



**THE LITERACY & ARTS ACADEMY
P.S. 196**

**2010 - 2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: P.S. 196
ADDRESS: 1250 WARD AVENUE, BRONX, NY, 10472
TELEPHONE: (718) 328-7187
FAX: (718) 861-8401**

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....11

SECTION V: ANNUAL SCHOOL GOALS.....21

SECTION VI: ACTION PLAN.....27

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....45

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....46

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....48

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....51

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....53

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....65**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)....66

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....67

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....68

LANGUAGE ALLOCATION POLICY.....SEE SEPARATE DOCUMENTATION

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 196 **SCHOOL NAME:** The Literacy & Arts Academy

SCHOOL ADDRESS: 1250 Ward Ave, Bronx, NY, 10472

SCHOOL TELEPHONE: (718)328-7187 **FAX:** (718)861-8401

SCHOOL CONTACT PERSON: Dimitri Kryoneris **EMAIL ADDRESS:** dkryone@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Farid Johnson

PRINCIPAL: Lizzette Rivera

UFT CHAPTER LEADER: Ericka Crooms-Lyncook

PARENTS' ASSOCIATION PRESIDENT: Cindy Ortiz

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 12 **SSO NAME:** Leadership/Network #3

SSO NETWORK LEADER: Petrina Palazzo

SUPERINTENDENT: Myrna Rodriguez

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 members 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/Administration/ChancellorsRegulations/default.htm>). *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/Constituency Represented	Signature
Lizzette Rivera	*Principal or Designee	
Dimitri Kryoneris	Assistant Principal	
Ariel Delgado	Assistant Principal	
Juanita Delgado-Aponte	Assistant Principal	
Farid Johnson	*SLT Chairperson or Designee	
Ericka Crooms-Lyncook	*UFT Chapter Chairperson or Designee	
Cindy Ortiz	*PA/PTA President or Designated Co-President	
Katelini Gojacaj	*Pre-K & K Representative	
Christine Gowan	* 1st Grade Representative	
Iris Diaz	*2 nd & 3 rd Grade Representative	
Nate Allen	*4 th & 5 th Grade Representative	
Virma Ortiz	*PTA Secretary	
Rose Firriolo	School Secretary & Parent	
Caroline Merino	*Parent Representative	
Judy Flores	*Parent Representative	
Damariz Vasquez	*Parent Representative	
Adelia Cordero	*Parent Representative	
Jannia Rentas	*Parent Representative	

* 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.

School Narrative

Since P.S. 196 opened its doors to the Soundview community, we established a reputation for excellence in education. Over the years everyone in the community has worked closely together to provide a warm and friendly learning environment for our children. We continue to benefit from a strong and diverse faculty, a high level of parent support, and our unique multicultural population.

We pride ourselves on developing a community of learners who understand the value of civic responsibility. Through our character education program we foster an ethical, responsible, honest, safe, respectful and caring student body. Students are encouraged to take risks, think critically, and problem-solve with their peers. Our character education program helps children increase their self-esteem and positive attitudes. This program reaches beyond the school community to recruit parents and community partners to work with the students. Our school uniform policy and slogan (*Dress for Success*) is also designed to encourage school solidarity and a sense of belonging.

Within the classrooms, our two fundamental academic initiatives are Balanced Literacy (reading and writing) and Everyday Mathematics (math). Balanced Literacy provides a comprehensive approach to literacy instruction in which reading, writing, and word-work are combined to maximize student learning. This model relies on teachers' deep understanding of how skills and strategies come together in a meaningful way in order to create independent thinking readers and writers. Everyday Mathematics provides our students with experiences that are meaningful and related to real-life situations. Lessons are scaffolded to students' prior-knowledge and help develop critical thinking skills through problem-based learning. These two initiatives have been instituted across the grades.

Academic Intervention Services are provided for students who need extra support in achieving the learning standards in English Language Arts and Mathematics. Students are provided with extra instructional time and targeted small-group instruction that is designed to help students overcome barriers that are affecting their ability to learn.

In order to improve academic coherence and ensure that the needs of every student are met, 90% of our teachers participate in data inquiry teams. In these teams, teachers study target needs and student populations in order to determine how best to assist these students in reaching their academic goals and our school goals.

Professional development is also at the core of our school's improvement plan. We offer many professional development opportunities to our teachers and have experienced instructional support personnel who have successfully taught and implemented all programs and initiatives at P.S. 196. The Professional Development Team also assists staff members in welcoming the community to special school events such as, pre-k parent days, Family Math Night, Book Characters Come to Life Day,

Authors' and Artists' Night, Science Fair, parent workshops, Winter Read Aloud, Math Bowl, Flea Market, Penny Harvest, Canned Food Drive, and Week of Seuss.

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.” 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:	The Literacy & Arts Academy – P.S. 196								
District:	12	District:	12	District:	12				

DEMOGRAPHICS									
Grades Served in 2010-11:	<input checked="" 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 type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2008-09	2009-10	2010-11		
Pre-K	0	0	36		93.3	95.22	TBD		
Kindergarten	0	0	105						
Grade 1	0	0	131	Student Stability: % of Enrollment					
Grade 2	141	149	163	(As of June 30)	2008-09	2009-10	2010-11		
Grade 3	112	103	129		92.8	91	TBD		
Grade 4	118	121	117						
Grade 5	1114	114	93	Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2008-09	2009-10	2010-11		
Grade 7					92.8	93	TBD		
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2008-09	2009-10	2010-11		
Grade 11					13	10	17		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2008-09	2009-10	2010-11		
Total					10	3	22		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2009-08	2009-10	2010-11	(As of June 30)	2008-09	2009-10	2010-11		
Number in Self-Contained Classes	41	33	46	Principal Suspensions	1	4	0		
No. in Integrated Co-Teaching (ICT)Classes	29	31	37	Superintendent Suspensions	0	1	0		
Number all others		32	43						
<i>These students are included in the enrollment information above.</i>									
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number					
2010									

DEMOGRAPHICS							
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2008-09	2009-10	2010-11	CTE Program Participants	N/A	N/A	N/A
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	N/A	N/A	N/A
# in Dual Lang. Programs	0	0	0				
# receiving ELL services only	96	97	165	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	14	11	30	(As of October 31)	2008-09	2009-10	2010-11
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	43	40	57
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	3	3	4
(As of October 31)	2008-09	2009-10	2010-11	Number of Educational Paraprofessionals	3	3	7
	0	0	20				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2008-09	2009-10	2010-11
(As of October 31)	2008-08	2008-10	2010-11	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	1.3	.82	.63	Percent more than two years teaching in this school	-	60	61
Black or African American	23.1	24.12	21.57	Percent more than five years teaching anywhere	-	40	70
Hispanic or Latino	73.3	72.16	70.93	Percent Masters Degree or higher	88	80	95
Asian or Native Hawaiian/Other Pacific Isl.	2.0	2.06	3.04	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	88	100	100
White	.3	.61	.38				
Multi-racial	-	0	.38				
Male	49.6	48.04	48.85				
Female	50.4	51.95	51.14				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2007-07	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10	<input checked="" type="checkbox"/> 2010-11

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):			
<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	
* = For Progress Report Attendance Rate(s) – If more than one attendance rate given, it is displayed as K-8/9-12.			
Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level
	ELA:		ELA:

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

	Math:		Math:			
	Science:		Grad. 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
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native	√	√	√			
Black or African American	√	√	√			
Hispanic or Latino	√	√	√			
Asian or Native Hawaiian/Other Pacific Islander	√	√	√			
White	√	√	√			
Multiracial	√	√	√			
Other Groups						
Students with Disabilities	-	-	-			
Limited English Proficient	√	√	√			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	6	6	6			
Key: AYP Status						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		2009 Quality Review Results – 2008-09	
Overall Letter Grade	B	Overall Evaluation:	Proficient
Overall Score	43.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	9.9	Quality Statement 2: Plan and Set Goals	Proficient
Student Performance (Comprises 30% of the Overall Score)	11	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 55% of the Overall Score)	22.1	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	0.8	Quality Statement 5: Monitor and Revise	Proficient
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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, 2009 Quality Review and 2009 Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry 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 the 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?
-

1. Summary of Data Analysis/Findings – Early Childhood

- As of 2010-2011, P.S. 196 has welcomed pre-kindergarten, kindergarten, and first grade into our learning community. Unfortunately, we were unable to obtain last year's performance data for our incoming students and so cannot compare this year's baseline data to last year's data, but as of September, fewer than 10% entered the school reading at grade level.
- Percentage of Students Reading at or Above Grade Level (according to TCRWP assessments) as of the beginning of the 2010-2011 school year:

	All Students	General Ed. Students	SPED Students	ELL Students
First Grade	4	3	0	less than 1
Second Grade	9	9	0	0

- As of the beginning of the 2010-2011 school year, 21% of first grade students were performing on or above grade level in mathematics as measured by NYS standards baseline assessments (created in-house).
- As of the beginning of the 2010-2011 school year, 41% of second grade students were performing on or above grade level in mathematics as measured by NYS standards baseline assessments (created in-house).

2. Summary of Data Analysis/Findings – Upper Elementary

The school received 22.1 out of 60 in the area of Student Progress: according to the Progress Report, student progress on the state Math and ELA exams decreased →

The following is the percentage¹ of grade 3, 4 and 5 student scores (by level) on the NYS Mathematics assessments, over a two-year period from 2009 - 2010:

Year	Category	Level 1	Level 2	Level 3	Level 4
2009	<i>All 196 Students</i>	1	6	63	30
2009	<i>All NYC Students</i>	2	9	56	31
2010	<i>All 196 Students</i>	5	41	37	17
2010	<i>All NYC Students</i>	8	33	34	23
2009	<i>ELL 196 Students</i>	2	8	65	25
2009	<i>ELL NYC Students</i>	13	17	62	14
2010	<i>ELL 196 Students</i>	9	64	24	3
2010	<i>ELL NYC Students</i>	17	45	28	9
2009	<i>SPED 196 Students</i>	3	14	72	11
2009	<i>SPED NYC Students</i>	10	23	55	9
2010	<i>SPED 196 Students</i>	22	59	16	4
2010	<i>SPED NYC Students</i>	24	45	22	4

Math Data:

- In 2009 93% of our students scored at or above proficiency in mathematics, compared to 87% citywide. In 2010, 54% were proficient, as compared 57% citywide. This slight drop, relative to the city, is reflected in our math progress scores on the NYC Progress report. ELLS, in particular, showed less growth.

School testing data compiled from nystart; city testing data compiled from DOE website:

- Results for all tested students indicate a four percentage point increase in the number of students performing at level 1, a 35 percentage point increase of students performing at level 2, a 16 percentage point decrease of students performing at level 3, and a 13 percentage point decrease at level 4 from 2009 to 2010. This compares to NYC results for all tested students, which indicate a six percentage point increase in the number of students performing at level 1, a 24 percentage point increase in the number of students performing at level 2, a 22 percentage point decrease in the number of students performing at level 3, and an eight percentage point decrease of students performing at level 4 from 2009 to 2010. Overall, compared to NYC's 30 percentage point drop of students performing at or above level, P.S 196 had a 39 percentage point drop.
- Results for all English Language Learners tested indicate a six percentage point increase in the number of students performing at level 1, a 56 percentage point increase of students performing at level 2, a 41 percentage point decrease of students performing at level 3, and a 22 percentage point decrease at level 4 from 2009 to 2010. This compares to NYC results for all English Language Learners tested, which indicate a four percentage point increase in the number of students performing at level 1, a 28 percentage point increase in the number of students performing at level 2, a 34 percentage point decrease in the number of students performing at level 3, and a five percentage point decrease of students performing at level 4 from 2009 to 2010. Overall, compared to NYC's 41 percentage point drop of ELL students performing at or above level, P.S 196 had a 63 percentage point drop.
- Results for all special education students tested indicate a 19 percentage point increase in the number of students performing at level 1, a 45 percentage point increase of students performing at level 2, a 56 percentage point decrease of students performing at level 3, and a seven percentage point decrease at level 4 from 2009 to 2010. This compares to NYC results for all special education students tested, which indicate a 14 percentage point increase in the number of students performing at level 1, a 22 percentage point increase in the number of students performing at level 2, a 33 percentage point decrease in the number of students performing at level 3, and a five percentage point decrease of students performing at level 4 from 2009 to 2010. Overall, compared to NYC's 38 percentage point drop of SPED students performing at or above level, P.S 196 had a 63 percentage point drop.

The following is the percentage of grade 3, 4 and 5 general education student scores (by level) on the NYS Math assessments, over a two-year period from 2009 - 2010:

	Level 1	Level 2	Level 3	Level 4
2009	0	5	61	34
2010	2	38	41	19

The following is the percentage of grade 3, 4 and 5 student scores (by level) on the NYS ELA assessments, over a two-year period from 2009 - 2010:

Year	Category	Level 1	Level 2	Level 3	Level 4
2009	<i>All 196 Students</i>	2	22	70	6
2009	<i>All NYC Students</i>	4	24	63	7

2010	<i>All 196 Students</i>	12	38	42	7
2010	<i>All NYC Students</i>	15	38	36	9
2009	<i>ELL 196 Students</i>	11	39	45	5
2009	<i>ELL NYC Students</i>	10	46	41	Less than 1
2010	<i>ELL 196 Students</i>	35	39	22	4
2010	<i>ELL NYC Students</i>	32	48	17	1
2009	<i>SPED 196 Students</i>	9	48	43	0
2009	<i>SPED NYC Students</i>	16	44	36	Less than 1
2010	<i>SPED 196 Students</i>	41	45	10	4
2010	<i>SPED NYC Students</i>	41	41	15	1

ELA Data:

- Results for all tested students indicate a 10 percentage point increase in the number of students performing at level 1, a 16 percentage point increase of students performing at level 2, a 28 percentage point decrease of students performing at level 3, and a one percentage point increase at level 4 from 2009 to 2010. This compares to NYC results for all tested students, which indicate a nine percentage point increase in the number of students performing at level 1, a 14 percentage point increase in the number of students performing at level 2, a 27 percentage point decrease in the number of students performing at level 3, and a two percentage point increase of students performing at level 4 from 2009 to 2010. Overall, compared to NYC's 25 percentage point drop of students performing at or above level, P.S 196 had a 27 percentage point drop.
- Results for all English Language Learners tested indicate a 24 percentage point increase in the number of students performing at level 1, a zero percentage point increase of students performing at level 2, a 23 percentage point decrease of students performing at level 3, and a 1 percentage point decrease at level 4 from 2009 to 2010. This compares to NYC results for all English Language Learners tested, which indicate a 22 percentage point increase in the number of students performing at level 1, a two percentage point increase in the number of students performing at level 2, a 24 percentage point decrease in the number of students performing at level 3, and a less than one percentage point decrease of students performing at level 4 from 2009 to 2010. Overall, compared to NYC's 23 percentage point drop of ELL students performing at or above level, P.S 196 had a 24 percentage point drop.
- Results for all special education students tested indicate a 32 percentage point increase in the number of students performing at level 1, a three percentage point increase of students

performing at level 2, a percentage point increase of students performing at level 3, and a seven percentage point decrease at level 4 from 2009 to 2010. This compares to NYC results for all special education students tested, which indicate a 25 percentage point increase in the number of students performing at level 1, a three percentage point decrease in the number of students performing at level 2, a 21 percentage point decrease in the number of students performing at level 3, and a less than one percentage point decrease of students performing at level 4 from 2009 to 2010. Overall, compared to NYC's 20 percentage point drop of SPED students performing at or above level, P.S 196 had a 29 percentage point drop.

The following is the percentage of grade 3, 4 and 5 general education student scores (by level) on the NYS ELA assessments, over a two-year period from 2009 - 2010:

	Level 1	Level 2	Level 3	Level 4
2009	0	16	76	1
2010	7	37	48	8

- According to the 2010 ELA exam, less than 1% of fourth grades students answered the literary response questions correctly.

Identified Trends from Testing Data:

- With the exception of ELL student performance on the state ELA exam, P.S. 196s performance progress has dropped at a greater rate than NYC's performance progress.
- While our math scores are currently higher, on average, than our ELA scores, performance progress in math is significantly lower.
- In both math and ELA, our SPED and ELL students have the greatest needs.
- Based on fourth grade student ELA testing results, all students need improved instruction in expository writing.

Other Needs and Accomplishments to Consider:

- As of 2010-2011, P.S. 196 is a school in good standing in accordance with NCLB.
- P.S. 196 received a well developed on the 2009 Quality Review.
- According to the 2009 Quality Review, we need to further develop systems of self-evaluation at the student and teacher level; create clearer timeframes for the achievement of goals to support interim evaluations; and ensure teachers create high levels of challenge for higher achieving students. This is consistent with the Parent Survey, in which 24% of parents said they would like to see more enrichment programs.
- According to the 2009 Quality Review, we also need to show growth among our special education population.

Aids and Barriers to Consider:

- According to school records, parent attendance is above 90% at the following primary grade events:

- Parent/Teacher Conferences
- Family Days
- Publishing Parties

This indicates that we have high parent involvement in our primary grades

- According to school records, P.S. 196 has an average staff attendance rate of above 90% at all professional development events.
- According to the 2008-2009 School Report Card:
 - 95% of students are eligible for free lunch
 - 1% are eligible for reduced price lunch
 - Students stability rate is at 78% and has consistently dropped over the past three years
 - 17% of students have limited English proficiency
 - Teacher turnover rate was 23%
- According to school records, 21% of our students have IEPs

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 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 presumably be aligned to the school's annual goals described in this section.

School Goals and Objectives:

Goals: *Specific, Measurable, Achievable, Realistic, and Time-bound.*

- 1) By May 2011, to increase the number students performing at a level three or above on the NYS math exam:
 - a. To increase the number of general education students performing at a level three or above on the NYS math exam by five percentage points (from 57% to 62%).
 - b. To increase IEP student performing at a level three or above on the NYS math exam by three percentage points (from 20% to 23%).
 - c. To increase ELL student performing at a level three or above on the NYS math exam by three percentage points 27% to 30%).

- 2) By May 2011, to increase the number students performing at a level three or above on the NYS ELA exam:
 - a. To increase the number of general education students performing at a level three or above on the NYS ELA exam by five percentage points (from 49% to 54%).
 - b. To increase IEP student performing at a level three or above on the NYS ELA exam by three percentage points (14% to 17%).
 - c. To increase ELL student performing at a level three or above on the NYS ELA exam by three percentage points (26% to 29%).
 - d. To increase the percentage of fourth grade students correctly answering the literary response questions from less than 1% to at least 5%

- 3) By June 2011, to increase the number of primary grade students reading on or above level, according to TCRWP benchmarks:
- a. To increase the number of primary grade general education students reading on or above level, according to TCRWP benchmarks, by ten percentage points by June 2011 (from 3% in first grade to 13% and from 9% in second grade to 19%).
 - b. To increase primary grade IEP student reading on or above level, according to TCRWP benchmarks, by five percentage points by June 2011 (from 0% in first grade to 5% and from 0% in second grade to 5%).
 - c. To increase primary grade ELL student reading on or above level, according to TCRWP benchmarks, by five percentage points by June 2011 (from just under 1% in first grade to 6% and from 0% in second grade to 5%).

		<p>Begin push-in and pull out services for ELL and SPED students Nov: 1) Parent Workshop “Math at Home” 2) AIS begins 3) State Test Changes PD Dec: 1) Family Math Night 2) Training on differentiation and CTT teaching styles 3) Introduction to vertical planning PD Jan: 1) Grade level benchmark assessments based on NYS grade-level standards given and scored. Data sorted by outcomes of target subgroups as well as by standard and tracked for growth 2) Data shared with teachers and used to amend long-term plans and re-group students based on progress Feb: 1) After School begins 2) Formulate <i>Grading Team</i> to create school-wide grading policy March: 1) Introduce reflection chart to classes April: 1) Standards revisited to informally check for mastery and re-teach 2) Create team to evaluate and analyze promotion policy for SPED and ELL students May: 1) School Testing Pep Rally 2) Grade level benchmark assessments based on NYS grade-level standards given and scored. Data sorted by outcomes of target subgroups as well as by standard and tracked for growth 3) Parent workshop on state Math test June: 1) Using benchmark testing data, teachers plan for the coming year and meet in vertical planning teams to discuss and address trends across grades</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><i>Responsible Staff Members</i></p>	<p>Classroom Teachers Math Coach Data Specialist (and volunteer to help aggregate data)</p>
<ul style="list-style-type: none"> • TL Fair Student Funding • Title 1 SWP • TL FSF Hold Harmless • Contract for Excellence 		

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

- Benchmark assessments from Sept, Jan, and May
- Classroom standards tracking
- Teacher plans
- Long-term math planning for each grade
- Summative & formative math assessments and rubrics
- Standards and differentiation reflected in teachers plans
- Problem Based Learning activities
- Math journals

If our goal is to be met, then we expect to see no less than a 1-2 percentage point difference on each benchmark assessment for each subgroup. If this is not the case, data must be looked at by standard, subgroup, and class to determine cause.

Subject/Area:

English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By May 2011, to increase the number students performing at a level three or above on the NYS ELA exam:</p> <ul style="list-style-type: none"> a. To increase the number of general education students performing at a level three or above on the NYS ELA exam by five percentage points (from 49% to 54%). b. To increase IEP student performing at a level three or above on the NYS ELA exam by two percentage points. c. To increase ELL student performing at a level three or above on the NYS ELA exam by two percentage points. d. To increase the percentage of fourth grade students correctly answering the literary response questions from less than 1% to at least 5% 	
<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><i>Target Population</i></p>	<p>All 3rd – 5th Grade Students with subgroups of SPED, ELL, and General Education</p>
	<p><i>Implementation Timelines & Actions/Strategies/Activities</i></p>	<p>Sept: 1) NYS testing outcome data aggregated by subgroups and question types and shared with teachers from each class 2) Grade level benchmark assessments based on TCRWP standards given and scored. Data sorted by outcomes of target subgroups 3) Long term and daily plans explicitly refer to state standards 5) Objective planning with Bloom’s Taxonomy and Gardner 6) All ELL students will be given personal word wall and print rich classrooms 7)Read alouds will be selected with target vocabulary in mind Oct: 1) PD offered by literacy coach on how to assess using running records 2) Grade level benchmark assessments based on TCRWP standards given and scored. Data sorted by outcomes of target subgroups 3) To increase meaningful talk in class discussions students will be expected to communicate using on-task accountable talk 4) Students will begin setting and reflecting on unit-goals (to be amended after each unit) Nov: 1) Teachers will create datafolios for each student 2) begin push-</p>

		<p>in and pull out services for ELL and SPED students 3)Parent Workshop “Extending Reading at Home” 4) AIS begins 5) State Test Changes PD.</p> <p>Dec: 1) Task writing PD 2) Student writing and reading tasks will be written to match the language of state tests 3) Training on differentiation and CTT teaching styles 4) Introduction to vertical planning PD 5) All grade-level writing rubrics will reflect taught vocabulary</p> <p>Jan: 1) Grade level benchmark assessments based on NYS grade-level standards given and scored. Data sorted by outcomes of target subgroups as well as by standard and tracked for growth 2) Data shared with teachers and used to amend long-term plans and re-group students based on progress 3) Paired passages PD 4)Benchmark writing assessments will be given and scored with the 6+1 rubric – ELL pieces will also be assessed for Tier II vocabulary words</p> <p>Feb: 1) After School begins 2) For monthly planning, teachers will align each writing unit with at least five specific mentor texts (to increase student understanding of the connection between reading and writing) 3) Students in grades 2-5 will begin filling out their own rubrics as well as reflection sheets for each completed writing piece 4) Formulate <i>Grading Team</i> to create school-wide grading policy</p> <p>March: 1) Introduce reflection chart to classes</p> <p>April: 1) Standards revisited to informally check for mastery and re-teach 2) Create team to evaluate and analyze promotion policy for SPED and ELL students 3) Parent workshop on ELA state testing</p> <p>May: 1) School Testing Pep Rally 2) Grade level benchmark assessments based on NYS grade-level standards given and scored. Data sorted by outcomes of target subgroups as well as by standard and tracked for growth 3) Benchmark writing assessments will be given and scored with the 6+1 rubric – ELL pieces will also be assessed for Tier II vocabulary words (ELL students will increase their written lexicon as compared to pieces written in January).</p> <p>June: 1) Using benchmark testing data, teachers plan for the coming year and meet in vertical planning teams to discuss and address trends across grades</p>
	<p><i>Responsible Staff Members</i></p>	<p>Administration Special Education & Classroom Teachers Data Specialist AIS Teachers Literacy & Math Coach</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • TL Fair Student Funding • TL Children First Funding • TL One-Time Allocations
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Improved state test scores • Students versed in language of the test • Individual student action plans • Different models of ICT instruction • Benchmark assessments from Sept, Jan, and May in writing and reading • Classroom standards tracking • Teacher plans • Long-term ELA planning for each grade • Summative & formative math assessments and rubrics • Standards and differentiation reflected in teachers plans • Writing reflections • <i>If our goal is to be met, then we expect to see no less than a 1-2 percentage point difference on each benchmark assessment for each subgroup. If this is not the case, data must be looked at by standard, subgroup, and class to determine cause.</i>

Subject/Area:

Primary Grade Reading

Annual Goal

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2011, to increase the number of primary grade students reading on or above level, according to TCRWP benchmarks:

- a. To increase the number of primary grade general education students reading on or above level, according to TCRWP benchmarks, by ten percentage points by June 2011 (from 11% in first grade to 21% & from 30% in second grade to 40%).
- b. To increase primary grade IEP student reading on or above level, according to TCRWP benchmarks, by five percentage points by June 2011.
- c. To increase primary grade ELL student reading on or above level, according to TCRWP benchmarks, by five percentage points by June 2011.
- d. To increase primary grade AIS student reading on or above level, according to TCRWP benchmarks, by five percentage points by June 2011.

<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><i>Target Population</i></p>	<p>All K-2nd Grade Students with subgroups of SPED, ELL, and General Education</p>
	<p><i>Implementation Timelines & Actions/Strategies/Activities</i></p>	<p>Sep: 1)Recreated flow of the day to allow for larger literacy blocks 2)Institute a word wall policy 3) Add word study block to all schedules 4)PD on guided reading 5)Staff developer to target reading instruction</p> <p>Oct: 1)Arrange intervisitation schedule for k&l teachers to observe full reading block from “expert” teachers in grade two. 2)Begin guided reading in grade one 3)Allow highest level readers flexible scheduling to participate in reading with a higher grade level. 4)Benchmark assessment due 5)Curriculum maps will be revised as a result of the TCRWP outcomes</p> <p>Nov: 1)Additional support personnel will target ELL student population for small class instruction 2)Teachers will be held accountable for print rich environments 3)Students will have personal Word Walls 4)Read alouds will be selected with specific vocabulary in mind 5)Students grouped by skill and level 6)Book club around primary readers formed 6) PD on using the workshop model to plan and teach skills and strategies</p> <p>Dec: 1)PD on interactive read aloud planning 2)Inquiry teams around ELA will be formed (exact topic and target population to be selected by grade-level teams) 2)Benchmark assessment due & students will be regrouped and/or targeted for AIS according to results 3)Curriculum maps will be revised as a result of the TCRWP outcomes 4)Begin guided reading for kindergarten</p> <p>Jan: 1) PD on holding students accountable 2)Teachers will ensure that writing and reading units are linked and paired with mentor texts (as is evidenced on curriculum maps) 3) Curriculum maps will all reflect rigorous CCS standards</p> <p>Feb: 1)Writing rubrics will begin to require vocabulary that students learned in word study and reading</p> <p>March: 1)Benchmark assessment due & students will be regrouped and/or targeted for AIS according to results 2)Curriculum maps will be revised as a result of the TCRWP outcomes</p> <p>April: 1)Smartboard training for ELA instruction 2) Team to begin to research the efficacy of creating a first grade class specifically for students who have not attended kindergarten (for the 2011 school year)</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

may be determined based on teacher needs and wants as well as observations from coaches and administration.
June: 1) Benchmark assessment due & students will be regrouped and will not be required for this year. All Title I schools must submit the following for improvement – Year 1 and Year 2, Alternative Disposition
 5. All Schools Under Registration Review
 Responsible Staff Member:
 ELL Coordinator
 Literacy Coach /Teacher Center Specialist
 Data Specialist

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

Aligning Resources: Implications for Budget, Staffing, Training and Scheduling

- TL Fair Student Funding

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

Include reference to the use of Contracts for Excellence (C4E) all items where applicable.

- TL Children First Funding
- TL One-Time Allocations

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

- TL FSF Hold Harmless
- Contract for Excellence

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

Indicators of Interim Progress and/or Accomplishment

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

Include: Interval of periodic review; instrument(s) of measure; projected gains

- Teacher observation and formative assessments
- Student writing pieces
- Lesson plans

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

- Footprints of learning
- Student growth on benchmark assessments
- Student grouping
- Books selected for read aloud
- Teacher vocabulary choices in conversation

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	0	0	N/A	N/A	-	-	-	-
1	31	0	N/A	N/A	-	-	-	-
2	19	15	N/A	N/A	-	-	-	-
3	2	1	10	N/A	-	-	-	-
4	36	6			-	-	-	-
5	25	15			-	-	-	-
6								
7								
8								
9								
10								
11								
12								

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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. 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:	Fountas and Pinnell Literacy Intervention, Wilson Reading Instruction, Guided Reading, Test Preparation and Sophistication, Fluency through Guided Reading, Small Group Pull-out/Push-in and After School
Mathematics:	Small Group Pull-out, Mathematical Games on Computer Lab Carts, Push-in, Math Bowl Competitions
Science:	After School, Lab Work, Science Fair, Harcourt Kits
Social Studies:	N/A
At-risk Services Provided by the Guidance Counselor:	N/A
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	N/A
At-risk Health-related Services:	N/A

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy 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: 195 LEP Non-LEP

Number of Teachers 6 Other Staff (Specify) including an ELL Coordinator

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;

2010

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.

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.

Section III. Title III Budget

School: x196 BEDS Code: 12X196

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$12,000	ESL coordinator, 5 ESL teachers, After School Program, Saturday Academy
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$3,890	All ESL Materials required to implement the aforementioned programs
Educational Software (Object Code 199)	None	
Travel		
Other		
TOTAL	\$15,890	

ELL Budget Narrative:

195 students are being served under the Freestanding ELL program. The freestanding program is the option that 90% of parents select. The school is now serving students with ELL services from kindergarten through fifth grade. The classes are given in English because it is the target language. Students are serviced in self-contained classes or in small group push-in or pullout. Every student is served the mandated amount of minutes: 360 minutes per week for beginning and intermediate students and 180 minutes per week for advanced students. ESL students are also given school services the students have the choice to participate in after school programs. The school currently has six ESL bilingual teachers: three in self-contained classes (K, 1st & 2nd) and three ESL service teachers.

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.

Is so far as, nearly 2/3 of the student population of P.S. 196 is composed of those Hispanic surnames coupled with the findings of the home language surveys it has been determined a significant number of our parents require a native language translation to become a full and active participant in the school community. It has further been determined that it is necessary to translate all notices, bulletins and announcements that are sent home. Additionally, workshops and Parent Teacher Association meetings are held in both English and Spanish. Finally, during Parent Teacher Conference and Promotion In-Doubt Conferences qualified translators are provided.

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 major findings are indicated above. These findings were reported to the school community by virtue of our aggressive actions in providing translated materials as needed.

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.

Translation services will be provided by our Parent Coordinator, ELL Coordinator, ELL AIS Teacher and Family Worker in a timely fashion.

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.

All oral interpretation services will be provided in-house by school staff.

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>.

All school letters as well as those originating from the Chancellor's office will be translated into appropriate native languages as needed and done so in a timely fashion.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	825,183	123,690	948,873
2. Enter the anticipated 1% set-aside for Parent Involvement:	8,252	1,236	9,488
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	41,260	*	
4. Enter the anticipated 10% set-aside for Professional Development:	82,518	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year: 98%
6. If the percentage of high quality teachers during 2010-2011 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Professional development is at the core of our school’s improvement. We offer many professional development opportunities and have experienced instructional support personnel who have successfully taught and implemented all programs and initiatives at P.S. 196. The role of the Professional Development Team is to facilitate and provide professional development workshops for all staff members. The team is comprised of the Principal, Assistant Principals, Literacy Coach/ UFT/Teacher Center Specialist, ELL Coordinator, Literacy Coach, Data Specialist, Academic Intervention Services Facilitator, AEC Facilitators, and a teacher representative from each grade. In addition, members of the Professional Development Team are responsible for arranging classroom inter-visitations, visits to other school sites, workshops, demonstration lessons and team teaching.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school's Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

I. General Expectations

P.S. 196 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;

- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. P.S. 196 will take the following action to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: Parent Teacher Conferences, Open School Nights, Promotion In-Doubt Conferences, Parent Workshops on School Initiatives
2. P.S. 196 will take the following action to involve parents in the process of school review and improvement under section 1116 of the ESEA: Inform parents who are members on the School Leadership Team and Parent Teacher Association.
3. P.S. 196 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: Administration will work collaboratively with the Parent Coordinator to ensure parental involvement activities to improve student academic achievement.
4. P.S. 196 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
5. P.S. 196 will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State’s academic content standards
 - ii. the State’s student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators
 - iv. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.

- b. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
- c. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by our School-Parent Compact. This policy was adopted by P.S. 196 on the first day of school and will be in effect for

the period of September 2010 – June 2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 1, 2011.

2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

P.S. 196 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011.

Required School-Parent Compact Provisions

School Responsibilities

P.S. 196 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
3. Provide parents with frequent reports on their children's progress.
4. Provide parents reasonable access to staff.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.

- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

4. To continue to provide high-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. We provide strategies to increase parental involvement through workshops, PTA, and family events.
8. Utilization of the School Leadership Team and Tier III Members to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds.

The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ² Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ³ of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			825,183	✓	See Action Plans
Title I, Part A (ARRA)	Federal	✓			123,690	✓	See Action Plans
Title II, Part A	Federal	✓			19,456	✓	See Action Plans
Title III, Part A	Federal	✓			15,980	✓	See Action Plans
Title IV	Federal		✓				See Action Plans
IDEA	Federal		✓				See Action Plans
Tax Levy	Local	✓			3,267,088	✓	See Action Plans

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. The Administration Team along with Tier III members ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff.
7. Provide strategies to increase parental involvement.
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: N/A **SURR⁴ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: N/A

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

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

All schools must complete 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/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. The number of Students in Temporary Housing who are currently attending our school is: 18

2. The services you provide to the STH population:
 1. Provide parents with public assistance contact information
 2. Introduce parents to HealthFirst
 3. Arrange for STH students to attend free after school programs
 4. Parent coordinator arranges monthly workshops for all parents including STH
 5. Provide free bus passes to STH students
 6. Provide free summer reading books
 7. Parent Coordinator makes parents aware of free public services in the neighborhood

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 196					
District:	12	DBN:	12X196	School		321200010196

DEMOGRAPHICS

Grades Served:	Pre-K	v	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	36		92.8	93.3	92.6
Kindergarten	0	0	105				
Grade 1	0	0	129	Student Stability - % of Enrollment:			
Grade 2	137	149	151	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	121	103	127		89.9	92.8	93.0
Grade 4	122	121	119	Poverty Rate - % of Enrollment:			
Grade 5	125	114	120	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	0	0	0		87.2	90.7	90.7
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		9	13	26
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		3	10	3
Ungraded	1	0	2				
Total	506	487	789				

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	40	34	45	Principal Suspensions	3	1	6
# in Collaborative Team Teaching (CTT) Classes	30	30	34	Superintendent Suspensions	0	1	1
Number all others	29	21	42				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<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	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# receiving ESL services only	84	103	TBD	Number of Teachers	39	42	44
# ELLs with IEPs	5	15	TBD	Number of Administrators and Other Professionals	5	6	4
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	2	3

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	100.0	100.0	92.1
				% more than 2 years teaching in this school	53.8	57.1	61.4
				% more than 5 years teaching anywhere	30.8	35.7	47.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	67.0	64.0	75.0
American Indian or Alaska Native	1.0	0.8	0.6	% core classes taught by "highly qualified" teachers	94.3	100.0	91.8
Black or African American	23.3	24.2	22.4				
Hispanic or Latino	73.1	71.9	73.1				
Asian or Native Hawaiian/Other Pacific	2.0	2.3	3.0				
White	0.4	0.6	0.6				
Male	49.6	48.3	48.8				
Female	50.4	51.7	51.2				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Overall NCLB/Differentiated 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:

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial	-	-					
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	43.8	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	11	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	22.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.8						

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

**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 606	District 12	School Number 196	School Name Literacy and Arts
Principal Ms Lizette Rivera		Assistant Principal Mr Ariel Delgado	
Coach Ms Velasquez		Coach Ms Rahbani	
Teacher/Subject Area Ms Kupetz		Guidance Counselor Ms Graham	
Teacher/Subject Area Ms Bauer		Parent Ms Ortiz	
Teacher/Subject Area Ms Ward		Parent Coordinator Ms Portocarrero	
Related Service Provider Ms Lopez		Other Ms Greenblant	
Network Leader Petrina Palazzo		Other	

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	6	Number of Certified Bilingual Teachers	1	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	787	Total Number of ELLs	195	ELLs as Share of Total Student Population (%)	24.78%
------------------------------------	------------	----------------------	------------	---	---------------

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.

1-1-Parents complete a Home Language Survey (HLS) in the main office when parents register their child. An ESL licensed teacher supports Parents as they fill out the HLIS given to the parent in a language the parent can understand. The ESL teacher answers any questions the parents might ask. If eligible according to the HLIS and interview, the student is administered the LAB-R within 10 days of registration to determine if the child needs ESL services. The student is also interviewed in the mother tongue and in English. Once the students are eligible for the ESL services, the coordinator makes sure the parents are given all the resources available to make decisions about the ESL program they have selected for their child. Parents are invited to a parent orientation where they view the video explaining the 3 programs available to their child. An ESL certified teacher assists the parents in completing the Parent Survey and Program Selection form after the video is viewed. The child is placed in the program according to the parent's selection. Outreach by the ESL teacher and Parent Coordinator is done to parents who do not attend orientation in order for them to view the video at their convenience.

NYSESLAT is administered to ELLs each Spring by the certified ESL teacher. Scores are used to identify who continues to receive ELL services. The scores help the ESL and classroom teachers plan in a way that benefits the ESL students, group them according to their level, and determine the instructional time.

2-Within the first ten days the parents of these new admits are invited to an orientation. These orientations are informational and question-and-answer sessions. The parents view a video and get information through brochures in their native tongue about the ESL programs existing (Transitional Bilingual, Dual language, and Freestanding Program). We provide language interpreters for the ethnic majority at school. In these sessions they need to fill in the necessary forms such as the Parent Survey and Program Selection. If parents miss this session, they are contacted by mail or phone to come to school as soon as they can. The ESL Coordinator is available every day if parents still have questions or need to schedule a meeting to discuss any issues.

3-We provide parents a guide in their own language to inform them of the procedures and programs available for their child so that they can make an educated choice. We make informational workshops for the parents of the ELLs. Parents are mailed entitlement letters, and the coordinator collects them from the classroom teachers. If a parent does not return the letter, he or she is contacted.

4-Our school makes every effort possible to stay in close contact with the parents of newly enrolled ELLs. We send parents letters in their native language using the translated Departmental materials to inform them about all the different ELL programs that are available. If parents need to, we arrange one to one meetings. We are available to answer questions and concerns by phone. We also have informational workshops throughout the year to ensure that parents of ELLs are well informed. After the first year, the ESL Coordinator sends parents the Parent Choice letter to inform them of their child status as an ELL student. New arrivals receive extra support to be able to level up with their grade: There are three out of the classroom ESL certified teachers, two of them with bilingual skills that work with them. At present we do not have enough parents requesting a bilingual program, but we inform parents that we maintain their requests on file and if we have 15 families requesting bilingual in the same language group across 2 grades that we will open a bilingual class. Support is offered to identify schools with bilingual programs if the parent wants their child in such program. We are providing ESL services for the ELLs at our school right now.

5-After reviewing the Parent Survey and Program Selection forms for the past years the trend in the program choices is the Freestanding ESL Program. About 90% of the parents opt out for bilingual classes, therefore we have kept servicing the students in the Freestanding ESL program. The parents want their children to immerse in the language because they are aware that their children need the competencies required to sit for the state exams (After one year in the program they must take the state exams in English).

6-The program models offered at our school are aligned with parent requests. Their concerns are addressed with the Freestanding ESL Program. Parents believe that their children should learn the language as fast as possible due to the demands of the curriculum.

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	22	28	25											75
Push-In	4	19	26	36	19	16								120
Total	26	47	51	36	19	16	0	195						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	195	Newcomers (ELLs receiving service 0-3 years)	148	Special Education	16
SIFE	4	ELLs receiving service 4-6 years	27	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	148	4	9	27	0	7	0	0	0	175
Total	148	4	9	27	0	7	0	0	0	175

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	25	46	47	35	19	15								187
Chinese		1												1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French			2											2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1		2	1		1								5
TOTAL	26	47	51	36	19	16	0	195						

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.

1- 787 students attend P.S.196. ELLs comprise 24.78 % of the students' population. To assure that the ELLs receive the mandated services, their parents are informed and participate in the decisions on their child education. To comply with the mandated services, we have three ESL self contained classes, and three ESL certified teachers that push-in and pull- out the students from kindergarten grade to fifth grade

that were identified as ELLs. These teachers make sure the students receive the right amount of ESL instruction according to the level of the students resulting from the NYSESLAT scores. The 195 ELL students are from all the grades. Currently, there are 26 students in kindergarten, 47 in first grade, 51 in second grade, 36 students in the third grade, 19 students in the fourth grade, and 16 students in fifth grade. Three of our six ESL teachers are assigned to the ESL self contained kindergarten, first grade, second grade class with 75 students in total in the self contained classes.

2- ESL and classroom teachers work closely to deliver literacy instruction and to modify classroom content instruction to make it accessible to ELLs. The academic content area instruction is in English using ESL methodology and instructional strategies as well as native language support. All the students with beginning and intermediate levels are given 360 minutes of ESL instruction per week, the students that are Advanced are given 180 minutes of ESL through either push in, pull out or self contained model. ELL students who need extra help in reading are placed in the Academic Intervention Program (AIS) as well for extra support. The ESL teacher is a resource supporting classroom teachers in best practice scaffolds for ELLs including how to bridge to prior knowledge, schema build, contextualize, model and provide opportunities for metacognition.

3-The content area instruction is given in English with ESL strategies such as audiovisuals (Smart Board, document camera, pictures, internet, and vocabulary charts)listening activities, speaking activities, guided writing and hands on experiences. The use of levelled readers, picture dictionaries and bilingual dictionaries is encouraged at all times.

4-Our ESL instruction is tailored to fit each of our ELLs subgroups' needs. In order to tailor the instruction properly, we analyze the data from the various assessments tools (LAB-R, NYSESLAT, Reading level records, etc.) as well as the particular situation of ELL as they enter our school. Then we put an instructional plan together for students that are beginners, intermediate, advanced, SIFE, long term ELL's and for those that have special needs.

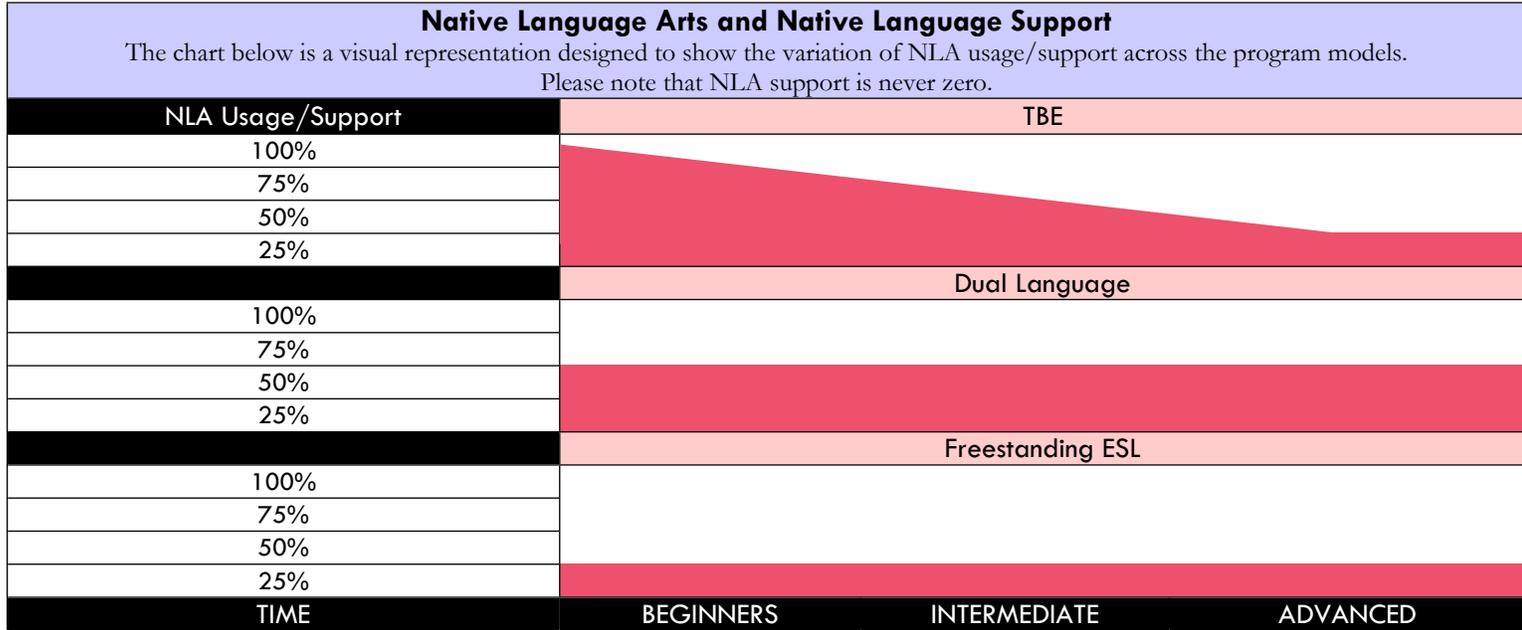
For the ELLs identified as SIFE, (Students with interrupted formal education), there is an individual program design to help them overcome their limitations. These students get the support of a teacher in their native tongue, whenever available, that helps them reach their grade goals. In order to design the educational plans, we analyze the data from the history exam report (ATS), such as ELA scores to determine the weaknesses and strengths of every student, but special attention is given to the scores in the NYSESLAT to determine the areas in which the students need improvement and development. The years of service are taken into account to flag students at risk. If an ELL does not make progress in the best learning conditions after two years, or does not exit the program after four years, then the student is given more special attention and or is referred to the Special Education Support Team. If a student has received services for more than six years and does not exit the program he is referred, as well. Students in the program also receive the benefit of the Academic Intervention Service team and or the Special Education Teacher Support Services in combined efforts to help the ELLs. The ESL coordinator combines efforts with the classroom teachers. Together they design a proper plan of action to better service our ELLs. They will also regularly assess students to measure their progress and design the necessary instruction approach according to their individual needs. New arrivals are given a packet with basic grammar and vocabulary to help them with their immersion in the English language. Throughout the year students are taught ESL survival reading strategies and are introduced to the ELA strategies at lower level. They are pulled out to receive services in smaller groups, as well as being integrated into the regular activities from our school. ESL licensed teachers provide ESL services to the Special Education students whose IEP's require services, especially the ones in self contained, CTT or 12:1:1 classes as it is mandated. Our self-contained ESL classes follow the regular setting class schedule from our school with implementation of ESL strategies. Students with diverse needs are pulled out in small groups with children that have the same reading level and similar needs listed in the IEP. The teachers of these groups elaborate plans to meet the diverse needs of these students in consultation with the Special Education Teacher Support Services. Instruction plans are constantly modified based on ongoing assessment.

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-Our subgroups are put together according to their level in language acquisition as well as the levels in reading .For the beginners, or the students that just entered the country, and non-testing grades, we make sure they attend the Saturday Academy for language and academic enrichment, as well as the Math, Social Studies and Science After School Program for instruction in their native tongue .For the ELLs in testing grades, we make sure they are placed in the After school Program with Academic interventions with ESL strategies, and Math, Social Studies and Science After School Programs with language support as needed.

All our ELLs in the different subgroups are placed in the NYSESLAT After school Program which is set up by grades and language acquisition levels. Also the ELL students who do not show any improvement are placed in the Academic Intervention Program. In order to ensure that the ELLs are getting effective support, the ESL teachers offer support in literacy, Math, content areas, and test preparation. The after school program offers ESL classes to prepare the ELL students for the NYSESLAT and the state exams. There are groups that are taught in their native tongue when the exam will be in that particular language (we can only offer help in Spanish and French).The Academic Intervention Services and The Special Education Support Teacher assist the ELLs as well.

6-When ELL students reach proficiency level on the NYSESLAT, we continue giving them support through transitional services such as testing accommodations.

7-No new programs or improvements are scheduled so far.The implementation of the After school program and Saturday Academy to prepare students for all the state exams will be effective again this year due to their success.

8-No programs will be discontinued.

9-ELLs participate in the Extended Time (ETS),After School Program,and Saturday Academy to ensure success in achieving grade level.The Academic Intervention Services and the Special Education Teacher Support Service Teacher join efforts with the ESL department to help students.Students with more specific diverse needs also benefit from the Speech Pathologist,Physical Therapy,and Counseling.

10-Every classroom has a Smart Board and a document camera besides two computers with internet.The school provides with bilingual dictionaries,picture dictionaries and audio books for listening centers.For struggling readers there are teachers that use the Wilson Program.There several types of levelled readers both in fiction and non fiction to supplement the materials needed in content areas.The library in the school is a good resource for Ell's.They can borrow audio books and books in their reading level with the assistance of the expert librarian. The ESL material is taken from several sources such as Harcourt's Moving into English, Pearson's Exploring English, and Cambridge's Word by Word. All these books are aligned with the New York standards and are geared to develop all four skills. Academic instruction at P.S. 196 follows the Point of Entry model, which suits the needs of our ELL's. The use of leveled content area books helps ELLs to be at the same pace of their peers in content area.

11-The students' native language is supported by providing the students with bilingual books, or books in their native language. Also providing a teacher that is bilingual, lowers the affective filter, so students learn with more confidence. We can only offer teachers that speak French and Spanish.

12-All services support and resources provided by the school are based on grade level and age interests.For example our Rigby ELL Assessment Kit for primary school by TESOL is divided by grade level.The small groups serviced by the support teams are not only divided

by reading level but also by grade. We also use Rigby's On Our Way to English which is not only based on levelled readings, but it also has plenty of materials according to grade interest.

13-There is an initial interview to meet the newcomer student and assess the needs he or she is coming with. After the LAB-R is given, the student is placed with an ESL teacher in a small group. These students usually go to a self contained class if available or to a regular class. In this case the newcomer will be pulled out and given specific instruction for true beginners.

14-Not applicable

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- The whole year ESL teachers attend workshops, and professional developments to be better prepared to meet the needs of the students at the school. We are partners with Columbia Teachers' College. Secretaries attend workshops dealing with BESIS reports, extensions of services, and promotional criteria for ELL students. The parent coordinator attends a variety of workshops that prepares them to talk to the parents about the ESL services available.

2- We advise our staff to promote visits to our school from graduated ELLs to get any needed support. We put together summer reading suggestions and literacy practice packets. We invite parents to workshops to hear information about the Middle School. We also invite them to attend Middle School open houses, and give out packets with the expectations for Middle School. We send student data portfolio explaining the ELLs previous levels of language acquisition to the Middle Schools as well.

3-The school provides 30 hours of professional development a year. Within those hours there is ESL methodological training in differentiated instruction, guided reading and writing, classroom management and other areas. Our ESL coordinator is available to meet with any teacher that needs extra support in ESL instruction, and help them with planning and differentiated instruction. Inter-visitations are arranged for teachers who need assistance. Visits from experts such as Vicki Vinton have come to school to conduct workshops and model lessons for writing workshop.

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- Throughout the year students and their families participate in numerous events such as Math Bowl, Family Math night, Dance Contests, Mother and Son Dance, Father and Daughter Dance, extracurricular ESL Fun Activities during the breaks, Field Day, Sports teams, and NYSESLAT prep after school programs.

2-The school has given parents workshops with the aide of government agencies,or paid experts.So far the schools has given workshops on Immigration,Bullying,Gang Prevention,Cancer Prevention and Nutrition.

3-We evaluate the needs from the parents with the results of the meetings that the school holds.Examples are :Parent Teacher Association meetings,orientations,parent-teacher conferences and other scheduled meetings.The results of the School Survey also help the school identify the concerns of the parents.

4-Parents in this neighborhood are of a very low income and work long hours.The activities that the school offers at convinient hours in the late afternoons and late nights facilitate family time and the opportunity to meet their children's teachers.

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)	12	33	11	7	1	4								68
Intermediate(I)	1	13	22	20	7	3								66
Advanced (A)	13	1	18	9	11	9								61
Total	26	47	51	36	19	16	0	0	0	0	0	0	0	195

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	8	20	7	3	1	1							
	I	0	9	13	12	4	1							
	A	10	0	9	5	6	4							
	P	0	4	3	3	5	7							
READING/ WRITING	B	4	13	4	4	0	3							
	I	1	5	9	8	3	2							
	A	3	1	9	4	5	5							
	P	0	2	3	4	3	5							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	25				25
4	11	13	2	1	27
5	1	5	5	3	14
6					0
7					0
8					0

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
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	12		11		4	1			28
4	4	1	10		5	3		1	24
5	2		5		5		2		14
6									0
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		7		6		8	1	24
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	3	1	5		6		1		16
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

1-Fountas, Pinnel, and TCRWP are used for assessment of the ELL's. The results of the assessment match the level of the ELL in their stage of language development. For example, students who have been receiving services for a year in the best of conditions can develop up to a reading level corresponding to a whole grade of advancement, depending on the language base of every student. Information about the

3-The data coming of the NYSESLAT is used to target the students' deficiencies in the four modalities. Most of the time, the students develop the speaking and listening skills faster than reading and writing. Because of this pattern, great emphasis has been placed on reading programs and guided writing.

4-ELLs report success in the state exams according to their level in the NYSESLAT and their grade level. For example, a beginner in fifth grade underscores in the ELA simply because the student has not been exposed to the language long enough, and because the fifth grade exam is beyond the student's reading level. The deficiencies shown in the NYSESLAT results also help the teachers tailor instruction to meet the deficiencies that will affect the students' performance on the state exams.

5-Not applicable.

6-The success of the ESL program is evaluated on the basis on how many exit the program after at least five years of services .Even if according to research we know it takes seven year to learn a language, our students get a great deal of academic support through our ESL program,the Academic Intervention Team,and the Special Education Support Services teacher in the hopes of accelerating the process.

Additional Information

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

Part VI: LAP Assurances

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		