



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

GRAND CENTRAL PARKWAY SCHOOL PS196

SCHOOL NAME : _____

28Q196

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____

PRINCIPAL: MRS. SUSAN MIGLIANO

EMAIL: SMIGLIA@SCHOOLS.NYC.GOV

SUPERINTENDENT: BEVERLY FOLKES-BRYANT

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Susan Migliano	*Principal or Designee	
Stacy Bronstein	*UFT Chapter Leader or Designee	
Lisa Goldenberg	*PA/PTA President or Designated Co-President	
Carrie Ginzberg	Member/Teacher	
Zachary King	Member/Teacher	
Jayne Golub	Member/Teacher	
Shelly Levin	Member/Teacher	
Stephanie Fowler	Member/Parent	
Carmen Atienza	Member/Parent	
Raveen Jassal	Member/Parent	
Pamela Montes	Member/Parent	
Pepa Tanousis	Member/Parent	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2012, 5% of our level 3 students in 4th and 5th grade will show progress by increasing to a level 4 on the New York State ELA assessments.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
After analyzing student performance from NYS ELA assessments for a three-year period, we found there was a significant decrease in our level 4s. Therefore, our objective is to incorporate higher level thinking skills and strategies into our instruction across all curricular areas to prepare our students for the more rigorous assessments aligned with the CCLS.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

Enrichment Program

We offer an extended day enrichment program in grades 1-5. Students will learn reasoning and strategic skills using multiple resources.

Target Population(s): Teachers of grades 1-5; extended day enrichment teachers of grades 1-5; students in grades 1-5.

Responsible Staff Members: Principal, Assistant Principal, CFN 207 Providers, Literacy Coach, Data Specialist, and enrichment teachers

Implementation Timeline: September 2011 through June 2012.

Activity #2

Professional Development

Professional development will be given for the following: Webb's Depth of Knowledge, Blooms' Taxonomy, Common Core Learning Standards – Task, Differentiation of Instruction and SMART Board training and Universal Design for Learning

Target Population(s):

Classroom teachers, Clusters, and SETSS teachers, teachers working with ELLs and all students in grades K-5.

Responsible Staff Members: Administrators, CFN 207, Coaches, staff members, Data Specialist.

Implementation Timeline: September 2011 through June 2012

Activity #3

Literacy Tasks

Classroom teachers will meet during common prep periods to work collaboratively to develop literacy tasks in nonfiction aligned with the Common Core Learning Standards.

Target Population(s): All classroom teachers and all students, administrators, Coaches, Data Specialist

Responsible Staff Members: All classroom teachers, administrators, Coaches, Data Specialist

Implementation Timeline: November 2011 through June 2012

Activity #4

Student Work

Teacher teams such as the Literacy Vertical Team and Inquiry Teams will meet to analyze student work to support the instruction on using effective questioning across the curriculum.

Target Population(s): All classroom teachers and all students.

Responsible Staff Members: Classroom teachers, out of classroom providers, administrators, CFN 207.

Implementation Timeline: September 2011 through June 2012

Activity #5

Technology

Teachers will incorporate the use of a SMART Board to engage the students through interactive English Language Arts activities.

Target Population(s): Classroom teachers and students.

Responsible Staff Members: Administrators, tech liaisons, CFN 207.

Implementation Timeline: September 2011 through June 2012

Activity #6Observations

The Principal and Assistant Principal will conduct formal and informal observations to ensure that higher level questioning is incorporated into literacy lessons and across the curriculum.

Target Population(s): Teachers

Responsible Staff Members: Principal and Assistant Principal

Implementation Timeline: September 2011 through June 2012

Steps for including teachers in the decision-making process

All classroom teachers, out of classroom providers (ELL, SETTS, Speech) administrators and literacy coach. Vertical teams composed of one teacher per grade.

*Each group meets on an ongoing basis to review data and plan instructional strategies.

Activity #7Student Goals

Students will set individual goals for how to improve their achieve higher-level work in both reading and writing.

Target Population(s): Students in 4th and 5th grades who scored high level 3s on the 2011 ELA exams.

Responsible Staff Members: Classroom teachers and 4th and 5th grade students mentioned above.

Implementation Timeline: September 2011 through June 2012

Steps for including teachers in the decision-making process

Classroom teachers will work with students through conferencing on developing their individual goals.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP. N/A

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

At P.S. 196, according to the BEDS survey, 100% of our teachers are highly qualified. We provide Professional Development which is coordinated

by Administrators, network support specialists and classroom teachers. Our staff is provided with two common prep periods per week to work together as a grade to plan, analyze student work and review student data.

Each teacher has a professional goal which is supported by the Administration. Also, Teacher teams/Inquiry Teams will provide for on-going discussion.

Our Vertical Teams disseminate information to their colleagues, sharing best practices to improve instruction.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Saturday Academy
- ESL Academic After School Program
- Nutrition Committee
- Student Government
- Character Education

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The following funding sources were used to implement this action plan from September 2011 through June 2012 as indicated below:

- Salary for the Principal will be funded by TL Fair Student Funding
- Salary for the Assistant Principal will be funded by TL Fair Student Funding and Contract for Excellence
- Salaries for Teachers will be funded by TL Fair Student Funding, TL FSF Legacy Teacher Support, TL Summer School Shared, TL Children First Network Support and TL Temporary Shortfall
- Salary for the IEP (SETTS) Teacher will be funded by TL IEP Teacher
- Data Specialist funding will be used for per session to collect and analyze data
- Salary for Literacy Coach will be funded by TL Temporary Shortfall
- Salary for CFN Support will be funded by TL Children First Network
- Salary for the ELL provider will be funded by TL Fair Student Funding
- Salary for the Speech provider will be funded by TL Mandated Speech

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2012, 100% of our K-5 students will be exposed to how to respond to open-ended math tasks.

Comprehensive needs assessment

At the end of 2010-2011 school year based on student work, results from the NYS Math assessment and the new city-wide expectations aligned with Common Core Learning Standards, we found the need to implement open-ended math tasks.

Instructional strategies/activities

Activity #1

Modeling

Teachers will model how to respond to open-ended math activities, such as incorporating a picture representation, number models, math terms, etc. Students will show how they got their answer(s) and be prepared to defend their work.

Target Population(s): All classroom teachers, all students K-5.

Responsible Staff Members: All classroom teachers, Administrators, Coaches, CFN 207, outside providers.

Implementation Timeline: September 2011 through June 2012

Activity #2

Professional Development

Professional Development will be given on the following topics: What constitutes an open-ended math task; How to Rethink a Math Task; How to imbed open-ended math tasks into the units of study in math; SMART Board math instruction incorporating CCLS into Everyday Math lessons; and Universal Design for Learning.

Target Population(s): All teachers and students.

Responsible Staff Members: Administrators, Data Specialist, Tech liaisons, CFN 207, staff members.

Implementation Timeline: September 2011 through June 2012

Activity #3Student Work

Teachers will meet during grade conferences and teacher team meetings to analyze student math work.

Target Population(s): Classroom teachers, outside classroom providers and students in K-5.

Responsible Staff Members: Principal, Assistant Principal, Data Specialist, and classroom teachers

Implementation Timeline: September 2011 through June 2012.

Activity #4Planning

Each grade will meet during common prep periods to plan rigorous math tasks. The Math Vertical Team will also meet monthly to plan rigorous math tasks and share across grades. Administrators and teachers will meet during conferences to work on creating and implementing open-ended math tasks, and to look at student work.

Create an interdisciplinary team (classroom teachers, ESL teacher, SETTS teacher and related service providers) to ensure that all students, including ELL and special needs students are working toward meeting this goal.

Target Population(s): Classroom teachers, Teacher teams and students in grades K-5

Responsible Staff Members: Principal, Assistant Principal, CFN 207, classroom teachers and Teacher Teams

Implementation Timeline: September 2011 through June 2012

Activity #5Technology

SMART Boards will be used to motivate and engage students in interactive math tasks.

Target Population(s): Students in grades K-5 and K-5 classroom teachers

Responsible Staff Members: Principal, Assistant Principal, Tech liaisons, Data Specialist and Math Vertical Team

Implementation Timeline: September 2011 through June 2012

Activity #6Walkthroughs/Observations

Learning walks and inter-visitations to share best practices with regard to rigorous tasks and modeling in math. The administration will do informal

and formal observations to measure the implementation of rigorous math tasks.

Target Population(s): All teachers

Responsible Staff Members: Principal, Assistant Principal, teachers and Network support

Implementation Timeline: September 2011 through June 2012

Steps for including teachers in the decision-making process

All classroom teachers, out of classroom providers (ELL, SETTTS, Speech) administrators and literacy coach. Vertical teams composed of one teacher per grade.

*Each group meets on an ongoing basis to review data and plan instructional strategies.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP. N/A

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

At P.S. 196, according to the BEDS survey, 100% of our teachers are highly qualified. We provide Professional Development which is coordinated by Administrators, network support specialists and classroom teachers. Our staff is provided with two common prep periods per week to work together as a grade to plan, analyze student work and review student data.

Each teacher has a professional goal which is supported by the Administration. Also, Teacher teams/Inquiry Teams will provide for on-going discussion.

Our Vertical Teams disseminate information to their colleagues, sharing best practices to improve instruction.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Saturday Academy
- ESL Academic After School Program
- Nutrition Committee
- Student Government
- Character Education

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

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- Salary for the Speech provider will be funded by TL Mandated Speech

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, there will be a 2% increase in the number of ELL students achieving a proficient level in the Reading and Writing component as measured by the NYSESLAT.

Comprehensive needs assessment

After conducting a three-year trend analysis of student performance data on the NYSESLAT, it was determined that our ELL students underperformed on the Reading and Writing component of the NYSESLAT. Therefore, there will be an emphasis on instruction in reading and writing skills, such as vocabulary, grammar, comprehension and fluency.

Activity #1

Passport to Fun – A program designed to move our students toward full and strong English language proficiency. The focus of the lessons and overall planning will be driven by New York City's CCLS literacy or math focus. The big picture for this class is that the students will be traveling to different countries and researching, analyzing and critiquing the information before their journey using multiple resources and strategies, with a focus on reading and writing.

Target Population(s): ELL students

Responsible Staff Members: Teachers servicing ELL students

Implementation Timeline: September 2011 through June 2012

Activity #2

Getting Ready for the NYSESLAT- This program will prepare and support ELL students for the NYSESLAT, specifically the reading and writing component, using multiple resources such as workbooks, CD's and practice tests.

Target Population(s): ELL students

Responsible Staff Members: Teachers servicing ELL students

Implementation Timeline: September 2011 through June 2012

Activity #3

Professional Development – Professional Development will be given on the following topics: assessments (ie NYSESLAT), strategies and skills to teach ELL students, differentiated lesson planning and Universal Design for Learning.

Target Population(s): ESL Teacher and Classroom Teachers

Responsible Staff Members: ELL teacher, network support staff

Implementation Timeline: September 2011 through June 2012

Activity #4

Push-in Model – Our ELL teacher will push-in to K-5 classrooms providing a collaborative team teaching approach. Classroom teachers, providers and ELL teacher will plan lessons once a week.

Target Population(s): ELL students, General education students

Responsible Staff Members: K-5 classroom teachers who are involved in push-in model, ELL teacher

Implementation Timeline: September 2011 through June 2012

Steps for including teachers in the decision-making process

All classroom teachers, out of classroom providers (ELL, SETTS, Speech) administrators and literacy coach. Vertical teams composed of one teacher per grade.

*Each group meets on a daily/monthly basis to review data and plan instructional strategies.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP. N/A

Strategies for attracting Highly Qualified Teachers (HQT)

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At P.S. 196, according to the BEDS survey, 100% of our teachers are highly qualified. We provide Professional Development which is coordinated by Administrators, network support specialists and classroom teachers. Our staff is provided with two common prep periods per week to work together as a grade to plan, analyze student work and review student data.

Each teacher has a professional goal which is supported by the Administration. Also, Teacher teams/Inquiry Teams will provide for on-going discussion.

Our Vertical Teams disseminate information to their colleagues, sharing best practices to improve instruction.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Saturday Academy
- ESL Academic After School Program
- Nutrition Committee
- Student Government
- Character Education

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

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- Salary for CFN Support will be funded by TL Children First Network
- Salary for ELL provider will be funded by TL Fair Student Funding

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2012, 10% of students in grades K through two will increase their TC level to achieve a benchmark of a level 3.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
As a result of last year's Independent Reading Level Progression Data we found that some of our K through two students scored below level throughout the year.

Activity #1

Extended Day

AIS services are offered for at-risk students before school in small groups.

Target Population(s): Classroom teachers grades K-2, students in grades K-2

Responsible Staff Members: Principal, Assistant Principal, and Data Specialist

Implementation Timeline: September 2011 through June 2012

Activity #2

At Risk Pull-out – Resource Room Teacher and Literacy Coach pull-out struggling students to work in small groups on word study, phonics, comprehension and writing using multiple resources and strategies.

Target Population(s): Resource Room Teacher, Literacy Coach and students in grades K-2

Responsible Staff Members: Principal, Assistant Principal, Data Specialist, Literacy Coach, Resource Room teacher and ESL teacher

Implementation Timeline: November 2011 through June 2012

Activity #3

Small Group Instruction – Teachers work with small groups of students doing either strategy or guided reading lessons. Teachers give extra support with a particular skill or strategy.

Target Population(s): K-2 classroom teachers and students in grades K-2

Responsible Staff Members: Principal, Assistant Principal, and K-2 classroom teachers

Implementation Timeline: September 2011 through June 2012

Activity #4

Technology

- SMART Boards are used to motivate and engage students in interactive phonics; reading and writing lessons.
- Reading Eggs – a web-based reading program (used both at home and school) to help children develop and enhance their reading skills.

Target Population(s): K-2 classroom teachers and students in grades K-2

Responsible Staff Members: Principal, Assistant Principal, Data Specialist and K-2 classroom teachers

Implementation Timeline: September 2011 through June 2012

Activity #5

Meetings – Teacher teams meet during Inquiry, common prep periods and grade conferences to analyze student work to drive their instruction to meet the needs of their students.

Target Population(s): K-2 classroom teachers and students in grades K-2, Literacy Coach, and out of classroom teachers who are on the Inquiry Teams, such as Resource Room, Speech, and ESL teachers

Responsible Staff Members: Principal and Assistant Principal, classroom teachers, ESL teachers, Literacy Coach, Resource Room, and Speech teachers

Implementation Timeline: September 2011 through June 2012

Activity #6

Foundations/Wilson – Teachers spend each day systematically teaching the children about letter-sound relationships, spelling and strategies for encoding and decoding words.

Target Population(s): K-2 classroom teachers and students in grades K-2, Resource Room Teacher, and Literacy Coach

Responsible Staff Members: Principal and Assistant Principal, K-2 classroom teachers, Resource Room teacher, and Literacy Coach

Implementation Timeline: September 2011 through June 2012

Activity #7

Professional Development – Professional development will be given on the following topics:

Strategies on Working With Small Groups

Differentiation of Instruction

The Use of Foundations

Administering and Analyzing TC Assessments

Universal Design for Learning (UDL)

Target Population(s): K-2 classroom teachers and students in grades K-2, Resource Room Teacher, and Literacy Coach and ELL, IEP and Speech providers

Responsible Staff Members: Principal and Assistant Principal, K-2 classroom teachers, Resource Room teacher, and Literacy Coach and CFN207 providers

Implementation Timeline: September 2011 through June 2012

Steps for including teachers in the decision-making process

All classroom teachers, out of classroom providers (ELL, SETTS, Speech) administrators and literacy coach. Vertical teams composed of one teacher per grade.

*Each group meets on a daily/monthly basis to review data and plan instructional strategies.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP. N/A

Strategies for attracting Highly Qualified Teachers (HQT)

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Each teacher has a professional goal which is supported by the Administration. Also, Teacher teams/Inquiry Teams will provide for on-going discussion.
Our Vertical Teams disseminate information to their colleagues, sharing best practices to improve instruction.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Saturday Academy

- ESL Academic After School Program
- Nutrition Committee
- Student Government
- Character Education

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

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- Data Specialist funding will be used for per session to collect and analyze data
- Salary for Literacy Coach will be funded by TL Temporary Shortfall
- Salary for ELL provider will be funded by TL Fair Student Funding
- Salary for CFN Support will be funded by TL Children First Network
- Salary for Speech provider will be funded by TL Mandated Speech

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	8	8	N/A	N/A	0	3	2	3
1	12	12	N/A	N/A	3	2	2	2
2	11	11	N/A	N/A	0	3	1	3
3	12	12	N/A	N/A	0	1	2	6
4	12	12			0	2	2	4
5	7	7			1	1	2	4
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Literacy coach – small group instruction/whole class instruction Before school small group instruction for struggling learners (Extended Day) Wilson and Foundations/At-Risk Resource Room during school Small group during the school day/one-on-one instruction-during the day Data informed individualized instruction by classroom teacher Teacher Team research cycles for struggling students
Mathematics	Before school small group instruction for struggling learners (Extended Day) Small group during the school day/one-on-one instruction during the day Data informed individualized instruction by classroom teacher Teacher Team research cycles for struggling students
Science	Early-childhood – Science cluster Before school small group instruction for struggling learners (Extended Day) Push-in Science intervention teacher Data informed individualized instruction by classroom teacher
Social Studies	Extended Day for struggling learners Data informed individualized instruction by classroom teacher
At-risk Services provided by the Guidance Counselor	Individual and Group Counseling K – 5 Provide Support group sessions before and during school Small Group Instruction – Guidance in the classroom
At-risk Services provided by the School Psychologist	None
At-risk Services provided by the Social Worker	Counseling for students Provide parental support Collecting data on students Classroom observations Provide short term goals for students

At-risk Health-related Services	<ul style="list-style-type: none">. physical therapy to individual students. Occupational therapy services to individual students. Supports classroom teachers. Collecting data on students. AIS small group instruction during extended day. academic services for at risk students. small group instruction during extended day
At-risk provider (Ann Wishnia)	

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Charles Amundsen/Peggy Miller	District 28	Borough Queens	School Number 196
School Name Grand Central Parkway			

B. Language Allocation Policy Team Composition [?](#)

Principal Susan Migliano	Assistant Principal Catherine Jarrat Koatz
Coach	Coach type here
ESL Teacher Judith Leffler Riccardo/ESL	Guidance Counselor Louise Corbett
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader Peggy Miller	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	640	Total Number of ELLs	35	ELLs as share of total student population (%)	5.47%
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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. 

Paste response to questions 1-6 here

- 1) 1. The first step is to have all parents of incoming newly enrolled students complete the Home Language Identification Survey (HLIS) which includes an informal and oral interview in English and their native language. The persons responsible for conducting the initial screening, administering the HLIS, the LAB-R, and the formal initial assessment include one full-time ESL certified teacher and/or other licensed pedagogues with the assistance of bilingual paraprofessionals, bilingual school aides and other school secretaries. When a child with a Spanish home language does not pass the English LAB-R, the Spanish LAB-R is administered by a licensed pedagogue in Spanish. LAB-R will provide the school with the level of English Language Proficiency achieved by each student. The NYSESLAT will identify the specific weaknesses and strengths of each student. This data will be reviewed annually.
- 2) In the beginning of the year, a Parent Orientation Session is held which describes in great detail all three program choices. All parents or guardians of new enrolled ELLs are sent Entitlement Letters indicating the date and time of the parent orientation session. These letters are sent in English as well as in their Home Language. Parents are informed two weeks before the Parent Orientation Session to ensure full participation. At the actual workshop the parents are provided with a brochure in their home language which provides basic information about each instructional program available for ELLs in New York City. Parents view the DVD "Orientation Video for Parents of Newly Enrolled English Language Learners". Parent orientations are conducted on an as needed basis throughout the school year.
- 3) The Entitlement Letters are distributed in English and in their home language. The Parent Surveys and Program Selection Forms are distributed and completed the day of the Parent Orientation Session. CD's and videos are made available to those parents who are unable to attend school meetings. Individual meetings with the ESL Teacher are also set up to ensure that parents fully understand the information they have received.
- 4) Parent orientation programs are designed to inform parents about the choices that they have regarding how their child shall learn English in NYC. In addition, we provide parents with materials in their native language in order to help them make educated decisions.
- 5) After reviewing the Department of Education videos regarding the choices of programs available in NYC, and investigating all of the options available to them, all of the parents have chosen to leave their children in the ESL program at PS196.
- 6) Currently, the only program model offered at PS196 is English as a Second Language. This program is aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	35	Newcomers (ELLs receiving service 0-3 years)	33
SIFE		ELLs receiving service 4-6 years	2
		Special Education	6
		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	33		5	2		1					35
Total	33	0	5	2	0	1	0	0	0		35

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

C. Home Language Breakdown and ELL Programs

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

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
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	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP	EL L	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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		1	1	2	1									5
Chinese	2	1		4	1	1								9
Russian	2	1		2	1									6
Bengali					1									1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi					1									1
Polish			1											1
Albanian														0
Other	1	2	4	3	1	1								12
TOTAL	5	5	6	11	6	2	0	35						

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic

A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

1a) During the regular instructional school day at PS196, ELLs participate in formal freestanding ESL program according to the criteria of the NYS guidelines. Students are required to meet NYS ESL Standards for Reading, Writing, Listening and Speaking. There is one ESL Teacher who holds permanent NYS ESL K-12 license. She also holds a NYC ESL k-6 license. The language of instruction is English. The instructional model for this program is a combination of push-in and pull-out programs, which provides small group, differentiated instruction. Students eligible for ELL services would receive additional enrichment during a morning and after-school program.

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

2) All students receive the New York State mandated ESL/ELA allotted instruction time based on the student's English Language Proficiency Level. There are 8 students at the Beginner Level of English Language Proficiency and they receive 360 minutes of ESL instruction per week. There are 8 students at the Intermediate Level of English Language Proficiency and they also receive 360 minutes of ESL instruction per week. There are 19 students at the Advanced Level of English Language Proficiency and they receive 180 minutes of ESL instruction per week.

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

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

The ESL teacher plans closely with the classroom teachers, in order to provide scaffolding so that the students can have an opportunity to incorporate the information into their personal knowledge. They then can work with the information at a higher level of understanding.

The teachers work together providing the students with copies of passages in the textbook, then breaking into small groups to delve and closely inspect for language learning as well as for content. The teachers have a variety of materials available to them including but not limited to computers, leap pads, textbooks, trade books in the classroom libraries, content area libraries in the ESL classroom and in the school library. Books on tape are available to enhance the students' reading and listening skills.

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

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

4) When our ELL students are required to take the NYS ELA, NYS Math and Science exams they are given the opportunity to take the exams in their native language. They are given a copy of the exam in their native language alongside an English version. This year, three of our children took the fourth grade science exam in their native language. Two students received a level 4 and one student received a level 3. Our school does not offer a bilingual program.

5a) Presently we do not have any students who fall into the category of interrupted formal education (SIFE).

A. Programming and Scheduling Information

5b)PS 196 's plan for newcomers provides for a positive classroom environment. The warm and welcoming atmosphere we create allows for more rapid language development and interaction into our academic setting. We help newcomers adjust to the new school experience more easily by: familiarizing them with lunchtime, arrival/dismissal routines; labeling classroom objects, thereby teaching basic vocabulary; including ELL's when assigning classroom jobs (taking into account their level of proficiency); focusing on the positive, by creating frequent opportunities for success in the classroom; using gestures as often as possible and making sure the student knows what the gestures mean. In addition, we facilitate the acquisition of the rhythm and sounds of English, by having the newcomer listen to and repeat songs and chants. It is our goal to include newcomers in all instructional activities that take place in the classroom. Now that NCLB requires ELA testing after one year, in grades 3-5 , ELLs are provided with a variety of intervention services, including in-classroom additional instruction, Extended Day tutoring, after school AIS and ESL instruction as budget allows.

5c) Our plan for differentiating instruction for ELLs receiving service four to six years is to provide more opportunities for written and oral responses to literature and in the content areas. This subgroup will continue to be provided with academic intervention services (AIS) as the budget allows and have their instruction differentiated based on on-going assessments. The students will be taught usind the Wilson Program for Reading. Additionally, these students will have Study Island practice with the questions programmed, to be read aloud, to help practice listening skills. The support for these students will be provided from their self contained classroom teacher and the SETTS teacher, as per their IEP's. The ESL teacher will work with the students as per their mandated minutes per week, based upon their Spring 2011 NYSESLAT scores.

5d) Long term ELLs are invited to participate in after school programs, such as AIS and ESL Club as well as summer programs. They may be placed in at At Risk pull-out group with the SETTS teacher if the ESL teacher, the classroom teacher and parent/guardians agree that the student would benefit from this. We also incorporate lessons on building academic language in their regular classroom and the ELL classroom. This will enable our students to increase their writing skills.

6. Social Studies, Math and Science classroom texts as well as ELA materials are used to preview vocabulary and concepts. In addition, Read Aloud texts and leveled books are used as a source for building academic language. Both ESL and general ed co-teacher plan together to ensure that language objectives are incorporated into the units of study.

7.ESL planning and scheduling is a cooperative effort between the ESL and classroom teachers, designed to ensure that ELL students receive grade appropriate content and materials with additional support.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

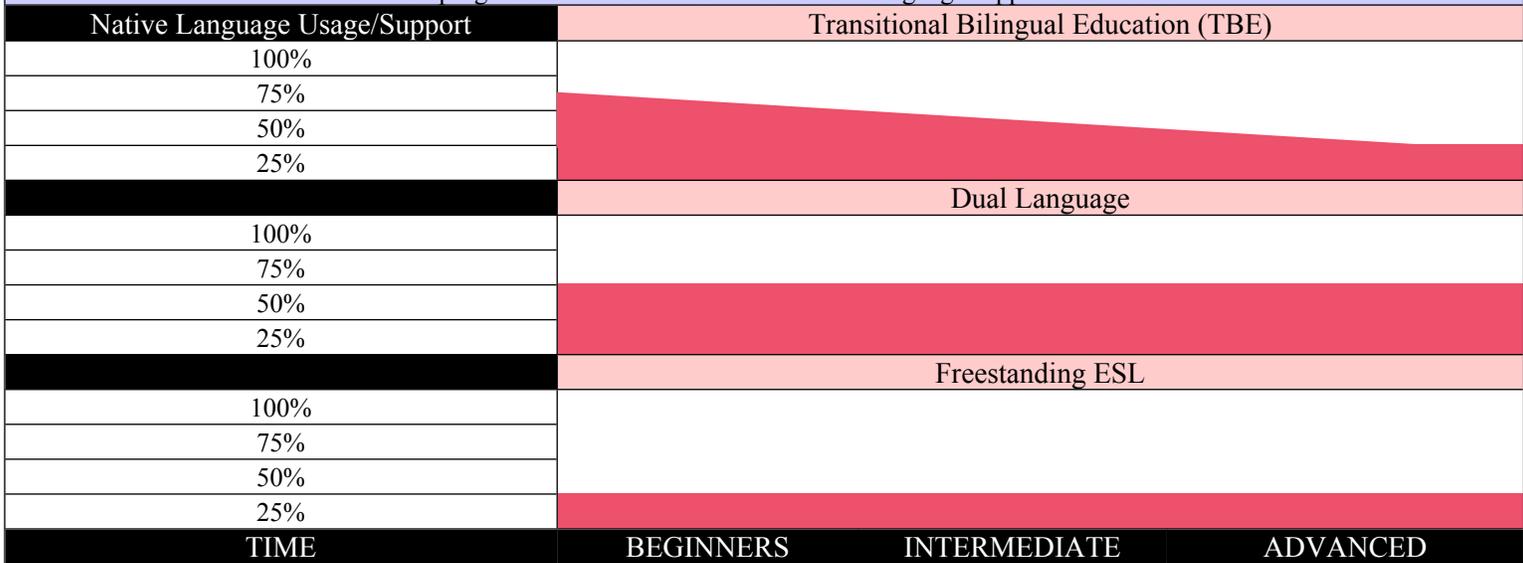
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?

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15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

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

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

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

11) No programs will be discontinued at PS196.

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

13) ELL students at PS196 have a variety of instructional material available to them within their classroom and in the ESL room, including written material across all curricular areas, large books, and books on tape. ELL students also have access to a broad range of technology, including laptops, Leap Frog pads and SMART Boards. Our school uses a web-based software program called Study Island to help support ELL learning.

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

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

16) In the spring, parents of newly enrolled students are formally introduced to all key school personnel. Our newest students have the opportunity to visit kindergarten classes. Thus, before school begins parents and students have had a warm and informative introduction to our school.

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

B. Programming and Scheduling Information--Continued

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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.

Paste response to questions 1-3 here

1) Professional development has been and will be ongoing for all teachers at PS 196. Teachers will continue to learn and hone their skills regarding integrating ESL strategies into their classrooms. There are a variety of strategies in which to facilitate an ELL child's transition. There are professional development planning periods during which the ESL teacher and the classroom teachers meet and plan in order to maximize English Language acquisition for the ELLs. Communication also occurs during grade conferences, lunch meetings, and through a biweekly articulation form. This ensures that content area instruction is aligned with each classroom and those ESL methodologies and strategies are infused into content area instruction. The aim of the program is to increase English Language proficiency, develop academic language, and content area knowledge. There is concentration and scaffolding revolving around the four language modalities: Listening, Speaking, Reading, and Writing.

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

The ELL teacher will attend Professional Development sessions throughout the school year. The following is a list of meetings through our CFN that the ELL teacher will attend:

- September 14, 2011
- October 19, 2011
- November 10, 2011
- December 14, 2011
- January 18, 2012
- February 15, 2012
- March 21, 2012
- April 18, 2012
- May 16, 2012
- June 5, 2012

Our CFN network ELL specialist, Giuvela Leisengang, will provide training for the teachers that are team teaching with our ESL teacher. Additionally, she will present at staff development conferences throughout the school year. The teachers who are not having our ESL teacher push in and plan with them are receiving professional development via our network specialist during other Professional Development events throughout the school year.

2) Our fifth grade staff meets with guidance counselors from our local middle school to discuss requirements and transition issues for all students. Our ESL teacher then meets with the fifth grade teachers to discuss implications for ELL students. All staff work together to ensure a smooth transition to middle school for all students, including ELLs.

3) All teachers at P.S. 196 general education and special education as well as related service providers (in particular, speech therapists) take part in a minimum of 7.5 hours of ELL training. The school devotes 3, one hour professional development sessions to strategies for working with ELLs in the classroom from using native language and translation tools to illustrating difficult concepts with pictures, to pairing ELLs with more proficient speakers to improve language ability.

4.5 hours of grade meeting per year are also devoted to building the academic language of ELLs.

Attendance sheets are collected for each Professional Development session and teachers are responsible for updating their individual professional learning logs which are kept in the Principal's office.

C. 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)?

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?

Paste response to questions 1-4 here

1) 1. We take great pride in being a collaborative learning community providing parents with workshops to keep them informed of important topics concerning their children, and the learning environment in our school. Parents are encouraged to volunteer in our lower grade classrooms to provide additional assistance to the teachers and students, as necessary. Our principal holds monthly meetings, "Coffee and Conversation" which give parents a forum to discuss their concerns and hear about the new initiatives and programs taking place in our school. Our school has a website that provides parents with a great deal of information about the school and available resources. Our parents are encouraged to attend and participate in many of our activities: International Night, Literacy Celebrations, School Plays, Musical and Drama Performances, Cake Sales etc.

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

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

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

3) In the beginning of each school year a survey is sent home to each family to find out what is most important to them. With the data extracted from these surveys, we are able to provide services and meet the needs and expectations of our parents. Through the efforts of our parent coordinator, we have open lines of communications via telephone, email or face-to-face meetings to ensure that parents are comfortable and feel welcomed in our school building. Again, through telephone translation services, we can address their needs in their native language. Ensuring that parental needs are being met is an ongoing process.

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

We carefully select the topics of parent workshops to ensure that parents receive the most up-to-date and pertinent information regarding their children's educational and health needs. We work with outside organizations to disseminate information about relevant topics. The ESL teacher offers workshops to the parents of our ELL students on the components of the NYSESLAT, familiarizing the parents of the components of this assessment.

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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)														0

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) Our school uses TCRWP to level our students and find out what reading level they are on. We use this information to determine how much vocabulary an ELL knows, how well the ELL can spell grade appropriate words, how well the ELL can comprehend a story and retell it and we also see if a child can follow directions. All these assessments provide valuable insights for the teachers as they plan lessons.

TCRWP Reading Levels

Kindergarten:

Grade One: A-D; one student has met the benchmark and four have not.

Grade Two: B-J; one student has met the benchmark and five have not.

Grade Three: E-M; one student has met the benchmark and ten have not.

Grade Four: B-Q; two students have met the benchmark and four have not.

Grade Five: B, K; two students have not met the benchmark.

The results from TCRWP Reading Levels indicate that most of the children have not met the benchmarks in reading for September.

Targeted instruction is warranted in phonics for the students in Kindergarten through Grade 5, who did not meet the benchmarks.

Instruction needs to include the integration of the three cuing systems - meaning, visual and sound. The children also need to increase the amount of words they recognize automatically within a text. The students also need to work on comprehension which includes answering literal and inferential questions.

2) The following results are from NYSESLAT, Spring 2011 testing:

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

Current Grade 2: One ELL student scored at Intermediate Level and three ELL's at the Advanced Level of English Language Proficiency.

Current Grade 3: One ELL student scored at the Beginning Level, three ELL's at the Intermediate Level and seven at the Advanced Level of English Proficiency.

Current Grade 4: Two ELL's scored at the Beginning Level, one at the Intermediate Level and two ELL's at the Advanced Level of English Language Proficiency.

Current Grade 5: One ELL student scored at the Intermediate Level of English Proficiency.

As per NYS law, we use the LAB-R to assess eligible students to determine if they need English language instruction in NYC. The following are the results from the 2011-12 ongoing LAB-R testing.

Current Kindergarten: Five ELL's scored at the Advanced Level

Current Grade 1:

Current Grade 2: One ELL scored at Intermediate Level and one ELL at the Advanced Level

Current Grade 3:

Current Grade 4: One ELL scored at the Intermediate Level

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.

Paste additional information here

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		3		1		0		5
4	0		0		1		2		3
5	0		1		1		4		6
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	1		0		1		2	0	4
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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:

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.

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q196 **School Name:** PS196

Cluster: 2 **Network:** Peggy Miller/CFN 207

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.

1. The Home Language Identification Survey guides us in determining what our needs are regarding language interpretation and/or oral interpretation to insure that all parents are provided with appropriate and timely information in a language they can understand. Additional information is gathered by the parent coordinator, the pupil accounting secretary, and the ESL teacher. We also use the information submitted on the student's emergency card.

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.

2. The vast majority of parents/guardians in our school community prefer English as the language of communication. PS196Q's written translation and oral interpretation needs include the following DOE covered languages: Spanish, Russian, and Chinese. For those families we provide translated letters, memos and flyers. We also provide translators for parent teach conferences or meetings. Translation need information is shared with the staff at PS196Q.

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.

1. PS196Q has several bilingual staff members and parent volunteers who are available to translate written materials when needed. Additionally, we have open communication with NYC's DOE Translation Services Unit and submit documents for translation to them in a timely manner. We also use online translation sites when we can.

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.

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

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>.

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



Title III Plan Review Form 2011-12

Senior ELL CPS/Reviewer: Gary D. Goldenback

Borough: Queens District: 28 School Number: 196 School Name: Grand Central Parkway

Cluster Leader: Amundsen Network Leader: Miller Title I Schoolwide Plan (Conceptual Consolidation?) no

Intent and Purpose	Was there evidence of this intent/purpose?	
	YES	NO
Title III supplemental services for ELLs Direct instruction and direct supplemental services should be provided for: before/afterschool and Saturday programs, reduced class-size, and/or push-in services. These services are beyond the mandated units of service as per CR Part 154.	☼ Yes	<input checked="" type="radio"/> No Comments:
Professional Development High quality professional development that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."	☼ Yes	<input checked="" type="radio"/> No Comments:
Parent Activities	☼ Yes	<input checked="" type="radio"/> No Comments:
Budget	☼ Yes <input checked="" type="radio"/> NA (Title I SWP)	<input checked="" type="radio"/> No <input checked="" type="radio"/> NA (Title I SWP) Comments:
Approved? Yes ☼ No <input checked="" type="radio"/> Date: 2/27/12 Senior ELL CPS: Gary D. Goldenback		
Additional Comments:		