



P.S. 196 GRAND CENTRAL PARKWAY

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 196 GRAND CENTRAL PARKWAY
ADDRESS: 71-25 113 STREET
TELEPHONE: 718-263-9770
FAX: 718-575-3934

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342800010196 **SCHOOL NAME:** P.S. 196 Grand Central Parkway

SCHOOL ADDRESS: 71-25 113 STREET, QUEENS, NY, 11375

SCHOOL TELEPHONE: 718-263-9770 **FAX:** 718-575-3934

SCHOOL CONTACT PERSON: Susan Migliano **EMAIL ADDRESS:** smiglia@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Patricia O'Gara

PRINCIPAL: Susan Migliano

UFT CHAPTER LEADER: Daphne Perez

PARENTS' ASSOCIATION PRESIDENT: Brenda Zuckerman

STUDENT REPRESENTATIVE:
(Required for high schools) n/a

DISTRICT AND NETWORK INFORMATION

DISTRICT: 28 **CHILDREN FIRST NETWORK (CFN):** 207

NETWORK LEADER: PEGGY MILLER/Gary D. Goldenback

SUPERINTENDENT: Jeannette Reed

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

| Name | Position and Constituent Group Represented | Signature |
|-------------------|---|--------------------------------|
| Daphne Perez | UFT Chapter Leader | Electronic Signature Approved. |
| Jane Tiger | UFT Member | Electronic Signature Approved. |
| Francine Patsiner | UFT Member | Electronic Signature Approved. |
| Shelly Levin | UFT Member | Electronic Signature Approved. |
| Stephanie Fowler | Parent | Electronic Signature Approved. |
| Brian Goldenberg | Parent | Electronic Signature Approved. |
| Patricia O'Gara | Parent | Electronic Signature Approved. |
| Vicky Barshai | Parent | Electronic Signature Approved. |
| Brenda Zuckerman | PA/PTA President or Designated Co-President | Electronic Signature Approved. |
| Raveen Jassal | Parent | Electronic Signature Approved. |
| Susan Migliano | Principal | Electronic Signature Approved. |
| Jayne Golub | UFT Member | Electronic Signature Approved. |

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

At P.S. 196 we pride ourselves on being a collaborative school, comprised of a multicultural population. We believe all students can meet standards of excellence. We envision a learning environment which nurtures children and maximizes opportunities for individual growth. We encourage mutual involvement, responsibility, and accountability within the school, home, and community.

Our collaborative approach bridges all sectors of our community. Parents, teachers, and administrators work together in many ways. Much of the collaborative work among teachers focuses on refining their craft. Teachers are asked to reflect on their work as professionals and to make yearly individual goals, which they plan for and evaluate. We have established horizontal (grade level) and vertical (across grade) teams to ensure that we work together as a true learning community. Through data analysis, teachers develop SMART goals to drive differentiated instruction. Inquiry Teams on each grade level allow educators to use action research to share best practices. Throughout the year, teachers participate in a variety of professional development activities targeted to suit their needs. schools.nyc.gov/schoolportals/28/Q196/default.htm , and ARIS Parent Link. Another form of communication is our new web based program, Study Island, which strengthens the bond between parents and the school, enhancing their role as partners in their children's learning. Mrs. Migliano, our principal, invites parents to her monthly Coffee and Conversation meetings, during which parents come to speak with her in a relaxed atmosphere.

Students at PS196 are true partners in their learning. They are a pivotal part in setting their own individual student learning goals. Students' individual needs are met through a range of programs and support systems:

- Early Childhood Assessment in Mathematics (ECAM)
- Extended Day Generates Excellence (EDGE) program
- School Wide Enrichment Education Time (SWEET).
- Early Morning Enrichment Program
- Science Enrichment Program

- Art Talent Program
- Writing Every Day Generates Excellence (WEDGE)
- Chorus and Instrumental Music
- Readers' Theater

Through articulation, our out of classroom service providers work with classroom teachers to serve each student. Student's individual aptitudes and learning styles are supported through a variety of programs, including not only the academic subjects, but also art, music, technology, and physical education. Our annual theater arts program allows students to showcase their talents outside the academic realm. ELL students are integrated into classrooms and their language skills are boosted through both push-in and pull-out programs. Students with special needs find a warm, supportive environment at P.S. 196. Their needs are met by a SETSS Intervention teacher, and other related services professionals. The use of technology is an important of our student's lives, either through the use of SMART Boards, laptops, or desktop computers.

While we are one of the top performing schools in New York City, our eyes are always on improving our teaching and enhancing our students' learning. We were among the first schools to embrace the Common Core State Standards by making their adoption one of our school goals. Through these new standards, the hope is that all students will be fully prepared for college or entry into the workforce.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | | | | | |
|---|--------------------------------|---------------------------------------|---------------------------------------|--|---------------------------------------|--|---------------------------------------|----------------------------|----------------------------|
| School Name: | P.S. 196 Grand Central Parkway | | | | | | | | |
| District: | 28 | DBN #: | 28Q196 | School BEDS Code: | | | | | |
| DEMOGRAPHICS | | | | | | | | | |
| Grades Served: | <input type="checkbox"/> Pre-K | <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 | <input checked="" type="checkbox"/> Ungraded | | | |
| Enrollment: | | | | Attendance: - % of days students attended*: | | | | | |
| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 | | |
| Pre-K | 0 | 0 | 0 | | 95.9 | 96.8 | TBD | | |
| Kindergarten | 124 | 81 | 91 | | | | | | |
| Grade 1 | 136 | 122 | 92 | Student Stability - % of Enrollment: | | | | | |
| Grade 2 | 138 | 128 | 119 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 3 | 105 | 141 | 114 | | 96.3 | 96.84 | TBD | | |
| Grade 4 | 103 | 103 | 140 | | | | | | |
| Grade 5 | 96 | 104 | 88 | Poverty Rate - % of Enrollment: | | | | | |
| Grade 6 | 0 | 0 | 0 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 7 | 0 | 0 | 0 | | 14.6 | 14.9 | 23.1 | | |
| Grade 8 | 0 | 0 | 0 | | | | | | |
| Grade 9 | 0 | 0 | 0 | Students in Temporary Housing - Total Number: | | | | | |
| Grade 10 | 0 | 0 | 0 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 11 | 0 | 0 | 0 | | 3 | 2 | TBD | | |
| Grade 12 | 0 | 0 | 0 | | | | | | |
| Ungraded | 1 | 0 | 1 | Recent Immigrants - Total Number: | | | | | |
| Total | 703 | 679 | 645 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 | | |
| | | | | | 14 | 16 | 6 | | |
| Special Education Enrollment: | | | | Suspensions: (OSYD Reporting) - Total Number: | | | | | |
| <i>(As October 31)</i> | 2007-08 | 2008-09 | 2009-10 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 | | |
| # in Self-Contained Classes | 9 | 7 | 11 | Principal Suspensions | 5 | 7 | TBD | | |
| # in Collaborative Team Teaching (CTT) Classes | 10 | 0 | 0 | Superintendent Suspensions | 0 | 0 | TBD | | |
| Number all others | 36 | 44 | 47 | | | | | | |
| <i>These students are included in the enrollment information above.</i> | | | | Special High School Programs - Total Number: | | | | | |
| | | | | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 | | |
| English Language Learners (ELL) Enrollment: | | | | CTE Program Participants | 0 | 0 | 0 | | |
| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 | Early College HS Participants | 0 | 0 | 0 | | |

| | | | | | | | |
|---|---------|--|----------------------------------|--|----------------------------------|---------|---------|
| # in Transitional Bilingual Classes | 0 | 0 | 0 | | | | |
| # in Dual Lang. Programs | 0 | 0 | 0 | Number of Staff - Includes all full-time staff. | | | |
| # receiving ESL services only | 59 | 58 | 46 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| # ELLs with IEPs | 1 | 0 | 7 | Number of Teachers | 39 | 39 | TBD |
| <i>These students are included in the General and Special Education enrollment information above.</i> | | | | Number of Administrators and Other Professionals | 6 | 4 | TBD |
| | | | | Number of Educational Paraprofessionals | 1 | 2 | TBD |
| Overage Students (# entering students overage for grade) | | | | Teacher Qualifications: | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | 0 | 0 | TBD | % fully licensed & permanently assigned to this school | 94.9 | 92.3 | TBD |
| | | | | % more than 2 years teaching in this school | 71.8 | 69.2 | TBD |
| Ethnicity and Gender - % of Enrollment: | | | | % more than 5 years teaching anywhere | 56.4 | 53.8 | TBD |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | % Masters Degree or higher | 95 | 97 | TBD |
| American Indian or Alaska Native | 0.1 | 0.1 | 0 | % core classes taught by "highly qualified" teachers (NCLB/SED definition) | 100 | 100 | TBD |
| Black or African American | 3.3 | 2.7 | 2.6 | | | | |
| Hispanic or Latino | 13.5 | 12.7 | 11.6 | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | 39.1 | 40.6 | 43.1 | | | | |
| White | 44 | 43.6 | 42.5 | | | | |
| Multi-racial | | | | | | | |
| Male | 52.2 | 53.2 | 51.3 | | | | |
| Female | 47.8 | 46.8 | 48.7 | | | | |
| 2009-10 TITLE I STATUS | | | | | | | |
| <input type="checkbox"/> Title I Schoolwide Program (SWP) | | <input type="checkbox"/> Title I Targeted Assistance | | <input checked="" type="checkbox"/> Non-Title I | | | |
| Years the School Received Title I Part A Funding: | | <input type="checkbox"/> 2006-07 | <input type="checkbox"/> 2007-08 | <input type="checkbox"/> 2008-09 | <input type="checkbox"/> 2009-10 | | |
| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY | | | | | | | |
| SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | | If yes, area(s) of SURR identification: | | | | | |
| Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance): | | | | | | | |
| In Good Standing (IGS) | | <input checked="" type="checkbox"/> | | | | | |
| Improvement Year 1 | | <input type="checkbox"/> | | | | | |
| Improvement Year 2 | | <input type="checkbox"/> | | | | | |
| Corrective Action (CA) - Year 1 | | <input type="checkbox"/> | | | | | |
| Corrective Action (CA) - Year 2 | | <input type="checkbox"/> | | | | | |
| Restructuring Year 1 | | <input type="checkbox"/> | | | | | |
| Restructuring Year 2 | | <input type="checkbox"/> | | | | | |
| Restructuring Advanced | | <input type="checkbox"/> | | | | | |
| Individual Subject/Area AYP Outcomes: | | | | | | | |
| Elementary/Middle Level | | | | Secondary Level | | | |
| ELA: | Y | | | ELA: | | | |
| Math: | Y | | | Math: | | | |
| Science: | Y | | | Graduation Rate: | | | |

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

| Student Groups | Elementary/Middle Level | | | Secondary Level | | | |
|--|-------------------------|------|---------|-----------------|------|------------|-----------------|
| | ELA | Math | Science | ELA | Math | Grad. Rate | Progress Target |
| All Students | √ | √ | √ | | | | |
| Ethnicity | | | | | | | |
| American Indian or Alaska Native | - | - | | | | | |
| Black or African American | - | - | - | | | | |
| Hispanic or Latino | √ | √ | - | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | √ | √ | | | | | |
| White | √ | √ | | | | | |
| Multiracial | | | | | | | |
| Students with Disabilities | - | - | - | | | | |
| Limited English Proficient | - | - | - | | | | |
| Economically Disadvantaged | √ | √ | - | | | | |
| Student groups making AYP in each subject | 5 | 5 | 1 | | | | |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| Progress Report Results - 2008-09 | | Quality Review Results - 2008-09 | |
|--|------|--|--|
| Overall Letter Grade | A | Overall Evaluation: | |
| Overall Score | 75.1 | Quality Statement Scores: | |
| Category Scores: | | Quality Statement 1: Gather Data | |
| School Environment (Comprises 15% of the Overall Score) | 10 | Quality Statement 2: Plan and Set Goals | |
| School Performance (Comprises 25% of the Overall Score) | 21.9 | Quality Statement 3: Align Instructional Strategy to Goals | |
| Student Progress (Comprises 60% of the Overall Score) | 43.2 | Quality Statement 4: Align Capacity Building to Goals | |
| Additional Credit | NR | Quality Statement 5: Monitor and Revise | |

| Key: AYP Status | Key: Quality Review Score |
|---|---|
| √ = Made AYP | Δ = Underdeveloped |
| √ ^{SH} = Made AYP Using Safe Harbor Target | ► = Underdeveloped with Proficient Features |
| X = Did Not Make AYP | √ = Proficient |
| - = Insufficient Number of Students to Determine AYP Status | W = Well Developed |
| X* = Did Not Make AYP Due to Participation Rate Only | ◇ = Outstanding |

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

Based on our quantitative and qualitative data from the school 2009-2010 Progress Report and our school's resources, the following trends, accomplishments and challenges are noteworthy:

P.S. 196's strong performance on State Assessments and the New York City Progress Report are attributed to the collaborative nature of our staff, our rigorous academic programs and arts programs, and our strong parental involvement. In 2010, 96% of our 3rd, 4th, and 5th grade students met or exceeded standards on the New York State Math Exams. In ELA, 88% of our students met or exceeded standards on the state exams last year. Our 2010 Progress Report showed increases in all major categories--school environment, student performance, student progress--over 2009.

Our teachers are focused on using data to fine tune and differentiate instruction to improve learning outcomes. The Inquiry Team process is used by all staff members, including our special education service providers. The Common Core State Standards (CCSS) are being embedded into all of our Inquiry Team work. Teachers look closely at student work to find areas of need and use instructional strategies to help struggling learners improve or proficient learners advance. According to the data and the new movement toward CCSS, we are focusing on improving the quantity and quality of writing in our classrooms across all curricular areas.

At P.S. 196, we pride ourselves on being "The School with a Heart". School wide assemblies, plays and shows are planned with an emphasis on themes that encourage working together and tolerance of others. We utilize the skills of our guidance counselor, parent coordinator, and special needs staff, to provide workshops for staff, parents and students to truly have collaboration on all levels.

To continue to build a professional learning community, we use a variety of tools, including learning walks, inter-visitations, model classrooms, lunch and learns, study groups, and individual teacher goals. Along with the participation of all staff on Inquiry Teams, we also have vertical teams with

teachers from each grade. This year our vertical teams will focus on integrating the CCSS into literacy and math instruction.

As with other non-Title-I New York City public schools, budgeting can be a significant challenge. We always have to look for creative ways to allocate resources to meet the needs of all of our students. The lack of funds has resulted in: larger than optimal class sizes, no reading teacher, part-time guidance counselor, no after school test prep and Saturday Academies, no Teachers College Reading and Writing Project staff developer, and more. We work diligently to make sure that all of our students' needs are met despite these challenges.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

| Annual Goal | Short Description |
|--|--|
| <input type="checkbox"/> By June 2011, having initiated an English as a Second Language (ESL) Push-in Model, more professional development for our ESL teacher and more collaborative teaching, the number of English Language Learners (ELL) with advanced or proficient scores on the reading and writing section of the New York English as a Second Language Aptitude Test (NYSESLAT) will have increased by 5%. | <input type="checkbox"/> Through changes made in our ESL model, including push-in in 1st grade, our we will increase the percent of our ELL students who score advanced or proficient on the NYSESLAT by 5%. |
| <input type="checkbox"/> By June 2011, 100% of our students in grades 3-5 will have participated in a newly designed approach to science instruction, resulting in an increase of 6% in student scores on the New York State science exams. | <input type="checkbox"/> We will be using double science prep in the upper grades and increased use of science investigations to impact student achievement in science, in grades 3, 4 and 5. There will be a 6% increase in the 4th Grade science test, taking us to 90% of students attaining a level 4. |
| <input type="checkbox"/> By the end of June 2011, the learning for all students in grades K-5 will be enhanced with enrichment activities. Teachers will design differentiated enrichment activities informed by student data, so that 100% of students in all grades will have benefitted from differentiated instruction. | <input type="checkbox"/> Each student will participate in at least two activities involving arts partnerships, enrichment, extended day, in-depth research projects, student presentations and performances, and/or rigorous end-of-unit creative performance assessments. |
| <input type="checkbox"/> By June 2011, the teachers will demonstrate progress towards their individualized professional goal developed through the Santa Cruz teaching standards in one-on-one meetings with the principal in October and June. | <input type="checkbox"/> Teachers will develop individual professional goals with the administration early in the year, and by June will make significant progress toward that goal. |
| <input type="checkbox"/> By June 2011 100% of our teachers will have at participated in at least 2 introductory experiences regarding the Common Core State Standards (CCSS). | <input type="checkbox"/> We will make sure that our teachers become familiar with the CCSS, as we move to full integration by the 2014-2015 school year. |

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject Area
(where relevant) :

ESL/ELL

| | |
|--|--|
| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p><input type="checkbox"/> By June 2011, having initiated an English as a Second Language (ESL) Push-in Model, more professional development for our ESL teacher and more collaborative teaching, the number of English Language Learners (ELL) with advanced or proficient scores on the reading and writing section of the New York English as a Second Language Aptitude Test (NYSESLAT) will have increased by 5%.</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p><input type="checkbox"/></p> <ul style="list-style-type: none"> · To meet the needs of beginner, intermediate and advanced ELL students, the ESL teacher will use the push-in/pull-out model. · Creation of an interdisciplinary team (principal, ESL teacher and general education teachers). · Provide opportunities for identified staff to work through Giuvela Leisengang, Children First Network support. · Common schedule for both ESL teacher and targeted general education teachers. · Common planning and/or articulation time between ESL teacher and general education teacher. · ESL teacher to attend weekly/monthly grade level content and site based meetings in order to get a framework of the unit of study. |

| | |
|--|---|
| | <ul style="list-style-type: none"> · Establish a lending library of ELL materials, including content area resources. · Provide support for teachers to analyze the results of ELL interim assessments, so that they can inform their instruction through that data. · Develop a database of ELL students, including a wide range of data from which the administration and teachers can look for trends and opportunities. Data would include, but not be limited to NYSESLAT, ELA and Math scores. · Teachers will use the available data to help students set goals for their learning. These goals will be based on grade appropriate curriculum, pacing calendars and student demonstrated needs and interests. · ESL teacher will attend workshops through the Children First Network and turnkey to the staff. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p> | <input type="checkbox"/> Title III money will be used to target these students through a morning, after-school and Saturday Academy programs. Title III funding to provide parent workshops. |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <input type="checkbox"/> <ul style="list-style-type: none"> • Student classroom performance/grades/assessments/results reviewed twice a month. • Student ESL grades on report cards, 3 times per year. • NYSESLAT and LAB-R results, as delivered. |

Subject Area
(where relevant) :

Science

| | |
|---|--|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p><input type="checkbox"/> By June 2011, 100% of our students in grades 3-5 will have participated in a newly designed approach to science instruction, resulting in an increase of 6% in student scores on the New York State science exams.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p><input type="checkbox"/></p> <ul style="list-style-type: none"> · Increase use of investigative materials to enable every child to build strong science skills. · Utilize scientific method to solve problems. · Utilizing the FOSS kits, with books, manipulatives and assessments for hands-on experiments. · Continue implementation of science State standards in grades K-5. · Use ARIS and Study Island to gather and analyze data. · More professional development with on-site teacher and a partnership with the Hall of Science. · Schedule double periods for upper grades to incorporate an inquiry and investigative approach. · Common planning periods with science cluster and classroom teachers to share and network ideas. · Collaborative teaching between classroom teachers and science cluster teacher. · Use of the science word wall to improve understanding of science vocabulary. · Non-fiction literature and materials used in Reading Workshop to help prepare students for the New York State science exams. · Participation in the Science Olympiad. |

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| | <ul style="list-style-type: none"> · Use technology, including computers, to work on science projects. · Differentiating instruction for our students in science by working in small groups and giving individual assistance when needed · Data specialist will share science data with classroom teachers and science cluster to help drive instruction. · Parent/child workshops in science. · Monthly science curriculum goals will be sent home to the parents. · AIS science periods. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p> | <input type="checkbox"/> <ul style="list-style-type: none"> Salary for science cluster • Supplementing additional materials and FOSS kits. |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <input type="checkbox"/> <ul style="list-style-type: none"> • Through formal and informal observations administration will witness an increase in the use of investigative materials. • At grade conferences there will be an increase in planning and implementing an inquiry/investigative science curriculum. |

Subject Area
(where relevant) :

Enrichment and Differentiation

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p><input type="checkbox"/> By the end of June 2011, the learning for all students in grades K-5 will be enhanced with enrichment activities. Teachers will design differentiated enrichment activities informed by student data, so that 100% of students in all grades will have benefitted from differentiated instruction.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Professional development lab sites will be created using network support. • Outside consultants will provide workshops on differentiated instruction. • Use of technology to gather data to drive or modify instruction. • Use of grade conferences to assess and modify curriculum. • Implement ongoing multifaceted assessments to guide and drive instruction decisions and focus students learning goals. • Monitor individual students' progress over the short term in order to adjust goals and provide additional support when needed. • Professional literature available for teachers. • Addressing the learning styles of all students by reviewing student learning profile and using their preferred mode of learning in order to differentiate instruction. • Use technology specialist to help teachers plan for differentiated curriculum instruction as a means to address learner variances. • During grade conferences teachers will share best practices on targeted instruction focused on different student learning modalities. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p> | <p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Most of the cost of this goal will be covered through CFN and DOE resources. • Resources from grants. • Classroom teachers. |
| <p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p> | <p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Through formal and informal observations, the administration will witness an increase in higher level questioning of students using Bloom's Taxonomy. • Students will actively participate in producing and assessing their own learning (student self reflection). • Through formal and informal observations, the administration will observe teachers |

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| | <p>addressing different student modalities in the classroom.</p> <ul style="list-style-type: none"> • Ongoing assessments such as writer's notebooks, research projects, portfolios, student presentations and performances will show high quality work being achieved. |
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**Subject Area
(where relevant) :**

Professional Learning

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| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p><input type="checkbox"/> By June 2011, the teachers will demonstrate progress towards their individualized professional goal developed through the Santa Cruz teaching standards in one-on-one meetings with the principal in October and June.</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Encourage more teachers to participate in 21st Century alternate observation. • Each teacher will fill out a survey indicating their professional development needs as life long learners. • Each teacher will meet with the principal within the first six weeks of school, to discuss their individual goals linked with the Santa Cruz standards. • Teachers will keep professional journals, which they will use to reflect on their practice. • A group of teachers will take place in a formal lesson study, led by a member of our Network, in order to deepen their understanding of their teaching. This lesson study will incorporate the Common Core State Standards. • Teachers will participate in calendar days of professional development in both literacy and math, where they will learn how to best incorporate the Common Core State Standards into their practice. • Professional learning library will be available to all staff. • Teachers will meet to read and discuss professional journals and texts, and then arrange to try out these ideas in the company of their colleagues. • Teachers will take part in book clubs with non-academic texts, in order to build community, transform their teaching, and take care of their own reading lives. • Develop a relationship with another school from which our teachers can learn regarding their professional community. |

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| | <ul style="list-style-type: none"> • Encourage teachers to attend professional conferences and turnkey what they learned. • Teachers will be given time (during grade conferences, common preps, etc.), to speak with their colleagues to discuss similar professional concerns. • Teachers will participate in formal demo lessons given by colleagues, which will also include time after the lesson to debrief. • Teachers will benefit from informal intervisitations during which they can drop in on colleagues. • Teachers will participate in mentor/buddy arrangements. • Professional bulletin board will announce professional development opportunities available to teachers, including a listing of special events within our building. • Teachers will also receive notice of professional development opportunities and classroom observation opportunities through our weekly e-mail. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p> | <input type="checkbox"/> <ul style="list-style-type: none"> • The highest priority will be given to professional development opportunities which are free or low cost. • Network support for staff through CFN. • Network funding for professional development and per diem substitutes through Common Core State Standards and CEIS funds • Teacher salaries. |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <input type="checkbox"/> <ul style="list-style-type: none"> • Walkthrough and observation reports. • Student classroom performance, grades and assessment results. • Offsite professional development logs. • Professional journals. |

Subject Area
(where relevant) :

Common Core State Standards

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| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p><input type="checkbox"/> By June 2011 100% of our teachers will have at participated in at least 2 introductory experiences regarding the Common Core State Standards (CCSS).</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p><input type="checkbox"/></p> <ul style="list-style-type: none"> · All staff had a brief introduction to the CCSS during the June 2010 Chancellor's Day professional development. · The Math Coach/Data Specialist attended CCSS training July 13-15, 2010 with the Cluster. · Principal, Literacy Coach, and Math Coach/Data Specialist attended CCSS rollout professional development from July 27-29, 2010. · Three teachers and two coaches attended the Columbia Teachers College mini institutes in August/September 2010. · Select teachers in grades 3-5 will participate in a Japanese lesson study (led by a Network Support Specialist) for 2 ½ days. The focus will be on mathematics, with a strong CCSS component. · A CCSS Vertical Team will be created and charged with building capacity for year 1. · CCSS conversations and analysis will be integrated into Inquiry Teams, which include 100% of educational staff members. · Teachers will attend calendar days at Columbia Teachers College relating to the literacy and math CCSS. · Staff will participate in professional development opportunities throughout the year related to CCSS. · Principal's weekly e-mail will be used to disseminate CCSS information to teachers. · Teacher's PD bulletin board will be used to feature CCSS professional development opportunities available through our CFN or other providers. · Our CFN's CCSS specialist will come in to our school to provide professional development and supporting with regard to the CCSS. |

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| <p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p> | <p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Classroom teachers • CFN support--staff and funds • Coaches • Schedule changes to allow for PD |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p><input type="checkbox"/></p> <p>By December 2010, we expect all of our staff to have had at least 1 exposure to the CCSS. Listed below are pieces of evidence that will highlight the exposure.</p> <p style="padding-left: 40px;">Byproducts of professional development meetings—agendas, minutes, etc. Weekly principal’s e-mail, “Looking Ahead” Teacher notes from CCSS professional development opportunities attended outside the building Notations on teacher PD in Principal’s professional development binder</p> <p>To reach our goal by June 2011, we will employ the following resources:</p> <ul style="list-style-type: none"> • Classroom teachers • CFN support--staff and funds • Coaches • |

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

| Grade | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--------------------------------------|---------------------------------------|---------------------------------|---------------------------------|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | 19 | 18 | N/A | N/A | 2 | 1 | 2 | 2 |
| 1 | 18 | 15 | N/A | N/A | 2 | 1 | 1 | 3 |
| 2 | 17 | 17 | N/A | N/A | 3 | 4 | 1 | 6 |
| 3 | 18 | 18 | N/A | N/A | | 3 | 3 | 4 |
| 4 | 18 | 18 | 23 | 19 | 2 | 3 | 3 | 4 |
| 5 | 26 | 26 | 18 | 21 | 2 | 2 | 2 | 2 |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

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

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Part B - Description of Academic Intervention Services

| Name of Academic Intervention Services (AIS) | Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.). |
|--|--|
| ELA: | <input type="checkbox"/> <p>Before school small group instruction for struggling learners (Extended Day) Wilson/Fundations / At-Risk Resource Room during school Small group during the school day Data informed individualized instruction by classroom teacher Inquiry Team research cycles for struggling students</p> |
| Mathematics: | <input type="checkbox"/> <p>Before school small group instruction for struggling learners (Extended Day) Small group during the school day Data informed individualized instruction by classroom teacher Inquiry Team research cycles for struggling students</p> |
| Science: | <input type="checkbox"/> <p>Before school small group instruction for struggling learners (Extended Day) Push-in Science intervention teacher Data informed individualized instruction by classroom teacher</p> |
| Social Studies: | <input type="checkbox"/> <p>Extended Day for struggling learners Data informed individualized instruction by classroom teacher</p> |
| At-risk Services Provided by the Guidance Counselor: | <input type="checkbox"/> <p>Individual and Group Counseling K – 5 Provide Support group sessions before and during school Small Group Instruction – Guidance in the classroom</p> |
| At-risk Services Provided by the School Psychologist: | None |

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| At-risk Services Provided by the Social Worker: | <input type="checkbox"/> Counseling for students Provide parental support Collecting data on students Classroom observations Provide short term goals for students. |
| At-risk Health-related Services: | <input type="checkbox"/> <ul style="list-style-type: none"> • Occupational therapy services to individual students • Supports classroom teachers • Collecting data on students • Communication with parents |

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

K-5

Number of Students to be Served:

LEP 40

Non-LEP 0

Number of Teachers 1

Other Staff (Specify) 0

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

□

PS196's proposed Title III funded language instruction will incorporate several programs. The first program is called: **The Early Bird Program**. The second program is called: **The Super Senior Study Group**. The third program is called: **Saturday Academy**. The fourth program is called **ELL Parent Workshop Program**. The fifth program is called **New Teacher ESL Training Program**. The following details specifics of each program:

The Early Bird Program will be populated by first and second grade ELLs. The target group will be the students at the beginner, intermediate or advanced level of English proficiency as per the LAB-R (Fall 2009) or NYSESLAT (Spring 2009.) If we do not have enough students enrolled we will open it up to former ELLs. They will meet on Monday and Wednesday mornings from 7:15 - 8:00 a.m. The class will have 10-12 student participants. The classes will begin on December 13, 2010 and run until after all of the State and City testing is completed in the spring (April 13, 2011.) There will be 31 sessions. All instruction will be in English.

Language learners statistically struggle with writing. This is generally the last skill acquired when learning a new language. The Title III lessons for The Early Bird Program will be specific to the higher level processing of both reading and writing skills. The students will be reading and responding in written form to non-fiction literature. They will work on collecting information (note taking) from different sources (books, articles, and websites) and reporting what they have learned. An existing Smart Board, which was purchased with last years Title III funds, will provide the ability to model Internet research. It will also enable us to integrate technology into instruction. It has been noted that the NYSESLAT is using increased amounts of non-fiction and the Internet provides access to a wide range of social studies and science non-fiction material and academic language. This will help create a more rigorous instructional atmosphere. In order to supplement the existing technology there will be an additional purchase of 2 computers. This will allow for more individual instruction. There will be three long term projects. The students will be working independently, in pairs, and in small groups.

The Super Senior Study Group will be populated by third, fourth, and fifth grade ELLs. The target group will be the students at the beginner, intermediate or advanced level of English proficiency as per the LAB-R (Fall 2009) or NYSESLAT (Spring 2009.) They will meet on Tuesday and Thursday afternoons from 3:00 – 4:30 pm. The class will have 10 – 12 student participants. The classes will begin on December 7, 2010 and run until the spring (April 28, 2011.) There will be 33 sessions. All instruction will be in English. Our ESL teacher, Judith Riccardo, and a general education teacher will provide instruction in all core subject areas. They will coordinate their instruction by planning two hours a month. Ms. Riccardo will develop the language acquisition component of the program through core subject areas, while our general education teacher will focus on math instruction. After looking at our data, we determined that the percentage of ELL children not making a years progress needed to be addressed.

The lessons for this group are designed to stop the stall that we have seen in our third, fourth, and fifth graders. Once they have acquired the ability to converse with teachers and classmates the swiftness of their language acquisition begins to diminish. We will have a series of intensive lessons specific to core skills, test preparation, and academic language acquisition. The sessions will cover social studies skills, math skills, ELA skills, Science skills, and NYSESLAT preparation.

The third program proposed to be funded by Title III monies is for third, fourth, and fifth grade ELLs and former ELLs and their parents. It is called **Saturday Academy**. Two Saturday academies will be scheduled; one in March and one in April of 2011. They will run from 9:00 am - 12:00 noon. Group size will be maintained at 10-12 students and 10-12 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, and 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. These language skills will additionally serve to strengthen the ELL's test taking skills for 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 or sometimes surpass the expectations of the ELA exam. Periodically, on an as needed basis, translators for parents and students will be invited. This will be staffed by our ESL Teacher, Judith Riccardo.

Title III funding will be additionally used for the **ELL Parent Workshop Program**. The workshops will serve to help ELLs and their parents navigate, prepare and become knowledgeable about the state and city tests. This program will provide workshops for parents and students. It is designed to provide families of ELLs with strategies to promote continuing improvement in English language proficiency. The first meeting will take place in December. It will be entitled: Introduction to Title III Programs. The second meeting will take place in February. It will be entitled: Understanding State and Citywide Assessments

The ESL teacher will use a variety of ESL methodologies to facilitate learning. The teacher will use repetition, acting out, partnerships, as well as many Teachers College techniques to build and strengthen each individual student's English proficiency. The lessons will focus on building language skills. The extra scaffolding is being put in place because students will have to participate in the city and state math, science, social studies, or reading mandated tests. All instruction will be in alignment with the NYS ESL Learning Standards, New York City and New York State content and performance standards. Supplementary materials will be used in all programs ie: Study Island Computer Program, and other Core Content software, Computers, ELA workbooks, Math Workbooks, Math Manipulatives, NYSESLAT preparation workbooks, as well as general instructional supplies such as paper, pencils, and notebooks. These materials are provided to augment English, Literacy, and Math instruction. All ELLs are held to the same standards as their classmates. Reaching and exceeding the NY State standards are the goal for every child at PS196Q. All students need to listen, speak, read, and write for information and understanding in English. They need to write, listen, and speak for literary response and expression in English. Additionally, all ELLs need to demonstrate cross-cultural knowledge and understanding.

Mrs. Riccardo, our ESL Teacher at PS196Q, is both NY State and NYC certified in ESL. She holds a masters degree in Teaching English to Speakers of Other Languages (TESOL), and an undergraduate in English Education.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

The ESL teacher meets regularly with her Network Support Personnel from our LSO to learn about and plan for constantly improving the lessons and plans for the Title III goals and activities. New methodologies and theories regarding the teaching of the ELLs are shared. She and her Network Support Personnel are given opportunities to lead staff meetings at no additional cost to the Title III program as this will occur during mandated PD time for all teachers, or during faculty conferences, or during grade conferences. Staff meetings are generally held monthly. Additionally, the ESL teacher will occasionally push into a class and do a demonstration lesson, or team teach a lesson. She and the classroom teacher may do a series of lessons together.

The ESL teacher has a special training program designed for new teachers on our staff called the **New Teacher ESL Training Program**. These new teachers get additional hours of instruction and workshop time spent with the ESL teacher. The additional time is spent in the ESL classroom and in the classrooms of the new teachers. There are two new teachers on our staff this year. Each new teacher will attend 3 group sessions lead by the ESL teacher. At these sessions the teachers will learn how the ESL program works, what the city has available for ELLs, and general information regarding laws and regulations for ELLs. Built into these sessions is a Q and A time, so that each teacher can ask specific questions regarding the ELL or ELLs in their class. Additionally, each new teacher will have an individual planning session with the ESL Teacher to plan two lessons. The first lesson will be done as a demo in their classroom by the ESL Teacher, and the second lesson will be team taught with the ESL Teacher in their classroom. There will be additional planning time scheduled for the classrooms Ms. Riccardo pushes in to. This will enable the teachers to work collaboratively, sharing ideas, strategies and enhancing the curriculum in all content areas.

Section III. Title III Budget

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School: PS196
BEDS Code: 342800010196

| | | |
|--|------------------------|--|
| Allocation Amount: | | |
| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
| Professional salaries (schools must | 8,721.25 | <input type="checkbox"/> This expenditure is for twp per session activities, 1 for Grades 1 |

| | | |
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| account for fringe benefits) - Per session - Per diem | | and 2 and the other for grades 3-5: one supervisor and two teachers. For a Saturday program there is one teacher and one supervisor. Per session for two parent workshops. Prep periods for Professional Development. Two new staff members to be trained at training rate and one trainer at per session rate. Planning time for two teachers. |
| Purchased services - High quality staff and curriculum development contracts | 0 | <input type="checkbox"/> not applicable |
| Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. | 6,078.75 | <input type="checkbox"/> Books and supplies, including the purchase of laptop or desktop computer and instructional materials. |
| Educational Software (Object Code 199) | 0 | <input type="checkbox"/> not applicable |
| Travel | 0 | <input type="checkbox"/> not applicable |
| Other | 200.00 | <input type="checkbox"/> Parent Activity Refreshments, parent handouts, books for parents, copies, etc. |
| TOTAL | 200 | |

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Upon registration of every student in a New York City public school, the Home Language Identification Survey is filled out by the adult registering the student. Part three of this form asks the parent/guardian to indicate their preferred language for written or oral communication with the school. Additional information is gathered by the parent coordinator, the pupil accounting secretary and the ESL teacher.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The vast majority of parents in our school community prefer English as the language of communication. We have a few families who have opted for a different language. For those families we provide translated letters, memos, and fliers. We also provide translators for parent teacher conferences or meetings.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

We have compiled a list of parents, volunteers and staff members who are willing and able to help with written and oral translation. We also use outside, DOE-approved vendors for translating.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

There are a variety of methods used to meet the needs of our parents/guardians who have requested oral translation services. We utilize interpreters for parent/teacher conferences, or DOE phone services. Very often, the parent/guardian will bring a friend or family member to school as their own interpreter/translator. We also have in-house bilingual staff members.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Information is provided to parents/guardians in both English and in their home language. We are able to obtain translated copies of letters or forms from the DOE website.

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
None at this time.
2. Please describe the services you are planning to provide to the STH population.

We will provide the following outreach services to families. Families will be provided at-risk counseling. We will work in collaboration with the educational liaison, who is in charge of the educational services at the temporary housing facility. We will ensure that any related services that the student was entitled to, he or she will continue to receive.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

None at this time.

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

We will provide the following outreach services to families. Families will be provided at-risk counseling. We will work in collaboration with the educational liaison, who is in charge of the educational services at the temporary housing facility. We will ensure that any related services that the student was entitled to, he or she will continue to receive.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

Not applicable.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_28Q196_102110-124649.doc

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

| | | | |
|---|--------------------|-------------------------------------|---|
| Network Cluster 207 | District 28 | School Number 196 | School Name Grand Central Parkwa |
| Principal Susan Migliano | | Assistant Principal | |
| Coach Catherine Koatz/Math | | Coach Karen Homler/Literacy | |
| Teacher/Subject Area Judith Leffler Riccardo/ESL | | Guidance Counselor type here | |
| Teacher/Subject Area type here | | Parent type here | |
| Teacher/Subject Area type here | | Parent Coordinator type here | |
| Related Service Provider type here | | Other type here | |
| Network Leader Peggy Miller | | Other type here | |

B. Teacher Qualifications

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

| | | | | | |
|---|----------|--|--|--|--|
| Number of Certified ESL Teachers | 1 | Number of Certified Bilingual Teachers | | Number of Certified NLA/Foreign Language Teachers | |
| Number of Content Area Teachers with Bilingual Extensions | | Number of Special Ed. Teachers with Bilingual Extensions | | Number of Teachers of ELLs without ESL/Bilingual Certification | |

C. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total Number of Students in School | 641 | Total Number of ELLs | 40 | ELLs as Share of Total Student Population (%) | 6.24% |
|------------------------------------|------------|----------------------|-----------|---|--------------|

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1) The first step is to have all parents of incoming newly enrolled students complete the Home Language Identification Survey (HLIS), which includes an informal oral interview in English and in their native language. The persons responsible for conducting the initial screening, administering the HLIS, the LAB-R, and the formal initial assessment include one full-time ESL certified teachers and support staff (bilingual paraprofessionals, bilingual school aids and school secretaries.) The LAB-R will provide the school with the level of English Language Proficiency achieved by each student. The NYSESLAT will identify the specific weaknesses and strengths of each student. This data will be reviewed annually.

2) In the beginning of the year, a Parent Orientation Session is held which describes in great detail all three program choices. All parents or guardians of newly enrolled ELLs are sent Entitlement Letters indicating the date and time of the parent orientation session. These letters are sent in English as well as in their Home Language. Parents are informed two weeks before the Parent Orientation Session to ensure full participation. At the actual workshop the parents are provided with a brochure in their home language which provides basic information about each instructional program available for ELLs in New York City. Parents view the DVD "Orientation Video for Parents of Newly Enrolled English Language Learners". Parent orientations are conducted on an as needed basis throughout the school year.

3) The Entitlement Letters are distributed in English and in their home language. The Parent Surveys and Program Selection Forms are distributed and completed the day of the Parent Orientation Session. 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.

4) Parent orientation programs are designed to inform parents about the choices that they have regarding how their child shall learn English in NYC. In addition, we provide parents with materials in their native language in order to help them make educated decisions.

5) After reviewing the Department of Education videos regarding the choices of programs available in NYC, and investigating all of the options available to them, all of the parents have chosen to leave their children in the ESL program at PS 196.

6) Currently, the only program model offered at PS196 is English as a Second Language. This program is aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|---|----|--------------------------------------|---|
| All ELLs | 40 | Newcomers (ELLs receiving service 0-3 years) | 34 | Special Education | 7 |
| SIFE | | ELLs receiving service 4-6 years | 6 | Long-Term (completed 6 years) | |

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

| | ELLs by Subgroups | | | | | | | | | Total | |
|----------------------|-------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|----|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | | |
| TBE | | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | | 0 |
| ESL | 34 | | 5 | 6 | | 2 | | | | | 40 |
| Total | 34 | 0 | 5 | 6 | 0 | 2 | 0 | 0 | 0 | | 40 |

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | | | | | | | | | | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |

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 |
|--------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
|--------------|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| Spanish | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | 0 | 0 |
| French | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Spanish | 1 | 1 | 2 | | | | | | | | | | | 4 |
| Chinese | | 2 | 4 | 1 | 2 | | | | | | | | | 9 |
| Russian | 2 | 1 | 2 | | | 4 | | | | | | | | 9 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | 1 | | | | | | | | | | 1 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | 3 | 6 | 3 | 2 | 1 | 2 | | | | | | | | 17 |
| TOTAL | 6 | 10 | 11 | 4 | 3 | 6 | 0 | 40 |

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1a) During the regular instructional school day at PS 196, ELLs participate in a formal freestanding ESL program according to the criteria of the NYS guidelines. Students are required to meet NYS ESL Standards for Reading, Writing, Listening, and Speaking. There is one ESL Teacher who holds a permanent NYS ESL K-12 license. She also holds a NYC ESL K-6 license. The language of instruction is English. The instructional model for this program is a combination of push-in and pullout programs, which provides small group, differentiated instruction. Students eligible for ELL services would receive additional enrichment during an morning and after school program.

1b) Our ESL program features students of heterogeneous or mixed proficiency levels in each class.

2) All students receive the New York State mandated ESL/ELA allotted instruction time based on the student's English Language Proficiency Level. There are 7 students at the Beginner Level of English Language Proficiency and they receive 360 minutes of ESL instruction per week.

There are 12 students at the Intermediate Level of English Language Proficiency and they also receive 360 minutes of ESL instruction per week. There are 21 students at the Advanced Level of English Language Proficiency and they receive 180 minutes of ESL instruction per week.

2a) Additionally, all ELLs receive ELA instruction as required under Part 154. The students who are at the Beginner and Intermediate Level of English Language Proficiency receive at least 270 minutes of ELA instruction per week. The ELLs at the Advanced Level of English Language Proficiency receive at least 180 minutes of ELA instruction per week. Most students at PS 196 participate in a daily 90 minute literacy block (450 minutes per week).

3) In our ESL program model, standards-based content area lessons are taught using the following types of instructional scaffolding techniques: Modeling—giving students a clear example of what is expected of them. Bridging—activating students’ prior knowledge. Contextualization—bringing complex ideas closer to students’ personal experiences. Content area instruction is aligned with NYS Learning Standards in the core content areas. Our ELLs are held to the same standards and expectations as all students.

4a) Presently, we do not have any students who fall into the category of interrupted formal education (SIFE).

4b) 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; labeling classroom objects, thereby teaching basic vocabulary; including ELLs 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. Now that NCLB requires ELA testing after one year, in grades 3-5, ELLs are provided with a variety of intervention services, including in-classroom additional instruction, Extended Day tutoring, after school AIS and ESL instruction, as budget allows.

4c) Our plan for differentiating instruction for ELLs receiving service 4 to 6 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, as the budget allows, and have their instruction differentiated based on ongoing assessments.

4d) Long term 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 risk pull-out group with the SETSS teacher if the ESL teacher, the classroom teacher, and parents/guardians agree that the student would benefit from this.

4e) Before a student is placed in a special education setting students are offered intervention strategies to prevent special education placement (Wilson and Leap Frog). In addition, children are offered tutorials before, during and after school.

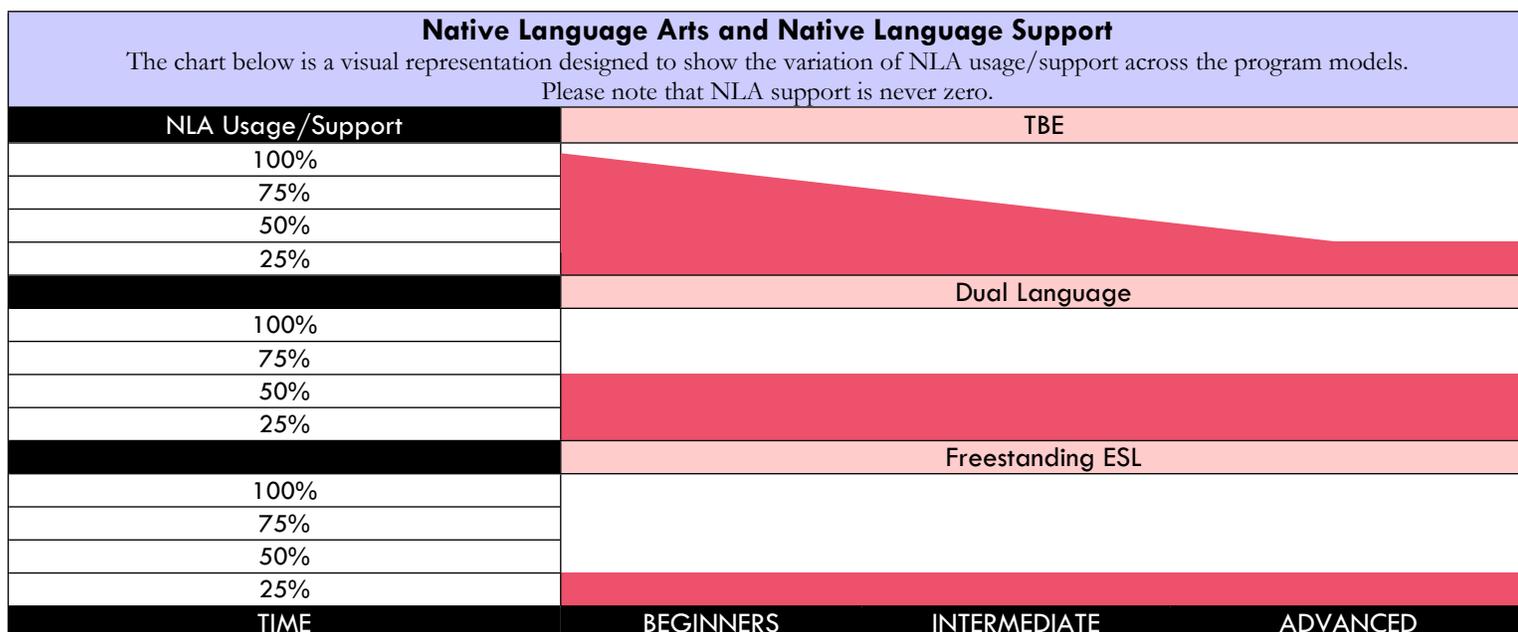
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

| | Beginning | Intermediate | Advanced |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day |

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |

| | | | |
|--|--------------------|--------------------|--------------------|
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |
|--|--------------------|--------------------|--------------------|



B. Programming and Scheduling Information--Continued

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

5) All ELL students at each level of proficiency are provided with targeted instruction in the content areas during our Extended Day morning program. The ESL teacher delivers small group instruction during Academic Intervention periods to students who require additional supports in the different curricular areas.

6) Students who have reached proficiency are still offered support for up to two years after they pass the NYSESLAT. Specifically, all students in this category are offered extended time (1.5x) on all testing (New York State, Acuity, classroom, etc.). Students who are still struggling with any academic area, can participate in Extended Day, AIS, or any workshops given.

7) The greatest improvement we have made for the 2010-2011 school year, is the marked increase in push-in ESL instruction. Up until this year, our program predominantly consisted of the pull-out model, with a few push-in classes. This year, we have aligned our resources and schedule to facilitate push-in in most grades.

8) No programs will be discontinued at PS196.

9) ELLs have equal access to all school programs and services at PS 196. All students at PS 196, including our ELL students, can receive a variety of supplemental services, including speech, occupational therapy, physical therapy, counseling, and resource room. Currently, we do not have any after school activities due to budget cuts, but when we do, ELL students are welcome to participate in all of them, including test preparation classes (after school and Saturday academies), and after school classes in games, etc. Currently, we offer all students SWEET (School Wide Enrichment Education Time) on Fridays, where they can have classes in yoga, sign language, salsa dancing, and other fun topics. ELL students participate in these classes equally with their English proficient peers.

10) ELL students at PS196 have a variety of 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 and SMART Boards. Our school uses a web-based software program called Study Island to help support ELL learning.

11) Our ELL students participate in a push-in/pull-out program designed with their home language taken into consideration. For example, 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 native 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 a bilingual paraprofessional on staff and several bilingual classroom teachers. Any of these personnel can be called upon to assist ELLs.

12) Yes, required services support and resources correspond to ELLs' ages and grade levels.

13) In the spring, parents of newly enrolled 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.

14) There are no language elective classes at PS 196.

C. Schools with Dual Language Programs

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

Not applicable.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1) Professional development has been and will be ongoing for all teachers at PS 196. Teachers will continue to learn and hone their skills regarding integrating ESL strategies into their classrooms. 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, lunch meetings, and through a biweekly articulation form. This ensures that content area instruction is aligned with each classroom and those 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.

Through a collaborative model, classroom teachers, and the ESL teacher are able to use many different forms of assessment to meet the individual needs of the ELLs. The NYSESLAT, LAB-R, Teachers College reading and writing assessments, and the Acuity assessments are all valuable tools in which to assist the teachers in serving their ELL students

2) 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.

3) All teachers have had the minimum 7.5 hours of ELL training, as per Jose P. Training has occurred at both the school and district level by ESL teacher and ESL specialist.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1) 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. Parents are encouraged to volunteer in our lower grade classrooms to provide additional assistance to the teachers and students, as necessary. 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. Whenever possible, we provide translation services for those parents who need this information translated into their native language.

2) At the present time we are able to meet the needs of our ELL parents through our own workshops and outreach. If we find, in the future, that we need the support of outside agencies or Community Based Organizations, we will contact these resources.

3) 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. Again, through telephone translation services, we can address their needs in their native language. Ensuring that parental needs are being met is an ongoing process.

4) 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. We work with outside organizations to disseminate information about relevant topics. 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. 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 a new initiative in conjunction with our Parents Association, Backgrounds in the Forefront.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|----|----|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B) | 4 | 1 | 1 | | 1 | | | | | | | | | 7 |
| Intermediate(I) | 2 | 6 | 1 | 2 | 1 | | | | | | | | | 12 |
| Advanced (A) | 8 | 5 | 2 | 1 | 4 | 1 | | | | | | | | 21 |
| Total | 14 | 12 | 4 | 3 | 6 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 40 |

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

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | 5 | 1 | 6 |
| 4 | | 4 | 1 | | 5 |
| 5 | | 2 | 1 | | 3 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | 0 |

| NYS Math | | | | | | | | | |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | 1 | | 4 | | 3 | | 8 |
| 4 | | | 1 | | 5 | | 1 | 1 | 8 |
| 5 | | | | | 2 | | 2 | | 4 |
| 6 | | | | | | | | | 0 |

| NYS Math | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | 2 | | 1 | | 4 | | 7 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| NYS Social Studies | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 5 | 1 | | | | 3 | | | | 4 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | | | | |
| Math | | | | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |
| Global History and Geography | | | | |
| US History and Government | | | | |
| Foreign Language | | | | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |

New York State Regents Exam

| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
|----------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | English | Native Language | English | Native Language |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

Native Language Tests

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1) Teacher College Assessments are used to assess the early literacy skills of our ELLs in the fall and spring. (If you have trouble seeing the following information, please open the file: LAP_form_PartV_chart.doc located in iPlan.

2009-2010

Grade Kindergarten

March

| Teachers College Assessment | # of students tested | # of students meeting benchmark | % of students meeting benchmark |
|-----------------------------|----------------------|---------------------------------|---------------------------------|
| Letter ID 9 | 7 | 7 | 77% |
| Sound ID9 | 6 | 6 | 66% |
| Concept of Print | 9 | 7 | 77% |
| Word ID9 | 8 | 8 | 88% |
| Reading Level | 9 | 7 | 77% |

| | | | |
|------------------|-----|------------------------------|------------------------------|
| Concept of Print | N/A | N/A | N/A |
| Word ID 9 | 8 | 88% | |
| Reading Level | 9 | 2 | 22% |
| Spelling Stage | | | |
| Correlation | 9 | Letter Name Alphabetic/Early | Letter Name Alphabetic/Early |

Grade One

March

| Teachers College Assessment | | # of students tested | # of students |
|-----------------------------|-----|---------------------------------|------------------------------|
| meeting benchmark | | % of students meeting benchmark | |
| Letter ID 11 | 11 | 100% | |
| Sound ID 11 | 8 | 72% | |
| Concept of Print | N/A | N/A | N/A |
| Word ID 11 | 0 | 0% | |
| Reading Level | 11 | 0 | 0% |
| Spelling Stage | | | |
| Correlation | 11 | Letter Name Alphabetic / Early | Letter Name Alphabetic/Early |

June

| Teachers College Assessment | | # of students tested | # of students |
|-----------------------------|-----|---------------------------------|-------------------------------|
| meeting benchmark | | % of students meeting benchmark | |
| Letter ID N/A | N/A | N/A | |
| Sound ID 11 | 8 | 72% | |
| Concept of Print | N/A | N/A | N/A |
| Word ID 11 | 1 | 9% | |
| Reading Level | 11 | 2 | 18% |
| Spelling Stage | | | |
| Correlation | 11 | Letter Name Alphabetic/Middle | Letter Name Alphabetic/Middle |

Grade Two

March

| Teachers College Assessment | | # of students tested | # of students |
|-----------------------------|-----|---------------------------------|-------------------------------|
| meeting benchmark | | % of students meeting benchmark | |
| Letter ID N/A | N/A | | |
| Sound ID N/A | N/A | | |
| Concept of Print | N/A | N/A | |
| Word ID 3 | 1 | 33% | |
| Reading Level | 3 | 0 | 0% |
| Spelling Stage | | | |
| Correlation | 3 | Letter Name Alphabetic/Middle | Letter Name Alphabetic/Middle |

June

| Teachers College Assessment | | # of students tested | # of students |
|-----------------------------|-----|---------------------------------|-----------------------------|
| meeting benchmark | | % of students meeting benchmark | |
| Letter ID N/A | N/A | | |
| Sound ID N/A | N/A | | |
| Concept of Print | N/A | N/A | |
| Word ID 3 | 1 | 33% | |
| Reading Level | 3 | 0 | 0% |
| Spelling Stage | | | |
| Correlation | 3 | Letter Name Alphabetic /Late | Letter Name Alphabetic/Late |

Summary of Data and Implications for Instruction:

* Results from TCRWP Independent Reading Levels indicated that there was a decrease in the number of students meeting the benchmarks in kindergarten and no increase in 2nd grade. However, in 1st grade there was an increase in the number of students meeting the benchmarks in

reading. This suggests that the students in kindergarten and 2nd grade relied more on picture support and the patterns in the text.

* Targeted instruction is warranted for the students in grades K and 2 to use graphonic sources of information. Instruction needs to include the integration of the three cueing systems--meaning, visual and sound.

* The children need to rely on letters to help them discern what a word says. At these benchmarks, the children have to increase the amount of words they recognize automatically within a text.

* The behaviors and strategies that the children need to learn and consistently use with their just-right texts, are used to determine if students are ready to move on to the next level. As children progress through the year, the behaviors and strategies increase in difficulty and complexity, as do the benchmarks.

2) The following results are from NYSESLAT, Spring 2010 testing:

Current Grade 1: three ELL's scored at the Beginning Level, three at the Intermediate Level, and three at the Advanced Level of English Language Proficiency.

Current Grade 2: one ELL scored at the Beginning Level, four scored at the Intermediate Level, five at the Advanced Level and two at the Proficient Level of English Language Proficiency.

Current Grade 3: zero ELL's scored at the Beginning Level, one at the Intermediate Level, and two at the Advanced Level.

Current Grade 4: zero ELL's scored at the Beginning Level, one at the Intermediate Level, one at the Advanced Level Proficiency and three at the Proficient Level of English Language proficiency.

Current Grade 5: There are zero ELL's that scored at the Beginning Level, one at the Intermediate Level, and five at the Advanced Level.

As per NYS law we use the LAB-R to assess eligible students to determine if they need English language instruction in NYC. The following are the results from the 2010-2011 ongoing LAB-R testing.

Current Kindergarten: Two ELLs scored at the Beginning Level, zero at the Intermediate Level, and eight at the Advanced Level.

Current Grade 1: Two children scored at the Advanced Level.

Current Grade 2: One child scored at the Beginner Level, and one scored at the Intermediate Level.

Current Grade 3:

Current Grade 4: One scored at the Beginner Level, and one scored at the Advanced Level

Regarding the comparison of the Listening/Speaking modalities of the Spring 2010 NYSESLAT to the Spring 2009 NYSESLAT the students raw scores showed the following results:

2nd Grade—3 students increased to Advanced; 5 stayed at Advanced; 2 were at Passing

3rd Grade—2 students were at Passing; 1 was at Advanced

4th Grade—1 student was at Advanced; 1 was at Passing

5th Grade—1 student increased to Passing; 4 were at Passing; 1 was at Intermediate

Regarding the comparison of the Reading/Writing modalities of the Spring 2008 NYSESLAT to the Spring 2007 NYSESLAT the students raw scores were as follows:

2nd Grade—1 student was at Beginning; 1 was at Intermediate; 3 increased to Intermediate; 2 increased to Advanced; 2 increased to Passing; 1 stayed at Passing

3rd Grade—1 student increased to Advanced; 1 was at Advanced; 1 was at Intermediate

4th Grade—1 student was at Intermediate; 1 stayed at Advanced

5th Grade—1 advanced to Advanced; 4 stayed at Advanced; 1 was at Intermediate.

3) The data pattern reveals that the increased attention toward the Reading/Writing modalities have proven to be positive for most of the ELL students at PS 196Q. The Listening/Speaking subtest is slightly more challenging, however, the majority of the PS196 ELLs were still able to score at the Intermediate or Advanced English Language Proficiency Level in these subtests.

4a) Using the data from the 2009-2010 standardized testing results we can see that there were 16 ELLs in current grades 4 and 5 who took the NYSESLT. 10% scored at level 4, 60% scored at level 3, and 30% scored at level 2.

Part VI: LAP Assurances

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------|----------------------|-----------|-----------------|
| | Principal | | |
| | Assistant Principal | | |
| | Parent Coordinator | | |
| | ESL Teacher | | |
| | Parent | | |
| | Teacher/Subject Area | | |
| | Teacher/Subject Area | | |
| | Coach | | |
| | Coach | | |
| | Guidance Counselor | | |
| | Network Leader | | |
| | Other | | |

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

| | | | | | | |
|---------------------|--------------------------------|-------------|--------|---------------|--|--------------|
| School Name: | P.S. 196 Grand Central Parkway | | | | | |
| District: | 28 | DBN: | 28Q196 | School | | 342800010196 |

DEMOGRAPHICS

| | | | | | | | | |
|----------------|-------|---|---|---|----|--|----------|---|
| Grades Served: | Pre-K | | 3 | v | 7 | | 11 | |
| | K | v | 4 | v | 8 | | 12 | |
| | 1 | v | 5 | v | 9 | | Ungraded | v |
| | 2 | v | 6 | | 10 | | | |

| Enrollment | | | | Attendance - % of days students attended: | | | |
|---------------------------|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Pre-K | 0 | 0 | 0 | | 95.9 | 96.8 | 96.5 |
| Kindergarten | 81 | 91 | 108 | | | | |
| Grade 1 | 122 | 92 | 96 | Student Stability - % of Enrollment: | | | |
| Grade 2 | 128 | 119 | 87 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Grade 3 | 141 | 114 | 110 | | 96.3 | 96.8 | 96.1 |
| Grade 4 | 103 | 140 | 108 | | | | |
| Grade 5 | 104 | 88 | 131 | Poverty Rate - % of Enrollment: | | | |
| Grade 6 | 0 | 0 | 0 | <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 |
| Grade 7 | 0 | 0 | 0 | | 14.6 | 23.1 | 25.9 |
| Grade 8 | 0 | 0 | 0 | | | | |
| Grade 9 | 0 | 0 | 0 | Students in Temporary Housing - Total Number: | | | |
| Grade 10 | 0 | 0 | 0 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Grade 11 | 0 | 0 | 0 | | 3 | 2 | 4 |
| Grade 12 | 0 | 0 | 0 | | | | |
| Ungraded | 0 | 1 | 2 | Recent Immigrants - Total Number: | | | |
| Total | 679 | 645 | 642 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| | | | | | 14 | 16 | 6 |

| Special Education | | | | Suspensions (OSYD Reporting) - Total Number: | | | |
|--|---------|---------|---------|---|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes | 7 | 11 | 16 | Principal Suspensions | 5 | 7 | 9 |
| # in Collaborative Team Teaching (CTT) Classes | 0 | 0 | 0 | Superintendent Suspensions | 0 | 0 | 0 |
| Number all others | 44 | 47 | 44 | | | | |

These students are included in the enrollment information above.

| Special High School Programs - Total Number: | | | |
|---|---------|---------|---------|
| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| CTE Program Participants | 0 | 0 | 0 |
| Early College HS Program Participants | 0 | 0 | 0 |

| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Number of Staff - Includes all full-time staff: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| # in Transitional Bilingual Classes | 0 | 0 | TBD | Number of Teachers | 39 | 39 | 38 |
| # in Dual Lang. Programs | 0 | 0 | TBD | Number of Administrators and Other Professionals | 6 | 4 | 4 |
| # receiving ESL services only | 58 | 46 | TBD | | | | |
| # ELLs with IEPs | 0 | 7 | TBD | Number of Educational Paraprofessionals | 1 | 2 | 1 |

These students are included in the General and Special Education enrollment information above.

| Overage Students (# entering students overage for | | | | Teacher Qualifications: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | 0 | 0 | 0 | % fully licensed & permanently assigned to this school | 94.9 | 92.3 | 100.0 |
| | | | | % more than 2 years teaching in this school | 71.8 | 69.2 | 94.7 |
| | | | | % more than 5 years teaching anywhere | 56.4 | 53.8 | 79.0 |
| Ethnicity and Gender - % of Enrollment: | | | | | | | |
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher | 95.0 | 97.0 | 97.4 |
| American Indian or Alaska Native | 0.1 | 0.0 | 0.0 | % core classes taught by "highly qualified" teachers | 100.0 | 100.0 | 100.0 |
| Black or African American | 2.7 | 2.6 | 1.9 | | | | |
| Hispanic or Latino | 12.7 | 11.6 | 10.4 | | | | |
| Asian or Native Hawaiian/Other Pacific | 40.6 | 43.1 | 44.4 | | | | |
| White | 43.6 | 42.5 | 41.7 | | | | |
| Male | 53.2 | 51.3 | 49.7 | | | | |
| Female | 46.8 | 48.7 | 50.3 | | | | |

2009-10 TITLE I STATUS

| | Title I | | | | | | |
|------------------|-----------|--|--|---------|---------|---------|---------|
| | Title I | | | | | | |
| | Title I | | | | | | |
| | Non-Title | | | | | | |
| Years the School | | | | 2007-08 | 2008-09 | 2009-10 | 2010-11 |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| | | | | | | | |
|-----------------------------|--|---------|--|--|--|--|--|
| SURR School (Yes/No) | | If yes, | | | | | |
|-----------------------------|--|---------|--|--|--|--|--|

Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

| | Phase | | | Category | | |
|--|-------------------------------|--|---|----------|---------|---------------|
| | In Good | | v | Basic | Focused | Comprehensive |
| | Improvement Year 1 | | | | | |
| | Improvement Year 2 | | | | | |
| | Corrective Action (CA) – Year | | | | | |
| | Corrective Action (CA) – Year | | | | | |
| | Restructuring Year 1 | | | | | |
| | Restructuring Year 2 | | | | | |
| | Restructuring Advanced | | | | | |

Individual Subject/Area AYP Outcomes:

| <u>Elementary/Middle Level</u> | | <u>Secondary Level</u> |
|--------------------------------|---|------------------------|
| ELA: | v | ELA: |
| Math: | v | Math: |
| Science: | v | Graduation Rate: |

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

| | <u>Elementary/Middle Level</u> | | | <u>Secondary Level</u> | | | |
|-----------------------|--------------------------------|------|---------|------------------------|------|-------------|-----------------|
| Student Groups | ELA | Math | Science | ELA | Math | Grad Rate** | Progress Target |
| All Students | v | v | v | | | | |
| Ethnicity | | | | | | | |

| | | | | | | |
|---|----------|----------|----------|--|--|--|
| American Indian or Alaska Native | - | - | | | | |
| Black or African American | - | - | - | | | |
| Hispanic or Latino | v | v | - | | | |
| Asian or Native Hawaiian/Other Pacific Islander | v | v | | | | |
| White | v | v | | | | |
| Multiracial | | | | | | |
| Students with Disabilities | - | - | - | | | |
| Limited English Proficient | - | - | - | | | |
| Economically Disadvantaged | v | v | - | | | |
| Student groups making | 5 | 5 | 1 | | | |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| | | | |
|--|------|--|---|
| Progress Report Results – 2009-10 | | Quality Review Results – 2009-10 | |
| Overall Letter Grade: | A | Overall Evaluation: | P |
| Overall Score: | 80.7 | Quality Statement Scores: | |
| Category Scores: | | Quality Statement 1: Gather Data | P |
| School Environment: | 9.8 | Quality Statement 2: Plan and Set Goals | P |
| <i>(Comprises 15% of the</i> | | Quality Statement 3: Align Instructional Strategy to Goals | P |
| School Performance: | 17.4 | Quality Statement 4: Align Capacity Building to Goals | P |
| <i>(Comprises 25% of the</i> | | Quality Statement 5: Monitor and Revise | P |
| Student Progress: | 52 | | |
| <i>(Comprises 60% of the</i> | | | |
| Additional Credit: | 1.5 | | |

| | |
|--|---|
| KEY: AYP STATUS | KEY: QUALITY REVIEW SCORE |
| v = Made AYP | U = Underdeveloped |
| vSH = Made AYP Using Safe Harbor Target | UPF = Underdeveloped with Proficient Features |
| X = Did Not Make AYP | P = Proficient |
| - = Insufficient Number of Students to Determine AYP | WD = Well Developed |
| | NR = Not Reviewed |

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf