No longer is it sufficient or appropriate to concentrate leadership among the administration, but rather leaders must be groomed, supported and sometimes encouraged to take leadership roles.

We already have systems in place for teachers to take on leadership positions, including data specialist, instructional leads, etc. This year, however, we plan to increase both the number and depth of their work.

**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, we will have an increase of at least 50% in teachers taking on leadership roles, including, but not limited to, a data specialist, testing coordinator, instructional leads, conflict resolution, scheduling specialist, vertical team leaders, RTI specialist, and special education specialists.

**Part 3 – Action Plan**

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
All staff members will be given an interest survey to reveal their perceived strengths, and the areas in which they would like to take on additional responsibilities. This information will be combined with the data school leaders already have on staff	All teaching staff	September 9, 2015 through June 28, 2016	School Leadership BFSC Support

members through previous conversations, experience and observations, in order to devise a plan for engaging teachers in leadership positions.			
School leadership will review 2015-2016 needs and programs to look for areas in which teacher leaders could emerge.	All teaching staff	September 9, 2015 through June 28, 2016	School Leadership
School leaders, in consultation with teacher leaders, will work with individual teachers to devise differentiated professional learning plans.	All teaching staff	September 9, 2015 through June 28, 2016	School Leadership Teacher Leaders
Taking on leadership positions is not an end in itself. Leaders will be expected to build capacity of their own through professional learning and turn-keying.	All teaching staff	September 9, 2015 through June 28, 2016	School Leadership Teacher Leaders

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Scheduling professional learning sessions Monday and Tuesday mornings (per SBO); changes in scheduling so that teacher leaders can meet with school leadership; changes in scheduling so that teacher leaders can turn key important information to the rest of the staff.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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 the end of January, the school leadership will review all documentation from meetings and workshops, to see if there need to be any changes in personnel who have taken on leadership roles. All teachers will again be asked if they are interested in any of these roles, or if they see other leadership opportunities that have not yet been identified.
<b>Part 5b.</b> In <b>February 2016</b> , 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.

According to a study that looked at parent involvement research over a decade, regardless of family income or background, students with involved parents are more likely to:

Earn higher grades and test scores, and enroll in higher-level programs

Be promoted, pass their classes, and earn credits

Attend school regularly

Have better social skills, show improved behavior, and adapt well to school

Graduate and go on to postsecondary education

With this, and the overwhelming amount of similar evidence, we will be working on increasing parent involvement through new programs, including monthly Family Fridays, during which parents come into their child’s classroom to work together on a literacy, math, social studies or science related project. Other opportunities for parent involvement will include Career Day, Science Fun Day, Family Math Night and additional classroom celebrations.

### 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 opportunities for parent involvement in school activities by 30% through newly implemented programs, such as Family Fridays, Science Fun Day, Family Math Night and additional classroom celebrations.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>This year, we will launch Family Fridays, once a month in classrooms. Parents will be invited in to work with their children on an activity tied to a curricular area—math, literacy, science or social studies. Cluster teachers will participate in the classroom, whenever possible.</p>	<p>Parents and guardians  Students</p>	<p>Once a month, September 2015 through June 2016</p>	<p>School Leadership  Classroom Teachers  Cluster Teachers</p>
<p>Continue to invite parents to writing celebrations and other classroom celebrations, to foster a connection between families and the curriculum.</p>	<p>Parents and guardians  Students</p>	<p>September 9, 2015 through June 28, 2016</p>	<p>School Leadership  Classroom Teachers</p>
<p>Along with our popular Career Day, our staff will create new opportunities for parents/guardians and their children to connect together in school. Plans include, but are not limited to, Science Fun Day, Family Math Night, and Literacy Day.</p>	<p>Parents and guardians  Students</p>	<p>September 9, 2015 through June 28, 2016</p>	<p>School Leadership  Classroom Teachers  Event Facilitators</p>
<p>Our parent coordinator will create workshops targeted to family needs, based on Survey Monkey results. Workshops will also give parents an opportunity to share their expertise with our community.</p>	<p>Parents and guardians</p>	<p>September 9, 2015 through June 28, 2016</p>	<p>School Leadership  Parent Coordinator  Parent Experts</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Scheduling changes to give teachers planning time for Family Fridays; scheduling adjustments to give facilitators time to plan and implement events; parent coordinator.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	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.

During January 2016, we will review our parent workshop schedule and the response from parents to see if we need to adjust or increase the ways we are partnering with parents.

**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	We use various sources of information to determine if students require AIS services. In testing grades, we review NYS exam results to look for students who are performing below level. We also look at data from MoSL assessments across grades, as well as classroom performance on literacy-related tasks. Finally, we use students' F&P reading level and Foundations assessments, to identify students performing below grade level.	Our AIS program uses a variety of differentiated instruction based on progress monitoring and on-going assessments in all grades.  Students are supported with Leveled Literacy Instruction (LLI), Foundations and Wilson, among others.  Teachers use CCLS instructional shifts to assure student understanding at higher levels.	Instruction is whole group, small group  and one-to-one, depending on student needs and program.	AIS is provided during the school day as  well as during Extended Day—Thursday, 8:00-8:50 a.m. It is also provided on weekends (during Saturday Academies and after school.)
<b>Mathematics</b>	We use various sources of information to determine if students require AIS services. In testing grades, we review NYS exam results to look for students who are performing below level. We also look at data from MoSL assessments across grades, as well as classroom	Our AIS program uses a variety of differentiated instruction based on progress monitoring and on-going assessments in all grades.  Students are supported with problem solving strategies, skill building strategies	Instruction is whole group, small group  and one-to-one, depending on student needs and program.	AIS is provided during the school day as  well as during Extended Day—Thursday, 8:00-8:50 a.m. It is also provided on weekends (during Saturday Academies and after school.)

	performance on math-related tasks.	and open-ended problem exposure.  Teachers use CCLS instructional shifts to assure student understanding at higher levels.		
<b>Science</b>	We use various sources of information to determine if students require AIS services. In 5 <sup>th</sup> grade, we review the 4 <sup>th</sup> grade NYS exam results to look for students who are performing below level. For current 4 <sup>th</sup> grade students we look at data from MoSL science assessments, as well as classroom performance on science-related tasks.	Our AIS program uses a variety of differentiated instruction based on progress monitoring and on-going assessments in all grades.  Students are supported with non-fiction texts, use of experiments and open-ended science questions.  Teachers use CCLS instructional shifts to assure student understanding at higher levels.	Instruction is whole group, small group and one-to-one, depending on student needs and program.	AIS in science is provided during the school day, as well as during Extended Day—Thursday, 8:00-8:50 a.m., as needed. Saturday Academy for  4th grade science performance exams.
<b>Social Studies</b>	To determine student needs for social studies-related AIS, we analyze classroom performance on social studies-related tasks.	Our AIS program uses a variety of differentiated instruction based on progress monitoring and on-going assessments in all grades.  Students are supported with non-fiction texts and open-ended social studies questions.  Teachers use CCLS instructional shifts to assure student understanding at higher levels.	Instruction is whole group, small group and one-to-one, depending on student needs and program.	AIS in social studies is provided during the school day, as well as during  Extended Day—Thursday, 8:00-8:50 a.m., as needed.
<b>At-risk services</b> (e.g. provided by the Guidance Counselor,	The need for at-risk services is determined in consultation with all	At risk services provided to students without IEPs, as	At risk services are usually provided one-on-one. They are sometimes	At risk services are provided only during the school day.

<p><i>School Psychologist, Social Worker, etc.)</i></p>	<p>staff responsible for particular students, including school leaders, classroom teachers, SBST members and parents/guardians.</p>	<p>needed.</p>	<p>provided within the classroom, and</p> <p>sometimes provided as a pull-out</p> <p>service, depending on the needs of the individual child.</p>	
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## 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.					
	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>

### 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.

#### **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).

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/Background:**

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

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

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

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

<sup>2</sup>The **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.

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**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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. **[School name]** 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### **School-Parent Compact (SPC) Template**

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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>PS196Q</u>	DBN: <u>28Q196</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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>10-12</u>
Grades to be served by this program (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
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: \_

There will be three programs included in the Title III Plan. The first program is entitled "Science Discoveries," the second is "Getting Ready," and the third is called "Saturday Academy for ELLs." The language of instruction for all three programs will be English. The goal for all three programs is to move the students toward full and strong proficiency in English by providing cognitively challenging tasks and activities in an academically rigorous learning environment. The instruction will be differentiated based upon the data provided by NYSESLAT 2014 scores, Periodic Assessment scores (Fall 2014,) NYSITELL scores (Fall 2014,) Teacher's College reading levels, and upon their classroom needs as per Classroom, ESL, and Science teacher evaluations. All programs will be instructed by Judith Riccardo. She is a licensed NY State TESOL teacher. There will be a supervisor present and paid for through TitleIII funding unless there is another program that is running at the same time, in which case the supervisor will be paid for through that programs funds.

The first program, "Science Discoveries" is designed to target newcomers. The program is aimed at providing science vocabulary and science lab activities to scaffold our students from grades 2-4 and best prepare them for the challenges they will encounter navigating the science curriculum and ultimately the grade four science exam. The students participating in this program will all have been in an English Language School System for three or fewer years officially making them newcomers. This class will meet for three sessions per week for a total of 4.5 hours per week. It will begin in November and end in March. It will meet on Tuesdays, Wednesdays, and Thursdays from 3:00-4:30 with 10-12 student participants. Student materials will include, but not be limited to, notebooks (for recording observations, for working with vocabulary, and trying out and practicing different writing structures,) computers (for research, and writing activities,) non-fiction science materials (books, scales, balls, rulers, balances, thermometers, beakers and or graduated cylinders, seeds and plants) Students will hear read alouds, read leveled non-fiction literature, help create experience charts, use thinking maps, graphs (both bar and line,) charts, and use technology such as the SMART board and computers. The materials they use in this program will differ from the materials that they use during their science, technology, and ESL lessons in the school day. However the Professional Learning that the ELL teacher, Judith Riccardo, receives from our Science Content specialist, Joyce Raber, and Technology teacher, Ellen Phillips, will ensure that the areas of study and activities are aligned with the science curriculum, and the Technology curriculum and will support the students by providing the necessary skills and information to succeed in their daytime programs.

The second program; "Getting Ready," will begin in March and end in May. The class will meet for three sessions per week for a total of 4.5 hours per week. It will meet on Tuesdays, Wednesdays, and Thursdays from 3:00-4:30. There will be approximately 10-12 student participants and will include only the students who scored at the BEGINNING or INTERMEDIATE levels on either the Spring 2014 NYSESLAT or the Fall 2014 NYSITELL. The students will be from all grades. The class will utilize materials such as workbooks, CD's, SMARTboard lessons, computer lessons, and practice materials to help the students sharpen their skills and strategies when answering both multiple choice and short answer language questions. The students will complete a variety of tasks that will include, but not be limited to the use of, appropriate poetry, trade books, grammar games and puzzles (found both online and in grammar texts,) recipes, photos (as story or conversation starters,) and pre-writing and writing activities. These materials will be gathered from texts, workbooks, classroom libraries, and from online sites. The Professional Learning that the ELL teacher, Judith Riccardo, receives from the Technology Teacher, Ellen

## Part B: Direct Instruction Supplemental Program Information

Phillips, will provide an individualized and targeted learning experience for the students.

The third program "Saturday Academy for ELLs," will include students and their parents. The parents will join their children in learning strategies and skills. There will be a clear explanation of expectations and full support for testing. We will include parent volunteer translators in the high need languages based upon the scheduled participants after parent outreach has been completed. We will initially send letters with tear off responses inviting parents and their children to participate in this program. We will follow up the invitations with phone calls and or parent meetings (as needed.) Once we have determined the high need languages we will arrange for peer parent mentors/translators. Additionally, we will use technology to assist in translation. We will take advantage of materials already in place at no extra cost. (We previously invested in ECTACO talking dictionary&phrasebooks, and the language learning system and universal travel companion that includes a text translator, voice translator, and dictionary.) The class will meet on two separate Saturdays in the Spring before the NYSESLAT and before the ELA and Science tests are administered from 9:00am-12:00pm. There will be materials available for the parents to use at home with their children to positively impact their ability to support their child in ESL class, on classroom tests and classwork, on the NYSESLAT, and on the ELA exam. These materials will be grade appropriate in order to let the parents have a sense of the expectations for an English Language proficient student in New York State in the same grade as their child.

## 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: \_

The TitleIII ELL teacher, Judith Riccardo, will meet with the PS196 Science Content Area Specialist, Joyce Raber, to review the science curriculum needs for the students participating in the Title III program. Ms Raber will provide Ms Riccardo with Professional Learning regarding specific content goals and vocabulary that the students will need to support their continued and future successes in their science studies. They will additionally work together to modify and develop instructional units which provide the kinds of hands-on experiences that will benefit ELL students and are aligned and to the science curriculum. Mrs.Riccardo and Ms. Raber will be joined by the Technology Specialist, Ellen Phillips, who will provide her technological expertise and share and guide them toward appropriate digital resources tailored to meet the needs of ELL students with a focus on selected science content and language content. As a result of this colaboration, the students will be able to create multimedia presentations using a variety of age-appropriate applications and child-friendly programs such as Tech4learning, Pixie, and Frames, as well as iMovie, and Garageband. All teachers involved in the PL will benefit and gain knowledge through this Professional Learning (PL) experience. Conversations and ideas will be shared during the PL sessions and the ELL specialist will have an opportunity to provide the other specialists with suggestions and ideas for best practices for supporting the ELLs that they encounter in their regular day while teaching. The Specialists will meet twice a month for one hour. They will meet one Monday morning from 6:55am-7:55am and one Friday afternoon from 2:10pm-3:10pm (our school day ends at 2:10pm on Fridays) each month from November-March. From March-May the ELL Teacher will meet only with Ellen Phillips, the Technology Teacher, for PL on the same days and times as described. Additionally, at no cost to the TitleIII funding, Ms Riccardo is planning and pushing into general education classrooms containing ELLs and providing PL for these General Education classroom teachers weekly during their planning sessions. They work together toward bringing the academic language and content specific vocabulary to the ELLs via pictures, activities, and other methodologies like Total

### Part C: Professional Development

Physical Response (TPR.) The emphasis is on non-fiction reading and academic writing. Our ELL Teacher will continue her research and learning of best practices by attending monthly workshops lead by Network 207's ELL Support personnel, Giuvella Leisengang, and by attending other workshops and viewing links that are recommended by our CFN. She will turnkey the information that she has gleaned from these and other news, studies and reports with the staff at PS196Q.

### 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: \_\_\_\_\_

"Saturday Academy for ELLs" will be held on two Saturdays in the Spring. This program includes parents of attending ELLs. This will run from 9:00am-12:00pm. Group size will be maintained at 10-12 students and 10-15 parents. (Some students will bring both of their parents.) The "Saturday Academy for ELLs" is open to all ELLs K-5 on all levels and their parents. Each student must have an adult in attendance. These sessions will be designed to prepare the students and their parents for quicker language acquisition by providing tasks, strategies, academic language and vocabulary to enhance their learning. Parents and their children will be working in pairs. They will use materials designed to strengthen skills in English Language Arts. The materials will be appropriate for the specific student/parent teams who are participating. These language skills will additionally serve to strengthen the ELL's test taking skills on all City and State tests as they enrich their vocabulary. Parents will also be made aware of the high expectations for English Language proficiency on the NYSESLAT. They will learn that these expectations are equal to and sometimes surpass the expectations of the ELA exam. The "Saturday Academy for ELLs" will additionally serve to help ELLs and their parents navigate, prepare and become knowledgeable about the State and City tests. It is designed to provide families of ELLs with strategies to promote continuing improvement in English language proficiency.

Parents will initially be invited to attend this program via letters which will go home with their children in the black folder. (The black folder is a school wide policy that ensures a strong school/home connection. Each child literally has a black folder, provided by the school, which is used to send notes or other correspondence to student homes and from homes to school. Parents have provided a black folder for their child or the school has provided a black folder. Every child has this folder that is designated for communication between school and home and vice versa.) The letters will be distributed in both English and in the parents' home language. We will use Translation Services to translate the letters into the necessary home languages. This invitation letter will have a tear off which every child participating, or not, must return. The tear off will indicate if the child will participate with their parent and if not will ask "why not?" Ms Riccardo, the ESL Teacher will maintain records to insure that all have been returned. The next phase will be for Mrs. Riccardo to reach out to parents by telephone. She will contact parents who have not responded and/or parents who have responded "no" to see if we can help make "no" responses into "yes" responses by helping to solve their conflict.

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	<u>Per Session teacher for "Science Discoveries" + "Getting Ready" (\$3792.)</u> <u>Per session teacher for "Saturday Academy for ELLs" (\$303.36)</u> <u>PD for "Science Discoveries" (\$910.08)</u> <u>PD for "Getting Ready" + "Saturday Academy for ELLs" (\$202.24)</u> <u>Supervisor for "Science Discoveries"+"Getting Ready" (\$2618.55)</u>	<u>1 teacher for 50 sessions at 1.5hrs/session=75hrs at \$50.56/hr w/fringe=\$3792.</u> <u>1 teacher for 2 sessions at 3hrs/session=6hrs at \$50.56/hr w/fringe=\$303.36</u> <u>3 teacher for 6 sessions at 1hr/session=18hrs at \$50.56/hr w/fringe=\$910.08</u> <u>2 teachers for 2 sessions at 1hr/session=4hrs at \$50.56/hr w/fringe=\$202.24</u> <u>1 supervisor for 33 sessions at 1.5hrs/session=49.5hrs at \$52.90/hr w/fringe=\$2,618.55</u>
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	<u>Translation of letters</u>	<u>Translation of letters and coorespondence=\$260.</u>
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	_____	<u>(5) iPads at \$383. each=\$1915.</u> <u>(1) i Tunes card to purchase programs (Tech4learning, Pixie, Frames, iMovie, Garageband, Science applications)=\$100.00</u> <u>(4) iPad cases at \$10.00 each=\$40.00</u> <u>(4) Scales at \$22.48 each=\$89.92</u> <u>(12) Wescott Acrylic Ruler 18" clear at \$1.72 each=\$20.64</u> <u>(4) Plastic beaker sets at \$6.76 each=\$27.04</u> <u>(12)Thermometers at \$2.04 each=\$24.48</u> <u>Set of Balances=\$51.06</u> <u>Set of metric weights=\$6.49</u> <u>(4) Butterfly Garden Kits at \$22.86 each=\$91.44</u> <u>Monarch Butterfly life cycle poster=\$14.93</u> <u>Kit Planting Starter Set=\$23.43</u> <u>Electricity &amp; Magnetism Kit=\$85.28</u> <u>Assorted non-fiction science trade books=\$300.00</u> <u>(6) Teacher manuals (one for each grade) Attanasio &amp; Associates inc Getting Ready for the NYSESLAT with</u>

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>CDs at \$49.95 each=\$299.70</u> <u>(6) Student Packs (one for each grade) Attanasio &amp; Associates inc</u> <u>Getting Ready for the NYSESLAT 5</u> <u>pack bundle at \$98.00 each=\$588.00</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	<u>Parent refreshments \$236.</u>
<b>TOTAL</b>	_____	<b><u>11,199.64</u></b>

**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 <b>28</b>	Borough <b>Queens</b>	School Number <b>196</b>
School Name <b>The Grand Central Parkway School</b>		

**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 <b>Susan Migliano</b>	Assistant Principal <b>Catherine Jarrat Koatz</b>
Coach <b>Karen Homler</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Judith Leffler Riccardo</b>	School Counselor <b>Tara Thiem</b>
Teacher/Subject Area <b>Susanette Cogan/5th gr teacher</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Ellen Maurer</b>
Related-Service Provider <b>Ann Wishnia</b>	Borough Field Support Center Staff Member <b>Pierre Galvez</b>
Superintendent <b>Mabel Sarduy</b>	Other (Name and Title) <b>type here</b>

**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	<b>2</b>	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	
Number of certified bilingual teachers currently teaching in a bilingual program		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)	<b>904</b>	Total number of ELLs	<b>91</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	91	<b>Newcomers</b> (ELLs receiving service 0-3 years)	85	<b>ELL Students with Disabilities</b>	8
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	6	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	85	0	4	6	0	4	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	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																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	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
<b>TOTAL</b>	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	1	3	2	0	1	0								0
Chinese	3	4	0	1	2	1								0
Russian	5	6	2	1	1	2								0
Bengali	0	1	0	0	0	0								0
Urdu	0	0	0	0	1	1								0
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	1	0	0	0	0								0
Korean	0	0	0	0	1	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	1	0	0	0	1	0								0
Other	7	5	13	9	4	11								0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)	6	5	2	3	1	2								0
<b>Emerging</b> (Low Intermediate)	2	1	1	1	2	0								0
<b>Transitioning</b> (High Intermediate)	1	2	1	0	1	1								0
<b>Expanding</b> (Advanced)	8	8	2	3	2	5								0
<b>Commanding</b> (Proficient)		4	11	4	5	7								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

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		4	11	4	5	7								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	4	1	0	0
4	3	4	1	0	0
5	0		1	1	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		3		4		2		0
4			5		3			1	0
5					1		1		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	0		0		6		2	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 _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
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:**

1. 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.

Our school uses TCRWP to level our students and find out what reading level they are on. We use this information to determine how much vocabulary an ELL knows, how well the ELL can spell grade appropriate words, how well the ELL can comprehend a story and retell it and we also see if a child can follow directions. All these assessments provide valuable insights for the teachers as they plan lessons. If a student tests at a low level a teacher can adjust the lessons to include definitions of words and add activities that will lead students to discover different word families for strengthening spelling skills. Another way to

TCRWP Reading Levels

Kindergarten:

Grade One: There are currently 20 grade one ELLs. 9 of these students fall far below the benchmark for September reading levels. 4 of these students are approaching the appropriate bench mark. 4 students are appropriately on grade level for September. 3 children are far above the benchmark for september of grade one.

Grade Two: There are currently 17 grade two ELLs. 6 of these students fall far below the benchmark for September reading levels. 3 of these students are approaching the appropriate bench mark. 6 students are appropriately on grade level for September. 2 children are far above the benchmark for september of grade two.

Grade Three: There are currently 11 grade three ELLs. 9 of these students fall far below the benchmark for September reading levels. 0 of these students are approaching the appropriate bench mark. 1 students are appropriately on grade level for September. 1 children are far above the benchmark for september of grade three.

Grade Four: There are currently 11 grade four ELLs. 7 of these students fall far below the benchmark for September reading levels. 3 of these students are approaching the appropriate bench mark. 0 students are appropriately on grade level for September. 1 children are far above the benchmark for september of grade four.

Grade Five: There are currently 15 grade five ELLs. 9 of these students fall far below the benchmark for September reading levels. 4 of these students are approaching the appropriate bench mark. 0 students are appropriately on grade level for September. 2 children are far above the benchmark for september of grade five.

We can notice that even the students who scored at the Commanding level on the NYSESLAT will benefit from the extra support

recently required by NYS. We also must notice that there are students included in this who are SWD. They have benefited from the differentiated instruction that they have received and have become COMMANDING students but are still not on level with their English speaking peers probably due to their learning issues. We intend to continue to support our students by providing the services that they need to help them grow their skills and move forward.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
One way to measure our students progress toward proficiency is to compare their NYSESLAT scores from 2014 administration to the 2015 administration. Another way may be to compare their NYSITELL scores from when they arrived in the 2014-2015 school year to their NYSESLAT 2015 scores. The ELLs at PS196 made great progress. Our current (20) grade one students include (14) that attended here for Kindergarten. Of these students 10 of them moved up in their English language levels as per the 2015 NYSESLAT. Of the four that didn't move up a level all moved up within their level and one arrived after the NYSESLAT in June 2015. Many of our current grade two students (17) had either a 2014 NYSESLAT (from when they were in Kindergarten) or a new NYSITELL score to compare to the 2015 NYSESLAT score to. Of our current 17 students 8 took the NYSESLAT. All but 1 student made marked improvement by moving up one or more levels. The one child who did not grow his English language skills, as much, only arrived here in March. 6 students were already commanding/proficient (and therefore did not take the 2015 NYSESLAT), and 3 are new to America and just took the NYSITELL this fall. There are 11 ELL students in our third grade this fall. 4 are new to America, and one wasn't tested because she was already proficient as per the 2014 NYSESLAT. Of the remaining 6 students 5 of them moved up levels and one moved forward within the same level. The student who moved only within the same level arrived in March and then took the NYSESLAT in April. Our current grade four has 11 ENL students. 5 of them became proficient on 2014 NYSESLAT and two are new to America this fall. Of the remaining four students 2 moved up levels and two remained in the same level but moved up within their level. Our current grade five has 15 ENL students. 5 of them are proficient as per the 2015 NYSESLAT! Two of them were proficient as per the 2014 NYSESLAT. 3 students are new to America. Of the remaining 5, 4 moved up in their level yet still remained ELLs. The one child who remained in the same level moved slightly up within that level. Our students are consistently moving toward English language proficiency as measured by the NYSESLAT and the NYSITELL.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Our students have always met their AYP, adequate yearly progress, and therefore, we have not needed to set AMAOs.
4. 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) We are able to use data to observe certain patterns of learning for our students. Our Kindergarten and first grade students show the most growth in their English language skills. This is a result of the academics/curriculum in Kindergarten and grade one being nicely aligned to the needs of an English language learner. The teachers are careful to add vocabulary scaffolding into their lessons for ENL support. In grades two through five we find that we have mostly students that are at the commanding level, or students that are new to the United States, or students who may need or are already receiving special education support. The students who are new to the United States arrive with varying English language abilities. Depending on where they arrive from, and upon their age they may have had some exposure to English language learning. As per 2015 ELA, Math, and Science state tests (Science for 4<sup>th</sup> graders only) we had provided side by side tests for: (2) current grade 4 students (when they were in third grade), (1) current fifth grader (when she was in fourth grade), and (1) current sixth grader when he was in fifth grade. Non of the students wrote in the home language book. All of them chose to answer in the English book in English. We feel that this is because they received the information in English and are moving toward English as their academic language.
    - b) The school benefits by using the periodic assessments in that we can determine each student's current strengths and weaknesses. It provides mid-term checkups that are specific to language learning needs. These are used in conjunction with other assessments to zero in on what needs to be reviewed or refocused on. It is specific to language so that lesson planning can continue to be informed and focused on individual student needs.
    - c) Periodic assessments give us one more window through which to evaluate student progress. Our ESL teacher uses the information to inform her instruction. If we find a weakness in certain skill areas for the ENL student we will be able to provide more scaffolding in that area. We are alerted to examine closely to determine why the student struggles in a particular area. For example; if a student is struggling with comprehension of a story we will look closely to determine if it is a straight up vocabulary deficit or if the student is having trouble translating the concept because the order of the words is different in their home language vs in English. The home language is not used in this program because it is a Free standing ESL program, however the home language is considered when planning lessons to allow the student to draw on prior knowledge. The ENL teacher shares all information with the children's classroom teachers so that adjustments to instruction can also be made in that setting. Finally, the administration and data specialist review all of the data to look for trends and ways that resources need to be adjusted to meet ELL students' needs.
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](#).]

PS196 uses data to guide instruction for ELLs within the RTI framework. All students including ELLs are screened for RTI using the TC running records. Tier two interventions include Wilson/Fundations programs. Tier three interventions include math and literacy intervention coaches and the leveled literacy intervention program.

6. How do you make sure that a student's new language development is considered in instructional decisions?
- Our ESL teacher shares her knowledge of second language learning. She alerts the providers of common second language learning struggles. For example students from certain language groups don't have prior knowledge of pronouns. Specifically asian languages may not have "he, she, his, her" as a part of their language. Students therefore are not simply translating L1 to English, they must learn an entire new concept and the vocabulary words and appropriate placement for the vocabulary words. Another example of specific challenges for teachers to know is that many languages have an additional ending placed on words to indicate "how many." English does not work that way. In English we either use a different word (this/these) or we put an 's' on the end of the word (dog/dogs). The ESL teacher and classroom teacher plan lessons together. Additionally, students have books in other languages available to them, as well as dual-language glossaries. Both our literacy and math curricula include sections on how to engage ENL students. During small group instruction students are grouped according to language proficiency level and grouped for differentiated lessons depending on the task and student need. We are always planning for our students to learn as quickly as possible and with rigor. We look to our data to guide us toward achieving these targets. We look at NYSESLAT as well as benchmark exams, classroom exams, periodic assessments, and classwork to use as planning tools toward lessons containing appropriate language development for our ELLs.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - How are EPs performing on State and other assessments?

Not Applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
- In order to evaluate the success of our ENL programs, we use various data sources (formative and summative,) qualitative to quantitative. We never rely on one measure to let us know if our ELL program is working. Assessments we use include: NYSESLAT, ELL Periodic Assessments, Periodic Assessments, TCRWP Assessments, New York State Assessments, student/teacher conference notes, and student portfolios. If a student with disabilities is also an ENL, we look for ways to integrate him into general education classrooms, whenever possible. Our MOSL testing, and NYSESLAT and NYSITELL scores are clear indications of our success in meeting AYP for our ELLs because these are evaluations that are given toward the beginning of the school year or, in the case of the NYSESLAT; yearly.

## 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.
- At PS196, we follow the process as outlined in the ELL Policy and Reference Guide. The English Language Learner (ELL) Identification Process includes 4 steps: (1) the administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student's home language. The interview is conducted by a school administrator or by a pedagogue. It is conducted in the parents home language when necessary. We take advantage of the translation hotline when we are unable to secure a translator. We have staff member who can assist with the translation depending on the Home Language. Catherine Koatz, AP is fluent in French and Spanish (in addition to English), Frayda Sharaby, ELL Teacher, is fluent in Spanish (in addition to English), Daphne Perez, 3<sup>rd</sup> grade teacher is fluent in Spanish (in addition to English), Irene Makresias, Kindergarten Teacher, is fluent in Greek (in addition to English), Mariya Fuzalova, Occupational Therapist, is fluent in Russian (in addition to English), Nachmi Kranzler, Speech and Language Therapist is fluent in Hebrew (in addition to English), Sandy Lieberman, 1<sup>st</sup> grade Teacher, is fluent in Hungarian and Spanish (in addition to English), Kyungsun Lee, our Music Teacher, is fluent in Korean (in addition to English.) The HLIS is available in many home languages and is provided in the parents' home language. (2) The interview follows the HLIS and may also include a short assessment which is administered during the interview to determine the students eligibility to take the New York State Identification Test for English Language Learners (NYSITELL.) There is a mix of Administrators and Teachers who are available to meet with parents in order to conduct the interview and administer the HLIS at registration; Susan Migliano is the Principal of PS196Q, Catherine Koatz is the Assistant Principal of PS196Q, the others are pedogogues: Judith Riccardo, ENL Teacher, Karen Homler, Literacy Specialist, and Elizabeth Fisher, Math Specialist. (3) Once

eligibility is determined; the NYSITELL is administered , (4) The Spanish LAB is administered to newly identified ELLs whose home language is Spanish.

The process is short to insure that we remain within the NYS mandated time frame. Students and parents are interviewed at registration. Once it is determined that a student should be administered the NYSITELL, there is a 10 school day window in order to complete the following: The student must be tested (NYSITELL). The NYSITELL is administered by the ENL Teacher, Judith Riccardo or by Frayda Sharaby, a retired ENL Teacher who is employed by PS196Q at the beginning of each school year to assist in the testing process. When a student with a home language of Spanish is tested and found to be an ELL, they must additionally be administered the Spanish Language Assessment Battery (LAB.) This test determines the students strengths in their home language. Mrs Sharaby, Mrs Koatz, and Mrs Perez are called upon to provide the administration of the Spanish LAB. All three are licensed NYC providers and all three are bilingual. The parents must next be notified, in writing, that their child was NYSITELL tested. The letters are prepared by Judith Riccardo and by Frayda Sharaby in both English and in the students home language. The results of the test will determine the following steps. If the child is determined to be proficient in English, a letter goes home to make the parents aware that their child was tested and is determined to be English proficient. If the child is tested and is deemed to be an ELL in NYC a letter goes home to the parents to make the parents aware that their child was tested and is an ELL in NYC. The parents will be advised of the child's level of proficiency and invited to a parent orientation to be provided with more information about the available programs that NYC offers to move a child toward English language proficiency. They will also receive a parent survey and program selection form that they are asked to bring to the orientation with them. At the orientation (which takes place also within the students first ten days of school) the parents are able to view a video designed to provide more information about the three programs NYC offers. The video is presented in English and also in the parents home language when available. The teacher presenting at the orientation is the ENL Teacher, Judith Riccardo. If a translator is needed Mrs Riccardo will make prior arrangements with translation services or call the translation hotline. There are additionally, helpful handouts provided to further inform parents and they are available in many home languages as well as in English. There is time for questions and answers throughout the orientation program. Once the orientation program is complete the parents are required to fill out the survey and program selection form and to submit them to Judith Riccardo, ENL Teacher. Once the program selection form has been received by Mrs. Riccardo, she prepares letters that go home to the parents to make them aware of the program in which their child has been placed. These letters also go home in both English and in the students home language. This entire process occurs within the first ten days that a student has been enrolled in school.

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).

At PS196, we follow the process as outlined in the ELL Policy and Reference Guide. If, while administering the HLIS interview, we determine that the student in grades 3-5 may be a SIFE we administer the SIFE oral interview questionnaire. This is done bilingually through a translator on our staff or through the phone-in Interpretation Unit. a student may present as a possible SIFE due to some of their answers on the HLIS specifically in the section about prior schooling. If the student does not present initially as SIFE but simply as an ELL we continue on in the identification process as outlined in question #1, however; we can administer the SIFE oral questionnaire at any time within the students first 30 days of enrollment. This could be as a result of other conversations with parents at the parent orientation meeting or other parent meetings or it could be as a result of teacher observation and student work. The SIFE questionnaire digs further into the student's life outside of the school and asks more detailed questions about prior schooling. Once initial processes of SIFE identification has been entered into the NYC DOE data collection system the student is monitored closely to determine a final determination. The status can be modified within a years time. Next, for those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS.) This gives us the ability to tap into the skills that they have acquired in their home language in order to build on them here in NYC.

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).

At PS196, we follow the process as outlined in the ELL Policy and Reference Guide. The parent will fill out a HLIS with an administrator or a pedagogue in their home language. The parent and child will be interviewed as part of the HLIS. This will occur in the parents home language with a bilingual pedagogue or administrator or through an interpreter. We use the phone in interpretation service if we do not have a bilingual staff member available. The Language Proficiency Team (LPT) is led by our ENL teacher, Judith Riccardo. When a student entering the school is already holding an IEP, and the HLIS indicates a second language; the team meets to review evidence of the student's English language development, at which point the team will recommend whether the student should or should not take the NYSITELL. The Special Education Liason, Ann Wishnia, reviews the IEP. She is our in school Director of Special Education. Our school administrator is either Principal Susan Migliano, or Assistant Principal Catherine Koatz. Ann Wishnia will examine the IEP and note if the area is checked for "student needs related to special factors." This selection often indicates that the student may need a bilingual program or an alternate placement para if the bilingual program is not available. Ms. Wishnia will examine to see if the student needs special education services to address language proficiency needs as per the IEP. The pre-existing IEP assumes that the parent was an active participant of the IEP process that occurred before the child came to us. If the student takes the NYSITELL, then the procedure is the same as for all students. If the team's recommendation is that the student should NOT take the NYSITELL, then the recommendation is sent to the principal for review. Upon review, the principal will determine whether or not the student takes the NYSITELL. If the principal decides that the student should not take the NYSITELL, then

the documentation is sent to the superintendent for review (parent/guardian is notified within three (3) days). The entire process, including the testing, parent orientation, and placement, if it is determined that the student should be tested and in need of service, must be completed in 20 days. We have no SIFE students at this time.

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.

The Entitlement Letters are distributed within five (5) school days in English and in the home language. The letter is printed out three times in English and when available in the home language for each entitled student. One copy is sent home with the student in an envelope entitled "to the parents/guardians of\_\_\_." The second letter is placed in the students cumulative file. The third copy is filed and kept available in the school. This letter lets the parents know that their child is entitled to receive ENL services in NYC. In the letter is an invitation to attend an orientation session. The letter also advises the parents that at this orientation they will be asked to choose the program that they feel will best serve their child toward English Language Proficiency. The Parent Surveys and Program Selection Forms are distributed with the Entitlement Letter (also in both English and the home language.) The Entitlement letter additionally requests that the parents bring these other forms (the parent survey and program selection form) to the orientation meeting with them when they come. However, if parents forget to bring the paperwork they are provided with it at the meeting. Parents generally submit the survey at the close of the orientation meeting. Some parents return the program selection form at this time too, however many take them home to think about and discuss. The forms that go home are returned by the due date to the ELL teacher. The ELL teacher keeps track of the returned and not returned forms as well as to the parents who came to the orientation or who did not come to it. She also keeps track of what the responses were in the event that a transfer option (as per ELL PROGRAM TRANSFERS@schools.nyc.gov) need be offered to the parent or in the event that a Dual language class or Transitional Bilingual class should need to open. CD's and videos are made available to those parents who are unable to attend school meetings. Individual meetings with the ESL Teacher are also set up to ensure that parents fully understand the information they have received. Copies of all letters and of the returned parent survey and program selection form are placed into each students cumulative files.

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).

Parents/guardians will receive a standardized letter in both English and in their home language indicating that their child has been identified as requiring or not requiring ENL services as per the NYSITELL. This letter is called either an Entitlement Letter or a Non Entitlement Letter. The Entitlement Letter first briefly explains the three ELL programs that are offered in NYC. The letter next invites the parents to attend a parent orientation meeting. The Entitlement Letter comes with a parent survey and program selection form (in both the home language and in English) which the letter indicates should be filled out after the orientation meeting. The Entitlement Letter also states that the parent has the right to contact the school within 45 days after student enrollment to discuss a review or reassessment of their child's ELL status. The three programs, the 45 day policy and other key topics are thoroughly discussed during the parent orientation meeting. There are several meetings held within the first days of school to ensure that parents of varying schedules and availability can all attend. We are proud to say that we meet with a parent from every ELL either at a parent orientation meeting or at a parent orientation one to one meeting. Our parents are fully informed. The letters are sent home in the child's HW/Parent communication folder. Judith Riccardo, ENL teacher, coordinates the letters, their distribution, and leads the parent orientation sessions. The Entitlement Letters are made in triplicate, and in both languages. One copy (in both English and in the home language) goes home, one copy (in both languages) is stored by Mrs Riccardo in her classroom, and one copy (in both languages) goes into the students cumulative file which is stored in the students main classroom. Additionally the Parent Survey and Program Selection Form are printed (in both languages) twice. One copy goes home to the students parents and the other gets stored in Mrs Riccardo's classroom. Once the parent fills out and completes the copy that was sent home, it gets returned to school. The filled out forms get copied. The copies get stored in Mrs. Riccardo's file and the originals go to the students cumulative file. Mrs Riccardo maintains a check off list with dates to track the timely return of all important paperwork.

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.

The new guidelines regarding testing eligible incoming Kindergarten students in June 2015 or July 2014 has provided a jump start on the fall testing procedures. Students must all be tested and their test grids must be scanned within the first ten days of school. Also within these first ten days the parents must be invited to, and attend, a parent orientation meeting. Their invitation is contained in a NYCDOE letter called the Entitlement Letter. The parents first learn about the three programs that NYC offers ELLs from within this letter. The letter goes home to the parents in a HW/Parent Communication folder in both English and in the home language within five school days. In order to remain in the legal time frame all students must be tested within 3 days so that the letters can be organized, printed, and distributed. Judith Riccardo tests eligible students using the NYSESLAT. PS196Q employs a retired ENL teacher, Frayda Sharaby formerly of PS139Q, to also administer some of the NYSITELLS. Two testers ensure that the letters can go home in a timely fashion. Lists are kept of who has received letters and then attendance sign in sheets are signed by parents to track who attended and who has not attended. Mrs Riccardo will call and use the Translation service over the phone interpretation services for parents on a speaker phone during the Orientation Program. She may also take advantage of some of our bilingual staff. Often

parents will arrive with their own interpreters. The parents who did not show up for the Parent Orientation Meeting and did not reach out to Mrs. Riccardo will receive a phone call to reschedule. Parents who have reached out to indicate that the meeting time is uncomfortable for them receive return calls to reschedule. The parents view the Parent Orientation Video and learn more about the three programs available to their child at the parent orientation. The video is shown in both English and a variety of home languages. Additionally the parents are provided with a parent brochure/ handout that further explains the three NYCDOE programs. This brochure is available in English and in the parents home language. Parents usually fill out and hand in their paperwork to Mrs Riccardo at the end of the Parent Orientation Meeting. Mrs Riccardo maintains a check list to track who has returned the paperwork and who has not. Sometimes the attending parent wants to bring home the paperwork and discuss what they have learned at the meeting with their spouse. They will generally return it within the next couple of school days. If not, Mrs Riccardo will follow up with a call or by reissuing the Parent Notification Letters and Parent Survey and Program Selection Form. Mrs Riccardo has a list of all of the PS196Q ENL students parent program choices (not just the new admits.) We currently do not have enough students on any grade to open a Transitional Bilingual Education (TBE) program or a Dual Language (DL) program but if we were to get enough students Mrs Riccardo would immediately alert Mrs Migliano, Principal.

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.

We reach out to parents first with the Entitlement Letter and next with phone calls. Judith Riccardo, our ENL teacher tracks all letters by maintaining and updating lists of sent and returned letters. Parents usually fill out and hand in their paperwork to Mrs Riccardo at the end of the Parent Orientation Meeting. Mrs Riccardo maintains a check list to track who has returned the paperwork and who has not. Sometimes the attending parent wants to bring home the paperwork and discuss what they have learned at the meeting with their spouse or others. They will generally return it within the next couple of school days. If not, Mrs Riccardo will follow up with a call. If Mrs Riccardo determines that the letters have been misplaced she will reprint and resend the Parent Notification Letters and Parent Survey and Program Selection Form. Mrs Riccardo has a list of all of the PS196Q ENL students parent program choices (not just the new admits.) We currently do not have enough students on any grade to open a Transitional Bilingual Education (TBE) program or a Dual Language (DL) program but if we were to get enough students Mrs Riccardo would immediately alert Mrs Migliano, Principal.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Mrs Riccardo, our ENL teacher monitors the distribution and collection of all Parent Survey and Program Selection forms. She creates a list of who is entitled to receive the letters and the date in which they were sent. She tracks which ones have been returned, the date of return, and the parent choice. If we have not received a letter back from the parents Mrs Riccardo will reissue letters, call and initiate contact with the parent until they respond. She will try to determine why there is a breakdown in contact and will resolve the problem through the variety of resources that the NYCDOE and our school community provides. We have 100% returned surveys and program choice forms.
9. Describe how your school ensures that placement parent notification letters are distributed.

Once we have collected all of the Program selection Forms, we tally the number of students who are interested in each program (TBE program, DL program, or ENL/ESL program.) We next proceed to either set up a new program (to date we only have the ENL/ESL program) and we send out the Placement Letters. The Placement Letter is a NYCDOE letter that informs the parents into which program their child has been placed. We send these letters in both English and in the students home language. These letters are made in triplicate. One copy goes home via the students HW/Parent communication folder. One copy goes into the childs cumulative file and the third is stored in Mrs. Riccardo's file.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Every child has a HLIS form filled out and interview conducted at registration with a licensed teacher or administrator. The person who has conducted the interview will sign the HLIS. The HLIS next goes to Mrs Riccardo to be processed. If the student is deemed eligible, they are administered the NYSITELL. If the child is determined to be an ELL, as a result of the NYSITELL, a letter called the Entitlement Letter is sent home. This Entitlement Letter is sent with the Parent Survey and Program Selection Form. The Entitlement Letter alerts the parents that their child is an ELL. The letter contains information about the programs that the NYCDOE provides for ELLs. The letter also contains an invitation for the parents to attend a Parent Orientation Meeting. Once the parents attend the meeting they are requested to fill out and submit the Parent Survey and the Program Selection Form. Once they submit this form Mrs Riccardo sends a Placement Letter to the parents to indicate what program their child has been placed in. Once that has been completed, Mrs. Riccardo indicates the program placement on the HLIS. Next the HLIS (original), a copy of The Entitlement Letter, the Parent Survey and Program Selection Form (original)and, a copy of the placement letter are all placed into the students cumulative file. If after the NYSITELL the student is determined to not be an ELL, a letter is sent home informing the parents that their child was tested and it has been determined that the child is proficient in English. This letter is called the NON Entitlement Letter. Three copies are made of this letter. One is sent home, one goes to the students cumulative file (along with their HLIS) and the last one is stored in Mrs Riccardo's file.
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.

The ESL coordinator creates a testing schedule with dates and times for testing each subtest and each grade band of students. The schedule contains the name of each child to be tested in each testing session. The schedule also contains blocks of time slotted for "make ups." Make up slots are for students who were absent during their scheduled testing session. This ensures that all ELLs take all four sessions of the NYSESLAT. For the Speaking subtest the school assigns Frayda Sharaby to score while Mrs Riccardo administers the test. Mrs Migliano has provided substitute teachers for the Physical Education Program to free up Stacey Bronstein to score. She has provided substitutes for the Art program to allow Barbara Haar to score, and has allowed Nachmi Krantzler to rearrange her Speech schedule to score the speaking subtest of the NYSESLAT. The NYSESLAT is administered according to the guidelines specified on the State NYSESLAT memo. All ELLs take all four sections of the NYSESLAT. The test is administered under optimal conditions. The students are grouped as per the NYSESLAT grade bands and as per any IEPs. ELL students with IEPs are given accommodations as per their IEP. Judith Riccardo ENL Teacher and Coordinator and Frayda Sharaby ENL Teacher administer the NYSESLAT to all eligible students. Mrs Riccardo keeps track of all students throughout the school year and checks the eligible students by running the RLAT report in ATS to confirm that there will be no student untested.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. As soon as NYSESLAT results are available, parents/guardians are contacted about their child's status. Mrs Riccardo, ENL Coordinator send letters home in English and in the home language. NYCDOE has a letter called the Continued Entitlement Letter. This letter is for students who continue to be ENL students as per the prior spring NYSESLAT. This letter contains a tear off slip which the parents need to return to Mrs Riccardo to let the school know that they are aware of their child's continued ENL status. If the tear off does not return, Mrs Riccardo will call and/or resend the letters. The NYCDOE has a letter for students who passed the prior spring NYSESLAT. This letter is called the NON Entitled/Transition Letter. This letter informs parents that their child passed the NYSESLAT and is considered proficient in English. It also informs them that their child will receive 90 minutes of support service for the next two school years to help them transition. Letters are sent home in the students HW /Parent Communication folder over the first few days of the school year. A copy is put in the student's cumulative file. The original tear off is also placed into the cumulative file once returned, while a copy of both the letter and the returned tear off is stored in Mrs Riccardo's file. Mrs Riccardo retains a list of all students who are entitled to receive these letters by running the RLAT, and the RLER reports in ATS.

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).

After reviewing the Department of Education videos regarding the choices of programs available in NYC, and investigating all of the options available to them, most of the parents choose to leave their children in the ENL program at PS196. Currently, the only program model offered at PS196 is English as a New Language. This program has been aligned with parent requests.

Our Kindergarten parents have all attended the Parent Orientation Meeting and have learned about the three program choices by viewing the video (bilingually), reading the Entitlement Letter information about the programs (bilingually), speaking with our ENL coordinator, Mrs Riccardo, and by viewing the parent hand out and brochure that was distributed at the Parent Orientation Meeting (bilingually.) Every parent has returned their Parent Survey and Program Selection Form. Of our current 17 Kindergarten ELLs; 15 parents chose the ESL program as their first choice. One parent chose Transitional Bilingual Education as their first choice, and one of them chose the Dual Language Program as their first choice. There are not enough numbers of students wanting TB or DL in grades K&1 so we offered to research to find a local school which may have a seat available, but they both decided to stay here instead of transferring to another school with a TB Chinese program or a DL Mandarin program.

Of our current 20 grade 1 ELLs; 4 scored at the commanding level on the 2015 NYSESLAT, 14 parents chose the ESL program as their first choice. One chose Transitional Bilingual Education as their first choice. There are not enough students wanting TB in grades K&1 or grades 1&2 so we offered to research to find a local school which may have a seat available. His parents decided to have him stay here instead of transferring to another school with a TB Mandarin program. One child in grade 1 chose a Dual Language Program (DL) as their first choice last year when they entered PS196Q. There were not enough students to form a DL class at that time so we offered to research to find a local school which may have a seat available, but they decided to stay here instead of transferring to another school with a DL Japanese program. We still do not have the numbers to form that class here. They have received the Continued Entitlement Letter (bilingually) this fall and have not requested a change of program.

Of our current 17 grade 2 ELLs; 11 scored at the commanding level on either the 2015 or 2014 NYSESLAT, 3 parents chose the ESL program as their first choice. Two others chose ESL last year and have received the Continued Entitlement letter this fall and have not requested a change of program. 1 student chose TB last year but there were not enough children in 2 contiguous grades who also wanted the TB Russian program so we offered to research to find a local school which may have had a seat available, but they decided to stay here instead of transferring to another school. We still do not have the numbers to open up that program. They have also received the Continued Entitlement Letter (bilingually) this fall and have not requested a change of program.

Of our current 11 grade 3 ELLs; 4 scored at the commanding level on either the 2014 or 2015 NYSESLAT. The 4 new parents all chose the ESL program as their first choice. 3 of the parents chose the ESL program as their first choice last year when they arrived. These three have received the Continued Entitlement Letter (bilingually) this fall and have not requested a change of program.

Of our current 11 grade 4 ELLs; 5 scored at the commanding level on the 2014 NYSESLAT. The 2 new parents both chose the ESL program as their first choice. The 3 students who came to America last year chose the ESL program and have received the Continued Entitlement Letter (bilingually) this fall and have not requested a change of program. 1 Student arrived when she was in grade two and her parents chose the TB program. There were not enough students in 2 contiguous grades who also wanted the TB Chinese program so we offered to research to find a local school which may have had a seat available, but they decided to stay here instead of transferring to another school. We still do not have enough students to form this class. They have also received the Continued Entitlement Letter (bilingually) this fall and have not requested a change of program.

Of our current 15 grade 5 ELLs; 7 scored at the commanding level on either the 2014 or 2015 NYSESLAT. 4 new parents have chosen the ESL program as their first choice. One student came to the USA last year and chose the ESL program at that time. They have received the Continued Entitlement Letter this fall (bilingually) and have not requested a change of program. One student came to the USA the year before and they chose the ESL program at that time. They have received the Continued Entitlement Letter this fall and have not requested a change of program. One child came to America when he was in 2<sup>nd</sup> grade and chose the ESL program at that time. His parents have received the Continued Entitlement Letter (bilingually) and have never requested a change of program. One other child came to school when he was in Kindergarten and his parents chose the ESL program for him. He has received the Continued Entitlement Letter again this fall and they have not requested a change of program for him.

The trend that we can see from our parents is that they mostly want their children in a monolingual classroom. We plan to maintain high academic rigor in all of our future programming. 100% of the 6 students who chose either a TB Program or a DL Program have chosen to stay in this school after indicating an interest in other programs. The remaining 85 parents have all requested the ESL program as their first choice. As per the ASPIRA Consent Decree we always make sure that our parents are aware of bilingual program offerings and options. We continuously monitor and track the parent choices to be prepared should the need arise to open a TB or DL Program here at PS196Q. Mrs Riccardo maintains a list of her students and the parent program choices. We also note the parents preferred language of communication as entered on both the blue information card and the HLIS form. The RAPL is another way to monitor parents preferred language through ATS. While their language choice does not indicate their preferred ELL program we use it to help maintain comfortable and consistent communication with the parents. Parent program choice is registered on ATS through the ELPC program.

## 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.  
 During the regular instructional school day at PS196, ELLs participate in formal freestanding ENL program according to the criteria of the NYS guidelines. Students are required to meet NYS ENL Standards for Reading, Writing, Listening and Speaking. The instructional model for this program is a combination of push-in and pull-out programming, which provides small group, differentiated instruction. Depending on student needs, they will be given a combination of stand-alone, and/or integrated ENL services. Students eligible for ELL services may receive additional enrichment during morning and/or after-school programs.  
 Our ESL program features students of heterogeneous or mixed proficiency levels in each class. Most classes are using the push in model affording the students the opportunity to work side by side with English language proficient students. The teachers plan lessons together to support the second language learning skills of the ELLs and strengthen the skills of the English language proficient students.
  - b. TBE program. *If applicable.*  
 Not Applicable
  - c. DL program. *If applicable.*  
 Not Applicable
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)?

Students have been programmed based on their NYSELAT and NYSITELL results and based on the revised CR

Part 154-2.

We currently have 9 Kindergarten students receiving Stand Alone ENL instruction for 180 minutes per week and 17 receiving Integrated Instruction for 180 minutes per week. Of those 9 children; 6 are at the Entering Level, 2 are Emerging, and 1 is at the Transitioning Level. There are 8 Kindergarten students at the Expanding Level.

We currently have 8 Grade One students receiving Stand Alone ENL instruction for 180 minutes per week, 16 receiving Integrated Instruction for 180 minutes per week, and 4 receiving Integrated Instruction for 90 minutes per week. Of the 8 children; 5 are at the Entering Level, 1 is at the Emerging Level, and 2 are at the Transitioning Level. There are currently 8 students at the Expanding Level and 4 that are Commanding.

We currently have 4 Grade Two students receiving Stand Alone ENL instruction for 180 minutes per week, 6 receiving 180 minutes of Integrated Instruction, 11 receiving 90 minutes of Integrated Instruction. Of those 4; 2 are at the Entering Level, 1 is at the Emerging Level, and 1 is at the Transitioning Level. There are currently 2 children at the Expanding Level and 11 at the Proficient/Commanding Level. We currently have 4 Grade Three students receiving Stand Alone ENL instruction for 180 minutes per week, 7 receiving 180 minutes of Integrated Instruction, 4 receiving 90 minutes of Integrated Instruction. Of the 4; 3 are at the Entering Level, and 1 is at the Emerging Level. There are currently 3 students at the Expanding Level and 4 at the Proficient/Commanding Level.

We currently have 4 Grade Four students receiving Stand Alone ENL instruction for 180 minutes per week, 6 receiving 180 minutes of Integrated Instruction per week, 5 receiving 90 minutes of Integrated Instruction. Of the 4; 1 is at the Entering Level, 2 are at the Emerging Level, and 1 is at the Transitioning Level. There are currently 2 students at the Expanding Level, and 5 at the

Proficient/Commanding Level. We currently have 3 Grade Five students receiving 180 minutes of Stand Alone ENL instruction for 180 minutes per week, 8 receiving 180 minutes of Integrated Instruction per week, and 7 receiving 90 minutes of Integrated Instruction per week. Of the 3; 2 are at the Entering Level and 1 is at the Transitioning Level. There are currently 5 at the Transitioning Level, and 7 at the Proficient/Commanding Level.

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.

At PS196 the students are learning English through a freestanding model of ENL instruction. We do not currently have either a Bilingual or Dual Language Program.

The ENL teacher plans closely with the classroom teachers, in order to provide scaffolding so that the students can have an opportunity to incorporate the information into their personal knowledge. The teachers scaffold rigorous Common Core instruction for ENL students, so that they can achieve the standards. When the ENL teacher pushes into a classroom the teachers teach side by side using methodologies proven to enhance learning for ENLs such as modeling, diagrams and pictures, physical responses (by students and by teachers,) as well as pre reading activities to strengthen vocabulary. Depending of the students level of English language proficiency they may need to use bilingual dictionaries, picture dictionaries, or Google Translate. The students can then work with the information at a higher level of understanding. The teachers work together providing the students with copies of passages in the textbook, then breaking into small groups to delve and closely inspect for language learning as well as for content. The teachers have a variety of materials available to them including but not limited to computers, leap pads, iPads, BrainPop, SMART Board, textbooks, trade books in the classroom libraries, content area libraries in the ENL classroom and in the school library. Books on tape are available to enhance the students' reading and listening skills.

The workshop model is used as a frame for most lessons at PS 196. The following methods of instruction are followed in all classrooms:

- Guided reading of additional language appropriate texts to develop background knowledge.
- Explicit vocabulary instruction on key words and concepts.
- Additional practice of foundational concepts.
- Use of visuals to aid comprehension.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

We do not currently have Dual Language or Transitional Bilingual language programs at PS196. However we do have a variety of second language trade books available for our ELLs. When our ELL students are required to take the NYS Math and Science exams they are given the opportunity to take the exams in their native language. They may be given a copy of the exam in their native language alongside an English version or they are provided with glossaries/translators. This year (Spring 2015), one of our children took her math and science exams in Chinese. Several other students used native lanugage exams side-by-side, but completed their exams in English.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our ELLs are evaluated using periodic assessments throughout the course of the school year. These are standardized tests that are used to drive instruction for the individual students. When planning together the ENL Teacher and the clsroom teacher are able to pull out information from classroom exams such as pre chapter tests, end chapter tests, and practice assessments that are indicative of an ENL students strengths or struggles. For example an end of unit test for a FOUNDATIONS unit may include "review skills" for the general classroom student. However, this same exam can show the teacher of an ELL that there is a specific language weakness or success (spelling, blending of sounds, vocabulary, comprehension, sound differentiation from dictated words or sentences...). Additionally, these class tests are used in conjunction with observation, reading levels, and other testing predictors

for the ELA and math assessments. Listening and Speaking skills are assessed using teacher created rubrics designed to target ENL students. Formal written assessments are done with the general class (usually monthly or up to six weeks) and are evaluated in two ways: one way is for the understanding of the content of the class lesson and the other through the lense of the ENL teacher looking to collect and assess data focused on the four modalities. Additionally the ENL teacher does daily assessments directed at the modalities such as speaking and listening that the classroom teacher may not focus on as directly. Students, depending on their level of English proficiency, may be asked to repeat a sentence word or sound to assess their spoken English progress. They may read a question or their answer aloud for a spoken English assessment for a more advanced ELL. The ENL teacher will be looking for speed, appropriate pausing, breathing, and of course pronunciation. Reading assessments are looking for comprehension of the passages read as well as for the ability to reflect upon them in writing or verbally. Writing is also observed initially for spelling and simple sentence structure and the ability to share concepts and later for higher level writing skills such as vocabulary and descriptive abilities. A student may be asked to follow verbal instructions within a class lesson and individually as well. All four modalities are examined by the ENL teacher for individual students through a variety of methods throughout the school year.

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

6a) Presently we do not have any students who fall into the category of interrupted formal education (SIFE). However we are prepared for any new entrant who may fall into this category. We would assess their reading level and build on their current academic skills.

6b) PS 196's plan for newcomers provides for a positive classroom environment. The warm and welcoming atmosphere we create allows for more rapid language development and interaction into our academic setting. We help newcomers adjust to the new school experience more easily by: familiarizing them with lunchtime, arrival/dismissal routines; by labeling classroom objects, thereby teaching basic vocabulary; including ELL's when assigning classroom jobs (taking into account their level of proficiency); focusing on the positive, by creating frequent opportunities for success in the classroom; using gestures as often as possible and making sure the student knows what the gestures mean. In addition, we facilitate the acquisition of the rhythm and sounds of English, by having the newcomer listen to and repeat songs and chants. It is our goal to include newcomers in all instructional activities that take place in the classroom. ELLs are additionally provided a variety of intervention services, including in-classroom additional instruction, Extended Day tutoring, after school AIS and ESL instruction as budget allows. These students may be exempt from the state test depending on the length of time they have been in an English language school system. As ELLs, they are entitled to receive test accommodations on all tests throughout the school year including standardized state tests. They receive time and a half to complete their tests.

6c) Our plan for differentiating instruction for ELLs receiving service four to six years is to provide more opportunities for written and oral responses to literature and in the content areas. This subgroup will continue to be provided with academic intervention services (AIS) as the budget allows and have their instruction differentiated based on on-going assessments. The students depending on their grade will be taught using either the Wilson Program for Reading or the Foundations program for phonics and reading. Additionally, these students will have Study Island practice with the questions programmed, to be read aloud, to help practice listening skills. These students may have IEP's or need smaller classes. More support for these students will be provided from their self contained classroom teacher and the SETTS teacher, as per their IEP's. The ESL teacher will work with the students as per their mandated minutes per week, based upon their Spring 2013 NYSESLAT scores.

6d) We have no long-term ENL students. However, we are prepared for any new entrant who may fall into this category.

6e) Long term ELLs and former ELLs are invited to participate in after school programs, such as AIS and ESL Club as well as summer programs. They may be placed in an at At Risk pull-out group with the SETTS teacher if the ESL teacher, the classroom teacher and parent/guardians agree that the student would benefit from this. Some students may be placed in an ICT class on the general education side if they are not eligible for special education services so that they will benefit from having two providers in their classroom at all times. We also incorporate lessons on building academic language in their regular classroom and the ELL classroom. The students who have scored at the commanding level on the 2014 or 2015 NYSESLAT receive support from The ENL Teacher of 90 minutes of push in integrated service in either ELA or content Area studies per week as per CRParet 154.2. for two school years.

Additionally all of the ELLs will receive test accommodations of time and a half. The students who scored at the commanding level will continue to receive the same testing modifications for two school years.

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.

All parents registering their child into a NYC school for the first time will fill out a HLIS and will experience an interview. The HLIS and interview are administered by a Principal, AP, or by a licensed pedagogue in the parents home language. If there is not an appropriate bilingual staff member available, translations services will be used to translate. If, at any point during the interview, there is question as to whether or not, the student is eligible to take the NYSITELL the interviewer may administer an informal school-based assessment.

Any student re-identified during the 45-day window, would be closely monitored by not only the classroom and ENL teacher, but also by the guidance counselor and school administration. There may be additional observations by the OT, PT, reading, math, or Speech and Language specialists. Through observations, formative and summative assessments, all individuals would look for signs of the student's academic progress being adversely affected. If necessary, students would be given additional supports within the school day.

#### PHASE ONE

If a teacher or parent feels that a student has been misidentified as an ELL or as a Non ELL, within the first 45 days after registration, the re-identification Process may begin.

The first step is for the teacher to meet with the student's parents. If the parents agree with the teacher; the discussion would result in a written request from the teacher which would include the parent's consent in writing requesting a re-identification of ELL status/determination. Another way to initiate a review of ELL status is for the parents to write a letter, independent of the teacher, and make a request for a re-identification or review of their child's ELL status determination. The letter should be addressed to the Principal of the school.

Next, the school (Principal, AP, and possibly the ENL Teacher, and/or classroom teacher) will review all documents pertaining to the students ELL identification process (ie: HLIS, interview, informal assessment at registration, and NYSITELL score, any work shared from past schooling experience.) The school will additionally review the students current class work and review any items pertinent to English usage. The Principal will call upon the expertise of any or all of her support specialist personnel as deemed necessary by the Principal.

If there has not been an administration of a school based informal assessment at registration, as per CR Part 154-2.2, one may occur to further evaluate the student's abilities in listening, speaking, reading, and writing in English.

Next, if the student has not taken the NYSITELL, the school may administer the NYSITELL.

If the student is a SWD a close examination of the IEP will also be included.

A meeting between the parents and the Principal will be part of the process.

If the student is a SWD or is suspected of being a possible SWD the Principal and appropriate support staff will meet with CSE to determine if the student's disability is impacting the ability to speak, read, write, or listen in English.

The Principal will gather all of the above information and decide whether to change the ELL status or not.

Written notification of the Principals decision is sent to the parents, in English and in the home language. The parents will return a signed notification acknowledging the Principals recommendation. If the recommendation is to NOT change the ELL status than the process is complete. All relevant documentation is to go into the students cumulative file folder.

If the decision is to change the status, the Principle must obtain the notification letter, signed by the parents, acknowledging the Principal's recommendation to change the ELL status. The Principal will send the signed notification letter acknowledging the Principal's decision received from the parents, all relevant documents, and the recommendation to the Superintendent for review and final decision.

Written notification of the decision is sent from the Superintendent to the Principal, and to the parent (in the parents home language) within 10 school days of receipt of the documentation from the principal.

If the Superintendent determines that we should not change the students status, no further action is required.

If the Superintendent decides that we should change the students ELL status, then the child's program will be changed accordingly.

All notifications and relevant documentation must be stored in the childs cumulative file folder.

#### PHASE TWO

Between 6 and 12 months from the date that the Superintendent notified the principal and the parents, the principal must review the Re-identification Process decision. The principal must be sure that the student's academic progress has not been adversely affected by the determination. The principal will meet with the AP, ENL Teacher, classroom teacher and any relevant support specialists in the school, with the student, and with the parent. If the Principal is satisfied that this was the best decision for the student than everything remains the same.

If the Principal decides that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154.2.3 and may reverse the determination within this same 6-12 month period. If the Principal decides to reverse the ELL status, she must consult with the superintendent. Final notification must be in writing to the parent (in English and in their home language) within 10 school days.

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?

Social Studies, Math and Science classroom texts as well as ELA materials are used to preview vocabulary and concepts. In addition, Read Aloud texts and leveled books are used as a source for building academic language. Both ENL and general ed co-teacher plan together to ensure that language objectives are incorporated into the units of study. Students use a variety of materials, including visual, auditory and tactile (manipulatives, etc.)

Currently we have 2 self contained Special Education classes. There is a grades K,1,and 2 class and a grades 3,4,and 5 class. Additionally we have a ICT class in all grades except grade 2. There are currently 8 ENL-SWD students in our building. One 2<sup>nd</sup> grade student is in the self contained K,1,2 class. She is at the Expanding Level of English Language acquisition as per the 2015 NYSESLAT. She has consistently moved upward in her NYSESLAT levels starting with her Kindergarten LAB-r score at the Beginner Level, her 2014 NYSESLAT score indicating an Intermediate Level of English language proficiency and her most current 2015 NYSESLAT score placing her in the Expanding Level of English language acquisition. Her low IQ is a concern for her future skill building and possibilities for success on the NYSESLAT as per the increased reading and writing responsibilities of the grade 1-2 grade band on the NYSESLAT. Her ENL teacher and her classroom teacher provide her with appropriate grade two materials to continue her progression toward her full potential. Our grade 3 ELL-SWD scored at the Commanding Level on the 2015 NYSESLAT. He struggles with the ability to communicate verbally because he takes a longer than usual time to recall and organize the information that he wishes to share verbally. He is able to do it if the provider waits patiently. We continue to work toward strengthening these skills and growing his other skills. He is in a ICT class. Another ELL-SWD child is in a Grade 4 ICT class. He passed the 2014 NYSESLAT. He continues to receive speech-language therapy and sits in an ICT class as per his IEP. He now receives Integrated ENL support. We are focusing on organizing his ideas and adding details for his writing skills to grow stronger. We use graphic organizers and concentrate on gathering details before beginning the writing piece. The next ELL-SWD is a 5<sup>th</sup> grade girl who was also considered proficient in English as per the 2014 NYSESLAT. She continues to receive ICT and now will receive Integrated ENL support. Writing is the most difficult skill for her. Her struggle is in organizing her ideas. She has a lot of ideas but seems to leave them out once she writes. She then struggles with editing her work because she wants to be finished. She will benefit by using graphic organizers to slow her down. Also if she gets all of the boxes filled in on the graphic organizer she won't forget to add those details because she can just write her piece by adding items as if she is going down a check list. There are two more ICT students in Grade 5 who scored at the Commanding level of the 2015 NYSESLAT. They now receive Integrated ENL to support them. They both struggle with writing also. They are very different learners with one being more handicapped and one being more of a classic second language learner. The classic second language learner boy is held back by his phraseology and weak vocabulary when writing. He is able to understand the reading passages on his grade level but his writing suffers. We will work to grow his vocabulary and help him to be flexible with his word use. We will work toward being more proficient in moving from tense to tense in his writing and manipulating words to help him to do this. The other Grade 5 boy in the ICT class has severe speech and language disabilities. He receives support from the Speech and language specialist at PS196 and he will continue to receive support from the ENL Teacher. He will work with the ENL specialist to help his writing by looking closely at categories for organizing his writing. He will benefit from the use of graphic organizers to keep him focused of one topic at a time and to think about where in the graphic organizer each detail belongs. There are two other Grade 5 boys who are in the self contained Grades 3,4,5 class. Both boys receive 180 minutes of Integrated ENL and one of them gets another 180 minutes of Stand Alone ENL model of instruction. Their teachers (classroom and ENL) provide grade five materials that are broken down to help them focus on a smaller part of the lesson than their general education grade 5 school mates may be addressing. These boys will continue to look at the reading materials main ideas and big concepts with a focus on the language and magnification of words for definitions and use in their writing. The materials for all students are grade appropriate and age appropriate. All of the ELL-SWD students are able to use ipads, laptops, books on tape, leap frog electronic books, computers, and whiteboards to support and enhance their learning and learning styles. The way that the classroom and ENL Teacher use the materials will vary as to the needs and abilities of each individual child. All teaching models are based upon the students NYSITELL or NYSESLAT scores and upon their personal learning styles and needs when flexibility is available. SWD do not miss any minutes of mandated ENL services or any minutes of IEP mandated service as per careful scheduling and appropriate grouping.

We currently have no ELL-SWD who require a bilingual para. However, native language support is provided to students in the classrooms via bilingual literature in the classroom libraries and/or in the school library. The ESL classroom has bilingual books, educational "game" materials, and bilingual dictionaries. We currently have a bilingual paraprofessional on staff and several bilingual classroom teachers. Any of these personnel can be called upon to assist ELLs.

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?

ESL planning and scheduling is a cooperative effort between the ESL and classroom teachers, designed to ensure that ELL students receive grade appropriate content and materials with additional support in order to attain English Language Proficiency. ELL students in self contained classes have flexible programming and may attend general education classes in areas where they

Chart demonstrate academic strength and ability. ELL - SWD are placed into ICT classes when the student demonstrates academic delays that are unrelated to their bilingualism.

### 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)	<b>2 units of study per week</b> (360 min.)	<b>2 units of study per week</b> (360 min.)	<b>1 unit of study per week</b> (180 min.)	<b>1 unit of study per week</b> (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.)	
FLEXIBILITY		.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*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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(u) 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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

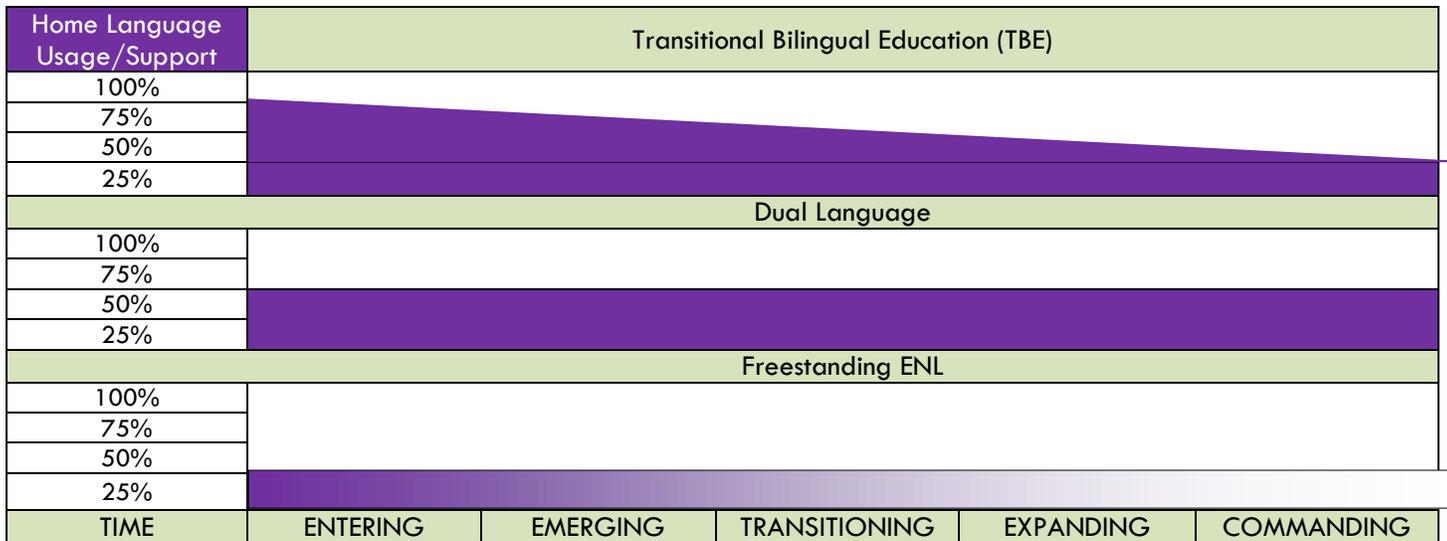


\*Note: “other approved services” does not apply to New York City at this time.

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 ELL students at each level of proficiency are provided with targeted instruction in the content areas during our Extended Day morning program. We have teachers who has been specifically trained to work with students using the Wilson Program. All classrooms have leveled libraries, with books at appropriate reading levels for every student. In grades K-3 we have instituted a program for struggling readers called the leveled literacy intervention program. Some students in grades K-2 are having intervention by working with the Foundations program. The ESL teacher delivers small group instruction during Academic Intervention periods to students who require additional supports in the different curricular areas including social studies. Depending on the grade level, social studies themes may be confusing to ELLs during a variety of lessons that they encounter. For example it is conceivable that a reading passage or a piece of literature may reference a social issue. This social issues may be common knowledge to most classmates (because they are based on cultural norms) but may be foreign to the ELL student. Another example is the traditions and understanding of holidays that are American holidays. We have a math intervention specialist who pulls small groups to work on math skills as per student needs. Our science program is also supplemented by a science intervention specialist who works with small groups of students during the regular school day in grade 4. Students in all grades receive small group instruction within the classroom setting after consultation with the ELL teacher to determine appropriate and most effective methodologies for individual student needs.
- Our data indicates that our students are benefitting from the scaffolding that we provide for them. Last year our third grade ELLs were tested on the ELA and Math state tests. We are able to use this data to know where they will need further support. One child scored a 1 on the ELA, four children scored a 2 on the ELA, and one child scored a 3 on the ELA. As they sit in grade four we note that 3 of them were exempt from the ELA test last year because they were here in an English Language School System for such a short time (less than one year.) Two children scored a 2 on the math test, four children scored a 3 on the state math test, and two children scored a 4 on the state math test. Last year our fourth grade students were tested on the ELA, MATH, and SCIENCE state tests. Three children scored a 1 on the ELA, four scored a 2 on the ELA and, one scored a 3 on the ELA. As they sit in grade five, we note that 1 of them was exempt from the ELA because she was here in an English Language School System for such a short time (less than one year.) We will also note that 2 children's parents opted them out of the testing process last year when they were in 4<sup>th</sup> grade. Five children scored a 2 on the NYS Math exam, three scored a 3, and one scored a 4. These same children took the state science test and six of them scored a 3 on it, while three of them scored a 4. Last year our fifth grade ELLs were tested on the ELA state test and the Math state test. We had only two ELLs in grade five last year. One child was exempt from taking the ELA because he was here for so short a time (less that a year.) The other ELL scored a 2 on the ELA. They also took the state Math test. One child scored a 3 while the other scored a 4 on the NYS math test. We expect our ELLs to continue to flourish with the continued support in place for them. Currently, all instruction is in English because this school only has a Freestanding ESL program.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- All classroom teachers and out of classroom teachers (cluster or specialists) receive a master list of all ENL students and the students' home language and level of English Language proficiency at the start of the school year. This of course gets adjusted as the school year progresses. Students are added as they arrive, and removed if they move away. Every classroom and cluster/specialist teacher is made aware of each students needs and current abilities. The levels of proficiency are based on the 2015 NYSESLAT or the Fall 2015 NYSITELL. The levels of proficiency help us to gage where the child is at the September starting point so that all of the teachers have a general idea of what each individual needs as far as scaffolding. For example a student at the Commanding and Expanding Levels are less likely to need large portions of the lesson to be translated into their home language while a student in the entering or emerging level may need that kind of support. This kind of information is helpful for a content area teacher for lesson planning and for seating and classroom management. It is always important information for the classroom teacher as she plans her daily lessons for ELA, science, social studies, and math studies. We have seen success for our students as measured constant growth for our ELLs on the standardized testing such as the past few years of NYSESLAT, the grade 4 state science test, the past few years State ELA. Last year we used some TitleIII funding to focus on science and we saw excellent results as six of our last years fourth graders scored a level 3 and three scored a level 4 on the state science test. Additionally we review interrim assessments for the ELLs and other predictor tests designed for focusing on math and ELA skills throughout the school year. This data is reviewed in along side of results of classroom tests and with observations of classwork targeting each modality both individually and in conjunction with other modalities.
12. What new programs or improvements will be considered for the upcoming school year?
- We are going to be working with two new online programs. myON for literacy and iXL for math. One positive feature of the both program is that they incorporate student work that can be assigned to be done at home. This will afford the students time to do the assignments and allow them to use home resources to accomplish their work. For example they can spend time with parents, use electronic dictionaries, or do computer research in their home language. The MyOn program recommends books at the students reading level and can be programed to read aloud. This works to strengthen both reading and listening skills for ELLs. The RAPL report and the HLIS and the blue cards all work to inform the school of the parents preferred language of communication. Many ELL students parents have indicated a preference for English as their language of communication. However the myOn program has

information available in other languages. We will be aligning our resources and schedules to facilitate integrated ENL for all grades. We will be working with any teachers who have TESOL extensions to meet the needs of ENL students, especially those who--for the first time--will require 90 minutes of ENL instruction per week, even though they were proficient on the 2014 NYSESLAT.

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

We have discontinued Study Island and brought on myOn and iXL instead. The new programs are more kid friendly in that they are much more interactive. Both programs are also more adaptive and have greater capabilities. We found that the students were not using the Study Island program enough and after communicating with parents over the last two years on this topic we have determined it was because there was not a parent piece involved in it. Both of our new programs allow parents to be involved and aware of their child's work, assignments, and progress.

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

ENLs have equal access to all school programs and services at PS 196. All students at PS 196, including our ENL students, can receive a variety of supplemental services, including speech, occupational therapy, physical therapy, counseling, and resource room. ENLs are welcome to participate in all after school activities (chorus, art talent, theater arts, etc.), including test preparation classes (after school and Saturday academies), and after school classes in games, etc. ENL students participate in these classes equally with their English proficient peers. An invitation letter is sent home to all students in all classes grade wide when an after school program/class opens. At PS196Q we currently only have the Freestanding ESL program so our ENL students are sitting in monolingual classrooms and receive all of the same notifications as their monolingual peers. This year our AIS program serves 59 students after school. 17% of those students are ELLs. This program is designed to support students toward skill building in the areas of English Language Arts and Math. Students participating in the Chorus, Art Talent, and Theater Arts Programs try out for their spots in the program. Each program has a specific criteria for participation. This year our Chorus has 95 children and our ENL students make up 10% of them. Our Art Talent Program has 19 participants and 16% are ELLs. The Theater Arts program doesn't begin until the spring. It didn't run Spring 2015, however, we anticipate that it will run this spring (2016.) Students will be invited by grade to try out for parts in the production. We have always had ELLs participate in the production in prior years, and we will have ELL students participating this spring again.

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.

ELL students at PS196 have a variety of grade-appropriate, rigorous, Common-Core-aligned instructional material available to them within their classroom and in the ESL room, including written material across all curricular areas, large books, and books on tape. ELL students also have access to a broad range of technology, including laptops, Leap Frog pads, iPads and SMART Boards. Our school uses web-based software programs called BrainPop, iXL and myON to help support ELL learning. These programs all have bilingual features. The Classroom, Science, Art, Music, and Technology teachers all have computer access and use Google Translate when necessary to effectively communicate content area concepts to ELL students. The classroom programs for ELA (Ready Gen) and Math (Go Math) provide lesson planning instruction suggestions specifically for ENL students. Our ELL-SWD use the same materials as their grade level schoolmates however their assignments may be modified as per their IEP to accommodate their learning needs.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Our ELL students participate in a push-in/pull-out program designed with their home language taken into consideration. For example, early beginner students who speak the same language are paired during group or partnership work during lessons. Whenever possible, parents are provided with translated versions of all materials that are distributed. Additionally, there is home language support provided to students in the classrooms via bilingual literature in the classroom libraries and/or in the school library. The ESL classroom has bilingual books, educational "game" materials, and bilingual dictionaries. We currently have several bilingual paraprofessionals on staff and several bilingual classroom teachers. Any of these personnel can be called upon to assist ELLs.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Required services support and resources correspond to ELLs' ages and grade levels. Registering students are placed in classes based upon their birthdates and grade levels as per birth certificates and/or official documents from their prior school. All students are seated in age appropriate classes regardless of their English Language Proficiency. Within 10 days after registration students may be tested using the NYSITELL as determined by their HLIS and HLIS interview, and possibly by any submitted school materials from their previous school, and/or an informal in house assessment. Once the determination is made to administer the NYSITELL we administer and determine ELL status. If the student is determined to be an ELL, a Parent Orientation meeting occurs and then a Program Selection Form is collected. At this point we place the child in the parents preferred program if it is available. Currently we only have The Freestanding ESL Program at PS196. Currently here at PS196Q all students are placed in monolingual (English) classes and are provided the number of minutes of English Language instruction as per their English Language Proficiency Level. ENL students at PS196Q are in classes with students of their same age. If it is determined that a student has a disability that requires that they be participants in a program designed to support their learning they will still be with students of their own age

group unless the IEP team determines otherwise and includes this in their IEP. Our building has an ICT classes for grades K, 1, 3, 4, and 5. We additionally have 2 special education self contained classes for grades K/1/2 and for grades 3/4/5. Some of our ELL students with IEPs participate in support services as per their IEP's such as OT, PT, Hearing, or Speech and Langugae services. These are all scheduled with students that are on their grade or within one year of their grade. The specialists for these programs can then modify classroom materials and provide age/grade level materials and structure their lessons to focus on activities that will support the students and strenthen their skills as needed.

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).

In the spring, parents of newly enrolled kindergarten students are formally introduced to all key school personnel. Our newest students have the opportunity to visit kindergarten classes. Thus, before school begins parents and students have had a warm and informative introduction to our school. Additionally, once an incoming student is determined to be eligible for the NYSITELL they are invited to be tested in late August by appointment. Students who come during the school year, are provided a tour of the building by the pupil personnel secretary, the parent coordinator or an administrator. All students are made to feel welcome and supported from the first time they step into our building.

19. What language electives are offered to ELLs?

We currently do not have language electives.

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)?

We currently do not have dual language programs.

## 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 has been, and will be, ongoing for all teachers and staff at PS 196. Teachers, Psychologists, Occupational Therapists, Speech and Language therapists, Guidance Counselors, Special Education Teachers, Parent Coordinator, Paraprofessionals, and ESL Teachers and coordinators will continue to learn and hone their skills regarding integrating ESL strategies into their classrooms, sessions and meetings. We have Professional Learning as a Staff every Monday from 7:55-8:50am, and Tuesdays from 8:00-8:25. There are a variety of strategies in which to facilitate an ELL child's transition. There are professional development planning periods during which the ESL teacher and the classroom teachers meet and plan in order to maximize English Language acquisition for the ELLs. Communication also occurs during grade conferences, and lunch meetings. There will be professional development provided by the BFSC that can be turn keyed for the staff also. This ensures that content area instruction is aligned with each classroom and that ESL methodologies and strategies are infused into content area instruction. The aim of the program is to increase English Language proficiency, develop academic language, and content area knowledge. There is concentration and scaffolding revolving around the four language modalities: Listening, Speaking, Reading, and Writing. All staff is considered to be "ELL personnel" at PS196Q. The only ELL program is the Freestanding ESL Program therefore our ELLs are part of every class and every teacher works with ELLs.
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?  
The ENL teacher and classroom teachers will attend Professional Development sessions designed to provide support in meeting the Common Core learning standards for ELLs throughout the school year, as offered by the DOE and the BFSC. They will also receive professional development through webinars, intervisitations with other schools and any other methods offered to schools.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Our fifth grade staff meets with guidance counselors from our local middle school to discuss requirements and transition issues for all students. Our ESL teacher then meets with the fifth grade teachers to discuss implications for ELL students. All staff work together to ensure a smooth transition to middle school for all students, including ELLs.
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.  
All teachers at P.S. 196 general education and special education, as well as related service providers ( in particular, speech therapists) will receive a minimum of 15% of all PD hours for ENL training. At least 50% of total professional learning hours for our ENL teacher, will be specifically on ENL topics. This high-quality professional development will be of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms. Attendance sheets are collected for each Professional Development session and teachers are responsible for updating their individual professional learning logs which are kept in the Principal's office.

### 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?

The ENL teacher will coordinate specific times for individual parent/guardian meetings to discuss the development of their child's language needs. Each meeting will be scheduled at the parents' convenience, and the school will utilize the DOE translation services, or any bilingual staff, or other accommodations as necessary.

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.

Our ENL teacher keeps meticulous records on conversations and meetings with parents. All records are organized by date and student name, so that she can refer to notes from meetings and phone conversation, as necessary. Notes include the salient points discussed, next steps and follow up. Many parents bring their own translators to these meetings. They are often friends, family members, neighbors, friends and sometimes other parents from our school community. Our school community has staff members who are bilingual and will sit in on meetings to provide translations. We will use translation funding to hire translators to come to our school building for meetings, or we use the over the phone translations service that is available to us.

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

We take great pride in being a collaborative learning community providing parents with workshops to keep them informed of important topics concerning their children, and the learning environment in our school. Our principal holds monthly meetings, "Coffee and Conversation" which give parents a forum to discuss their concerns and hear about the new initiatives and programs taking place in our school. Our school has a blog ([ps196q.edublogs.org](http://ps196q.edublogs.org)) that provides parents with a great deal of information about the school and available resources. There is a "pick your language" drop-down menu, that allows parents/guardians to choose from among 80+ languages.

Our parents are encouraged to attend and participate in many of our activities: International Night, Literacy Celebrations, School Plays, Musical and Drama Performances, Cake Sales etc. Students visit the local library to get their New York City public library cards.

We invite our parents to work together to educate our students on cultural matters such as the Lunar New Year. Students learn about traditional Asian dances, folklore and costuming. This is a great way to involve our ELL parents. The ELL and non ELL Asian students are encouraged and excited to share information about their native culture during the year.

We also reach out specifically to our ELL parents to make sure they feel included in the P.S. 196 community. Our ESL teacher and Parent Coordinator are in contact with our ELL families to ensure that they receive necessary translation services. The school provides free language translation services offered by the DOE on parent-teacher conference days.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

At the present time we are able to meet the needs of our ELL parents through our own workshops and outreach. We are not currently partnering with outside agencies or Community Based Organizations. If we find, in the future, that we would benefit from the support of outside agencies or Community Based Organizations, we will contact these resources. We do use the Translations Services and the DOE hot line staff to help us with our translation needs as a school and also as individual teachers during individual parent meetings.

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

In the beginning of each school year a survey is sent home to each family to find out what is most important to them. With the data extracted from these surveys, we are able to provide services and meet the needs and expectations of our parents. Through the efforts of our parent coordinator, we have open lines of communications via telephone, email or face-to-face meetings to ensure that parents are comfortable and feel welcomed in our school building. Our Ap, our Technology Teacher, and our Science Teacher all have blogs that are available for all parents. Our school website is also available to all of our parents. Telephone translation services are available and used as needed. We have a variety of staff members who are bilingual and we take advantage of our translation funding by hiring translators when needed so that we can address any parent needs in their native language. Ensuring that parental needs are being met is an ongoing process.

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

The school identifies the needs of the ELL parents at ELL Orientation Sessions which are deliberately kept very small so as to get to know these families.

We carefully select the topics of parent workshops to ensure that parents receive the most up-to-date and pertinent information regarding their children's educational and health needs.

Our Parent Coordinator, Ellen Maurer, conducts workshops, outreach, parent one to one meetings, and arranges Translation Services for our parents and teachers. She communicates through phone calls and emails. She contacts parents to promote engaging in school activities for the parents and families.

The ESL teacher offers workshops to the parents of our ELL students on the components of the NYSESLAT, familiarizing the parents with the components of this assessment and sharing ideas for activities that they can do at home with their children to help their English Language acquisition.

We work collaboratively with our Parents Association to ensure that we address the needs of our families. Parents are always welcome in our school and are encouraged to get involved when the opportunities present themselves.

We have several occasions when the parents are invited into the school to partake in various activities. We have grade plays, special classroom events and celebrations, like publishing parties, Literacy Day, when family members are encouraged to come and read to the children, Career Day, in which parents are invited to talk about their jobs ,etc., and our monthly Family Fridays.

Our parents want to ensure that their children are receiving the best education possible and we work as partners to accomplish this goal. Parents are kept up to date in all curricular areas. We are multi-cultural school and will be celebrating our diversity, through International Night, and other classroom celebrations. Parents are made to feel comfortable by relieving the stress that may be experienced when struggling to communicate in English. The PS196Q community has many bilingual teachers, paras, and volunteer parents. We also provide translators using translation funds and we take advantage of over the phone translation services.

#### **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.

Paste response here:

**School Name: PS196Q--The Grand Central Pkwy**

**School DBN: 28Q196**

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)
Susan Migliano	Principal		10/30/15
Catherine Jarrat Koatz	Assistant Principal		10/30/15
Ellen Maurer	Parent Coordinator		10/30/15
Judith Leffler Riccardo	ENL/Bilingual Teacher		10/30/15
	Parent		
Susanette Cogan/5 th Grade	Teacher/Subject Area		10/30/15
	Teacher/Subject Area		
Karen Homler	Coach		10/30/15
	Coach		
Tara Thiem	School Counselor		10/30/15
Mabel Sarduy	Superintendent		10/30/15
Marlene Wilks	Borough Field Support Center Staff Member		10/30/15
	Other _____		
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **28Q196**

School Name: **The Grand Central Parkway School**

Superintendent: **Mabel Sarduy**

### 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.learn DOE.org/tiu/lac](http://www.learn DOE.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

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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 Home Language Identification Survey guides us in determining what our needs are regarding language interpretation and/or oral interpretation to insure that all parents are provided with appropriate and timely information in a language they can understand. When each student is registered a parent or guardian must fill out a "blue card." This is a card that has contact information in the event that a parent or guardian must be contacted. There is a space that requests the parent indicate his preferred language and form of contact ie: written (US mail or email,) or verbal communication. This card is updated yearly. In addition we use the RSEC report in order to access ethnic data, and the RAPL to easily access the information of language preference for both written and spoken language communication. Our security agent is also made aware of potential parental translation needs and uses the NYC DOE issued Language Identification Guide to identify language interpretation needs.

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.

PS196Q's written translation and oral interpretation needs include many of the DOE covered languages. Translation need information is shared with the staff at PS196Q. Awaiting data from 2015-2016.

The following languages are spoken by PS196 families: Albanian, Bengali, Chinese, English, French, Hausa, Hebrew, Italian, Japanese, Johkha, Korean, Mandarin, Phillipino, Portuguese, Punjabi, Russian, Serbo-Croatian, Spanish, Swahili, Tibetan and Urdu.

Families write in the following languages: Albanian, Bengali, Chinese, English, French, Hausa, Hebrew, Italian, Japanese, Korean, Phillipino, Portuguese, Punjabi, Russian, Serbo-Croatian, Spanish, Tibetan and Urdu.

We have created a spreadsheet of languages by class, which is updated monthly.

## **Part B: Creating a Communications Calendar**

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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.)

PS196Q has several bilingual staff members who are available to translate written materials when needed. Additionally, we have open communication with NYC's DOE Translation Services Unit and submit documents for translation to them in a timely manner. We also use online translation sites when needed, and our school blog ([ps196q.edublogs.org](http://ps196q.edublogs.org)) has a drop-down menu that allows parents to choose from 80+ languages. We regularly translate our Parent Handbook, Principal Newsletters, and important memos regarding New York State testing. The Parent Handbook generally goes out early in the school year, in the month of September. We sent home bilingual notices for Fall Parent Engagement Night which was September 16, 2015. We will send home again for the Parent Engagement session that will be in the Spring. Notices will go home for Parent/Teacher Conferences next month and also for the Spring Parent/Teacher Conferences.

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.

Our formal parent meetings occur according to the DOE calendar for elementary schools. Once a month there are parent association meetings, SLT meetings, workshop for parents and Coffee & Conversation with the principal. IEP meetings also occur on an ongoing basis.

## **Part C: Providing Language Assistance Services**

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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 use bilingual staff members who are available to translate written materials when needed. Staff members either volunteer, or are paid per session. We keep a roster of staff members that are proficient in other languages to be called upon to interpret. Additionally, we have open communication with NYC's DOE Translation Services Unit and submit documents for translation to them in a timely manner. Ellen Maurer, our Parent Coordinator, takes care of our translation needs by submitting documents to the Translation and Interpretation Unit at least two weeks before we need them. We also use online translation sites when needed. We make sure that all documents are written early so that there is ample time for translation. The translated items and the English items go home to the parents on the same day. Parents receive both an English version and a version in their home language. All students in the school receive the notices on the same day. We are able to use NYC DOE notices that are available in templates at the Translation and Interpretation Unit's intranet site. Our school has an email communication for our parents called "News Flash!" where parents can have access to links in multiple languages. We also remind parents that they can access translated documents on the DOE web site.

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.

Interpretation will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, as well as on-site interpreters. Staff will be used, when possible, and outside vendors hired, if necessary.

## **Part D: Training Staff on Policies and Procedures**

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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.)

All teachers will be made aware of the variety of methods in which we can meet the needs of ENL students and families, through the use of translation services. All staff will receive information via the Staff Handbook and email. They will be told about web sites, palm cards, the translation services number and other ways to help ENL students and families. Each week on Friday afternoon the Administration sends an email called "The Week Ahead." The email is sent to all staff members and it is to make every one aware of what is happening in the building on the following week. Each and every week "The Week Ahead" contains the phone number and call in information for the over-the-phone-interpretation services from the DOE.

## **Part E: Providing Notice of Language Assistance Services**

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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

PS196Q sends English and translated copies of the Parent's Bill of Rights and Responsibilities to parents whose primary language is a covered language. It includes their rights regarding translation and interpretation services. Information regarding translation and interpretation services are posted in the entrance area of our building. This information is also available on our website and has been sent home to parents

### **Part F: Monitoring and Quality Control**

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

We will receive information from parents about the availability and quality of services through a variety of mechanisms, including the Learning Environment Survey, the ENL Program Survey, feedback forms from all workshops and feedback from Parents Association meetings. Parents are invited one morning per month to join Mrs. Migliano or Mrs. Koatz for "Coffee and Conversation." This is scheduled early in the morning before school time so that parents can attend. They are invited to come and share ideas, suggestions, and concerns in a comfortable relaxed atmosphere. This is an excellent opportunity for the administration to hear the thoughts and worries of our parents and to gather helpful feedback. Many ELL parents additionally attend International Night in the spring.