



*Dennis M. Walcott, Chancellor*



# 2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** PS196Q

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 28Q196

**PRINCIPAL:** SUSAN MIGLIANO

**EMAIL:** SMIGLIA@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** **DR. BEVERLY FFLOKES-BRYANT**

06-25-2013



### **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	
Daphne Perez	*UFT Chapter Leader or Designee	
Kitti Borgatti	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
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	
Lisa Goldenberg	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## **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 2013, 5% of our level 3 students in 4<sup>th</sup> and 5<sup>th</sup> 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 four-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) key personnel 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): 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 2012 through June 2013.

### **Activity #2**

#### Professional Development

Professional development will be given for the following: Webb's Depth of Knowledge, Blooms' Taxonomy, Common Core Learning Standards, DOE Instructional Shifts, Opinion and Argumentative Writing, Effective Questioning, Use of Text Evidence, Tasks and CCLS, Text Complexity and Academic Vocabulary, 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, Literacy Coach, staff members, Data Specialist.

Implementation Timeline: September 2012 through June 2013

**Activity #3**Literacy Tasks

Classroom teachers will meet during common prep periods to work collaboratively to develop two literacy tasks in nonfiction and create a pre- and post-assessment aligned with the Common Core Learning Standards.

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

Responsible Staff Members: All classroom teachers, administrators, Literacy Coach, Data Specialist

Implementation Timeline: September 2012 through June 2013

**Activity #4**Student Work

Teacher teams, such as the Literacy Vertical Team and Inquiry Teams, will meet to analyze student work in reading and writing to support instruction on using effective questioning and critical thinking.

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

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

Implementation Timeline: September 2012 through June 2013

**Activity #5**Technology

Teachers will incorporate the use of a SMART Board to engage the students through interactive English Language Arts activities. Students will conduct research using technology. Teachers will incorporate videos into their instruction to support student learning.

Target Population(s): Classroom teachers and students.

Responsible Staff Members: Administrators, Technology Teacher, CFN 207.

Implementation Timeline: September 2012 through June 2013

**Activity #6**Observations

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 2012 through June 2013

**Activity #7**Student Goals

Students, with teacher support, will set individual goals using the information collected in student data notebooks to achieve higher-level work in both reading and writing.

Target Population(s): Students who were in 3<sup>rd</sup> and 4<sup>th</sup> grades last year, who scored high level 3s on the 2012 ELA exams.

Responsible Staff Members: Classroom teachers and 4<sup>th</sup> and 5<sup>th</sup> grade students mentioned above.

Implementation Timeline: September 2012 through June 2013

Steps for including teachers in the decision-making process

Teachers are included in the decision making process through different teacher teams.

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- We conduct monthly parent workshops to inform and support parents in assisting their children on the ELA assessments. Data-Tech meetings address the shifts in testing and information will be shared on the progress report. There are Saturday Academies during which parents accompany their children to learn different test-taking strategies. Also, the teachers simulate and discuss a variety of test questions in alignment with the Common Core Learning Standards.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here: The following funding sources were used to implement this action plan from September 2012 through June 2013 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 will be used for per session to collect and analyze data
- 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
- NYSTL funds will be used to purchase books and other material resources that emerge as necessary to achieve the goal.

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Saturday Academy
- ELL Academic After School Program
- Nutrition Committee
- Student Government
- Character Education

## **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 2013, 30% of students in grades K-5 will show a one-level increase between their pre- and post Common Core aligned literacy assessments (given in the fall and spring), which will impact students' constructed responses on the Common Core aligned state 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.  
Based on the Common Core Shifts, as described in the New York City Department of Education's Citywide Instructional Expectations, our students in all grades need to be better prepared for Common Core aligned assessments.

### **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) key personnel 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**

#### Planning

- Teachers and Administrators will meet to develop grade-appropriate writing tasks and to develop these tasks along with appropriate rubrics.
- On-going revision of writing curricular maps to include and further develop units of study that incorporate all components of the Common Core Learning standards across the curriculum, including science and social studies.
- Teachers will meet to plan rich and rigorous tasks in content areas (science and social studies) that are deeply connected to a text and that allow students to develop habits for making evidentiary arguments both in conversation and writing.
- Bloom's Taxonomy and Webb's Depth of Knowledge will be used to develop open-ended, text dependent questions and writing tasks that will promote rigor when planning Read Aloud and Shared Reading in the content area.
- Inquiry teams meet to analyze student work in writing (school-wide focus) to support instruction in raising the quality of writing.

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

Responsible Staff Members: All classroom teachers and Administrators.

Implementation Timeline: September 2012 through June 2013

### **Activity #2**

#### Professional Development

- Teachers will be provided with opportunities from September through June to share effective writing lessons, conferencing techniques, and small group strategy lessons (ongoing).

- General education, ELL and Special Education teachers will attend workshops (Scaffolding Presentations for ELLs and All Learners) given by CFN 207 and outside presenters, so that they can further differentiate instruction and address student's specific learning needs (UDL) around the use of informative and opinion writing.
- Staff members will engage in intervisitations to observe read aloud and shared reading best practices with a focus on effective questions being asked to prompt student discussions leading to quality writing.
- Workshops developed by CFN 207 to support effective questioning and designing open-ended text dependent questions and tasks will be held.

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

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

Implementation Timeline: September 2012 through June 2013

### **Activity #3**

#### Modeling

- Teachers will instruct students on developing written arguments that respond to the ideas, events, facts and arguments presented in the texts they read.
- All K-5 classroom teachers will incorporate non-fiction read alouds (science and social studies) to model written analysis of informational text into their written TC units of study.
- Writing support will be provided through small group instruction during extended Day and AIS; September through June.
- Teachers will demonstrate professional growth using Danielson's Framework for Teaching rubric and show evidence by higher order thinking questions from the Depth of Knowledge Chart, resulting in more rigorous task-oriented informational writing activities in content areas, (science and social studies).
- Teachers will incorporate many resources (textbooks, trade books, newspapers, mentor texts and magazines) into their writing instruction.

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

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

Implementation Timeline: September 2012 through June 2013

### **Activity #4**

#### Observations

- Administration will conduct frequent cycles of informal/formal observations to monitor writing instruction and to provide actionable feedback to teachers from September through June.

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

Responsible Staff Members: All classroom teachers, Administrators.

Implementation Timeline: September 2012 through June 2013

## **Activity #5**

### Student Work

- Writing assignments will be collected from teachers on a regular basis (across content areas) for the purpose of analyzing the results of on-demand assessments, as well as published writing pieces. Teachers will analyze student work by including a rubric for each piece collected, and give students actionable feedback.
- Student Data Notebooks will be created so that students can monitor their own progress, as well as set their own learning goals.
- Pre-assessments for Common Core aligned literacy units will be collected and analyzed. They will be used as a benchmark for the post-assessment, as well as to drive instruction.

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

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

Implementation Timeline: September 2012 through June 2013

## **Activity #6**

### Student Goals

- Student writing goals will be periodically monitored for each of the targeted grades/students, which should reflect student progress.

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

Responsible Staff Members: All classroom teachers, Administrators, Literacy Coach, outside providers.

Implementation Timeline: September 2012 through June 2013

## **Activity #7**

### Technology

- Technology resources (i.e. SMART Boards, laptops, computer lab, Study Island) to support informational writing/skills will be integrated into the curriculum to improve the quality of writing.

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

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

Implementation Timeline: September 2012 through June 2013

### Steps for including teachers in the decision-making process

Teachers are included in the decision-making process through a variety of teacher teams.

## **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Parent workshops on Common Core Learning Standards will be conducted based on instructional shifts.
- Parent meetings to share classroom curriculum practices and advise parents of at-home strategies will be conducted.
- Parent workshops on New York State testing aligned to CCLS.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

- 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 IEP (SETTS) Teacher will be funded by TL IEP Teacher
- Data Specialist will be used for per session to collect and analyze data
- 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
- NYSTL funds will be used to purchase books and other material resources that emerge as necessary to achieve the goal.

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
  - Saturday Academy
  - ELL Academic After School Program
  - Nutrition Committee
  - Student Government
  - Character Education

### **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 2013, 30% of students in grades K-5 will show a one-level increase in pre- and post-assessments given in the fall and spring for the Common Core-aligned math units, which will impact students' constructed responses on state 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.  
Based on the Common Core Shifts, as described in the New York City Department of Education's Citywide Instructional Expectations, our students in all grades need to be better prepared for Common Core aligned math assessments.

#### **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:
  - e) strategies/activities that encompass the needs of identified student subgroups,
  - f) key personnel and other resources used to implement these strategies/activities,
  - g) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - h) timeline for implementation.

#### **Activity #1**

##### Planning

- Teachers and Administrators will meet to develop grade-appropriate math tasks, along with appropriate rubrics.
- On-going revision of math curricular maps to include and further develop units of study that incorporate all components of the Common Core Learning standards for math.
- Teachers meet during common preps and Math Vertical Team Meetings to plan for rigorous math lessons, using enVision Mathematics and aligned to the Common Core.
- Bloom's Taxonomy and Webb's Depth of Knowledge are used to develop open-ended questions and math tasks that promote rigor.
- Teacher Teams meet to analyze student work in math, to support instruction.

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

Responsible Staff Members: All classroom teachers, Administrators.

Implementation Timeline: September 2012 through June 2013

#### **Activity #2**

##### Professional Development

- Teachers will be provided with opportunities from September through June to share effective math lessons, conferencing techniques and small group strategy lessons (ongoing).
- General education, ELL and Special Education teachers will attend workshops (Scaffolding Presentations for ELLs and All Learners) given by Lucy

West and CFN 207 staff so they can further differentiate mathematics instruction and address student's specific learning needs (UDL).

- Staff members will engage in intervisitations to observe best practices with a focus on effective questions being asked to prompt student discussions leading to a deeper understanding of mathematics content.
- CFN 207 staff developers will create professional development to deliver in-house. They will work with classroom teachers on lesson study, to look for ways to improve and deepen instruction.

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

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

Implementation Timeline: September 2012 through June 2013

### **Activity #3**

#### Modeling

- Teachers will instruct students on how to pull apart math problems to better understand what the problem is asking.
- Teachers will instruct students on strategies for solving open-ended problems.
- All K-5 classroom teachers will incorporate open-ended, rigorous math problems into their lessons on a regular basis.
- Math support will be provided through small group instruction during Extended Day and AIS; September through June.
- Teachers will demonstrate professional growth using Danielson's Framework for Teaching rubric and show evidence by higher order thinking questions from the Depth of Knowledge Chart, resulting in more rigorous task-oriented math activities.

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

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

Implementation Timeline: September 2012 through June 2013.

### **Activity #4**

#### Observations

- Administration will conduct frequent cycles of informal/formal observations to monitor math instruction and to provide actionable feedback to teachers from September through June.

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

Responsible Staff Members: All classroom teachers and Administrators.

Implementation Timeline: September 2012 through June 2013

### **Activity #5**

#### Student Work

- Responses to open-ended math problems will be collected from teachers on a regular basis. Teachers will analyze student work by including a rubric for each piece collected, and will give students actionable feedback.

- Student Data Notebooks will be created so that students can monitor their own progress, as well as set their own learning goals.
- Pre-assessments for Common Core aligned math units will be collected and analyzed. They will be used as a benchmark for the post-assessment, as well as to drive instruction.

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

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

Implementation Timeline: September 2012 through June 2013

### **Activity #6**

#### Student Goals

- Student math goals will be periodically monitored for each of the targeted grades/students, which should reflect student progress.

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

Responsible Staff Members: All classroom teachers and Administrators

Implementation Timeline: September 2012 through June 2013

### **Activity #7**

#### Technology

- Technology resources (i.e. SMART Boards, laptops, computer lab, Study Island) to support math skills will be integrated into the curriculum.

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

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

Implementation Timeline: September 2012 through June 2013

#### Steps for including teachers in the decision-making process

Teachers are included in the decision-making process through a variety of teachers teams.

### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Parent workshops on Common Core Learning Standards will be conducted based on instructional shifts.
- Parent meetings to share classroom curriculum practices and advise parents of at home strategies will be conducted.
- Parent workshops on New York State testing aligned to CCLS.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
XX Tax Levy \_\_\_\_\_ Title I \_\_\_\_\_ Title IIA \_\_\_\_\_ Title III \_\_\_\_\_ Grants \_\_\_\_\_ Other

If other is selected describe here:

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 will be used for per session to collect and analyze data
- 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
- NYSTL funds will be used to purchase books and other material resources that emerge as necessary to achieve the goal.

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Saturday Academy
- AIS After School Program
- AIS In-School Intervention

## **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 2013, 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**

- 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 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.

### **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) key personnel 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**

Foundations of English – A program that will provide students with an opportunity to explore word study. The program's focus will be on phonemic awareness, fluency, vocabulary, comprehension and grammar. Differentiated instruction will be provided, based on the specific needs of the children in the program. This program is in alignment with instruction in the classroom.

Target Population(s): ELL students

Responsible Staff Members: Teachers servicing ELL students

Implementation Timeline: September 2012 through June 2013

### **Activity #2**

Getting Ready- This program will help students sharpen their skills and provide strategies when answering multiple choice and constructed response questions. Students will complete a variety of tasks in different genres, concentrating on non-fiction texts and writing activities.

Target Population(s): ELL students

Responsible Staff Members: Teachers servicing ELL students

Implementation Timeline: September 2012 through June 2013

**Activity #3**

Professional Development – Professional Development will be given on the following topics: Foundations, assessments (i.e. NYSESLAT), strategies and skills to teach ELL students, differentiated lesson planning, Response to Intervention and Universal Design for Learning. The ESL teacher will provide professional development for our new teachers, and assist classroom teachers in learning strategies to support our ELL population.

Target Population(s): ESL Teacher and Classroom Teachers

Responsible Staff Members: ESL teacher, network support staff

Implementation Timeline: September 2012 through June 2013

**Activity #4**

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

Implementation Timeline: September 2012 through June 2013

**Activity #5**

Sunday Academy for ELLs – Parents will join their children in learning strategies and skills to support them in their learning across the curriculum.

Target Population(s): ELL students/parents/guardians

Responsible Staff Members: Teacher servicing ELL students

Implementation Timeline: February 2013 through April 2013

**Activity #6**

Extra Support – This supplementary push-in program is designed to target academic language and content-specific vocabulary. The ESL teacher and classroom teachers will team-teach lessons across the curriculum with emphasis on non-fiction texts and academic writing.

Target Population(s): ELL students and general education students

Responsible Staff Members: Teacher servicing ELL students and classroom teachers

Implementation Timeline: October 2012 through June 2013

Steps for including teachers in the decision-making process

Teachers are included in the decision-making process through a variety of teacher teams.

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP. Parent workshops will be given to support families on ways to help their children. Workshops will focus on language skills to strengthen their reading and writing development.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

XX Tax Levy      \_\_\_\_\_ Title I      \_\_\_\_\_ Title IIA      \_\_\_\_\_ Title III      \_\_\_\_\_ Grants      \_\_\_\_\_ Other

If other is selected describe here:

Budget and resource allocation will depend on the nature of the goal.

The following funding sources were used to implement this action plan from September 2012 through June 2013 as indicated below:

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

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Saturday Academy
- ELL Academic After School Program
- Nutrition Committee
- Student Government
- Character Education

### ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> <li>• Differentiated instruction based on on-going assessments in all grades</li> <li>• Foundations (K-2)</li> <li>• Wilson (3-5)</li> <li>• TC Reading and Writing strategies</li> <li>• Interactive Writing</li> <li>• Guided Reading/Writing</li> <li>• Leveled Literacy Intervention</li> <li>• Vocabulary building</li> <li>• Saturday Academy</li> <li>• Title III</li> <li>• Pull-out program</li> </ul>	Instruction is whole group, small group and one-to-one depending on the student needs and program.	AIS is provided during the school day as well as during 37.5 minutes. In addition AIS is made available on weekends and after-school in small groups.
Mathematics	<ul style="list-style-type: none"> <li>• Differentiated instruction is based on on-going assessments in all grades.</li> <li>• Mathematical inquiry</li> <li>• Skill building</li> <li>• Problem solving strategies</li> <li>• Math program enVision-data driven differentiation</li> </ul>	Instruction is whole group, small group and one-to-one depending on the student needs and program.	AIS is provided during the school day as well as during 37.5 minutes. In addition AIS is made available on weekends and after-school in small groups.
Science	AIS in science is implemented in many programs and instructional strategies: TC Reading and Writing in the Content Area Units Inquiry based-hands-on Early	Instruction is whole group and small group.	AIS in Science is provided during the school day as well as during Extended Day as needed. Saturday Academy for 4 <sup>th</sup> grade Science Performance Test.

	<p>Childhood science program Expanded non-fiction classroom library Data informed instruction Push-in model</p>		
Social Studies	<p>Differentiated instruction in grades K-5. Expanded nonfiction library TC Reading and Writing in the Content Area Units</p>	<p>Instruction is whole group and small group</p>	<p>AIS in Social Studies is provided during the school day as well as during Extended Day as needed.</p>
At-risk services provided by the Guidance Counselor	<p>Guidance and crisis counseling to support in strengthening and developing skills as they cope with school issues and personal issues (classmates, friends, family, current events, etc.)</p>	<p>Small group sessions and one-on-one sessions.</p>	<p>Service provided during the school day (how many days?) before and after school.</p>
At-risk services provided by the School Psychologist	<p>None</p>	<p>None</p>	<p>None</p>
At-risk services provided by the Social Worker	<p>Counseling to support in strengthening and developing skills as they cope with school issues and personal issues (attendance, lateness, bullying, classmates, friends, family, current events, etc.) Provide family members with counseling services in learning how to cope with issues that are adversely affecting student progress and achievement. Classroom observations Provide short term goals for students.</p>	<p>Small group and one-on-one.</p>	<p>During the school day three days per week.</p>

**HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

At PS 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.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 <b>Charles Amundsen/Peggy Miller</b>	District <b>28</b>	Borough <b>Queens</b>	School Number <b>196</b>
School Name <b>Grand Central Parkway</b>			

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

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

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

### D. School Demographics

Total number of students in school	<b>640</b>	Total Number of ELLs	<b>35</b>	ELLs as share of total student population (%)	<b>5.47%</b>
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	2	1	0	2	2	2								9
<b>Total</b>	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
<b>Total</b>	<b>33</b>	<b>0</b>	<b>5</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>		<b>35</b>

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
<b>TOTAL</b>	<b>0</b>													

**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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

### 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
<b>TOTAL</b>	<b>5</b>	<b>5</b>	<b>6</b>	<b>11</b>	<b>6</b>	<b>2</b>	<b>0</b>	<b>35</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

- How is instruction delivered?
  - What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - 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])?
- 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)?
  - How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
- 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.
- How do you ensure that ELLs are appropriately evaluated in their native languages?
- How do you differentiate instruction for ELL subgroups?
  - Describe your instructional plan for SIFE.
  - 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.
  - Describe your plan for ELLs receiving service 4 to 6 years.
  - Describe your plan for long-term ELLs (completed 6 years).
- 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**

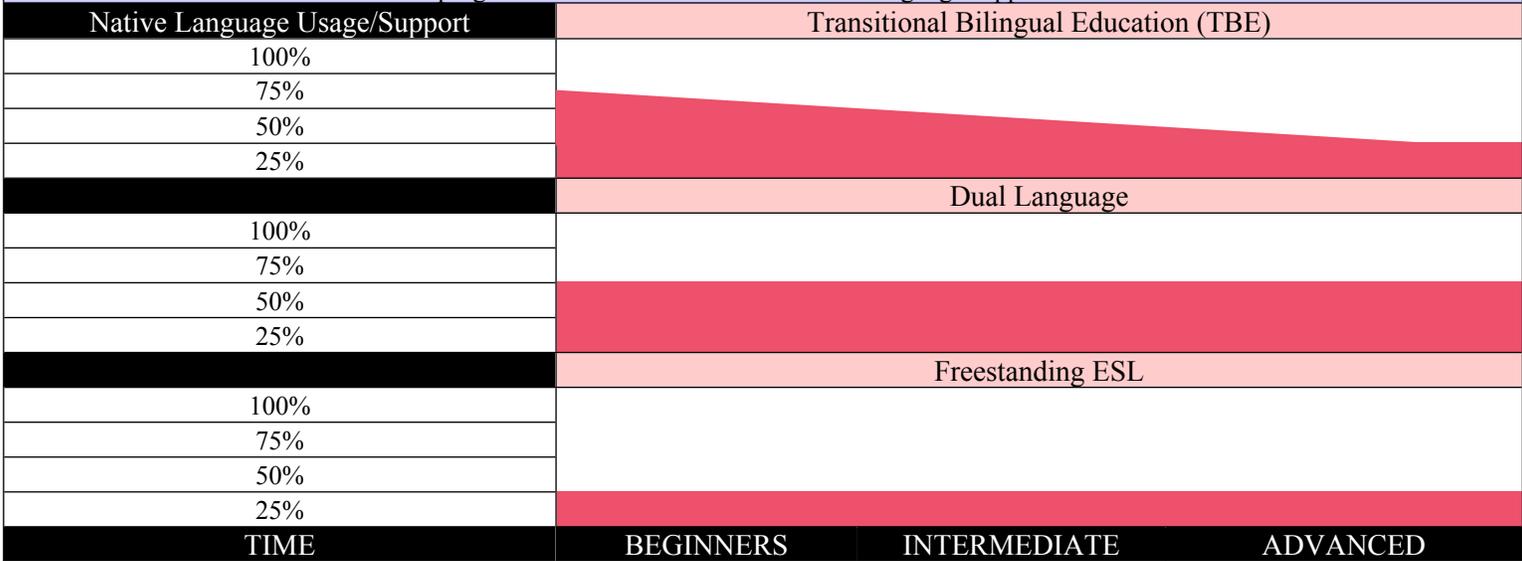
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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?
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.

### **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)?

Paste response to questions 1-5 here

### **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.

## 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.

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

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

Our parents want to ensure that their children are receiving the best education possible and we work as partners to accomplish this goal. Parents are kept up to date in all curricular areas. We are multi-cultural school and will be celebrating our diversity, through a new initiative in conjunction with our Parents Association, Backgrounds in the Forefront.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

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**

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

1) 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

Current Grade 5: One ELL student scored at the Beginner Level.

Regarding the comparison of the Listening/Speaking modalities of the Spring 2011 NYSESLAT to the Spring 2010 NYSESLAT, the students showed the following results:

Second Grade:

Third Grade:

Fourth Grade:

Fifth Grade:

Regarding the comparison of the Reading/Writing modalities of the Spring 2011 NYSESLAT to the Spring 2010 NYSESLAT, the students raw scores were as follows:

Second Grade:

Third Grade:

Fourth Grade:

Fifth Grade:

Regarding the comparison of the Listening/Speaking modalities of the Spring 2011 NYSESLAT to the Spring 2010 NYSESLAT, the students raw score showed the following results:

First Grade: Four students increased from Advanced to Proficient; two students increased from intermediate Level to Proficient Level; one student went from a Beginner Level to an Advanced Level; two students remained at Proficient; one student went from a Beginner Level to a Proficient Level.

Second Grade: Three students remained at the Proficient Level; five students increased from the Advanced Level to the Proficient Level three students remained at the Advanced Level.

Third Grade: Two students remained at the Proficient Level

Fourth Grade: One student remained at the Proficient Level and one student increased their score from an Advanced Level to a Proficient Level

Regarding the comparison of the Reading/Writing modalities of the Spring 2011 NYSESLAT to the Spring 2010 NYSESLAT the students raw scores were as follows:

First Grade: Four students increased from an Intermediate Level to a Proficient Level; one student increased from a Beginner Level to an Advanced Level; two students went from an Advanced Level to a Proficient Level; two students remained at a Proficient Level; one student increased from a Beginner Level to an Intermediate Level.

Second Grade: Four students increased from an Intermediate Level to an Advanced Level; two students dropped from a Proficient Level to an Advanced Level; two students remained at an Advanced Level; one student remained at a Proficient Level and one student remained at a Beginner Level and two students remained at the Intermediate Level.

Third Grade: One student remained at the Advanced Level and one student went from the Intermediate Level to Advanced Level.

Fourth Grade: One student went from Advanced Level to a Proficient Level and one student increased from Intermediate Level to a Proficient Level.

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

4a) Using the data from the 2010-2011 standardized testing results we can see that there were 14 ELLs in current grades 3, 4 and 5 who took the 2011 New York State Math exam. One student scored at a level 1, four scored at a level 2, 3 scored at a level 3 and six students at a level 4. There were ten ELLs in grades 3, 4 and 5 who took the 2011 NYS ELA exam. One student scored a level 1, 4 students scored a level 2 and 5 students scored a level 3.

The data indicates that our ELL students have improved on both modalities of the NYSESLAT but showed a greater number of students at the Proficient Level in the Listening and Speaking subset of the NYSESLAT than the Reading and Writing Component.

This knowledge certainly affects our instructional decision making. The ESL teacher has to carve out more time in the ESL program to practice reading and writing in academic English. Rather than spending 50% of the time practicing speaking and listening skills, the ESL teacher will move to adjust the curriculum so that more time may be devoted to helping ELL students develop their reading and writing skills. Shared reading, guided reading and shared writing activities will be increased across grades to assure that we reach this goal.

4b) The standardized test results, including the ELL interim assessments, are used by teachers to assess their students' strengths and weaknesses. The results of these tests indicate that all teachers, at PS196, need to continue to provide a classroom environment that will allow students to work in small groups, participate in hands on activities, express themselves using academic discourse, and work toward increasing their English Language skills.

4c) Periodic assessments give us one more window through which to evaluate student progress. Our ESL teacher uses the information to inform her instruction. She also shares that information with the children's classroom teachers so that adjustments to instruction can also be made in that setting. Finally, the administration and data specialist review all of the data to look for trends and ways that resources need to be adjusted to meet ELL students' needs.

5) Not applicable.

6) In order to evaluate the success of our ESL programs, we use various assessments, from formative to summative, from formal to informal, from qualitative to quantitative. We never rely on one measure to let us know if our ESL instruction is working. Rather, we look at wide variety of assessments to give us a complete picture of each individual child. Assessments we use include: NYSESLAT, ELL Periodic Assessments, Acuity Assessments, TCRWP Assessments, New York State Assessments, student/teacher conference notes, and student portfolios.

### 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

<b>School Name:</b> _____		<b>School DBN:</b> _____	
<b>Signatures of LAP team members certify that the information provided is accurate.</b>			
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

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	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**

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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

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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.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

**Directions:** Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS196Q	DBN: 28Q196
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: Additional push-in
Total # of ELLs to be served: 10
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
# of certified ESL/Bilingual teachers: 2
# of content area teachers: 0

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

There will be four programs included in the Title III Plan. The first program will be entitled "Foundations of English" and the second will be called "Getting Ready." The third program will be called "Sunday Academy for ELLs." The fourth program will be entitled "Extra Support." The language of instruction for all programs will be English. The programs are targeting our lowest scoring students in order to help them move toward full and strong proficiency in English by providing cognitively challenging tasks and activities in an academically rigorous learning environment. These students have been chosen based on their Spring 2012 NYSESLAT scores and based upon their classroom needs as per classroom and ESL teacher evaluations. They range from Kindergarten through grade five. Their instruction will be differentiated taking into consideration different learning styles and age appropriate needs.

The first program, "Foundations of English," will provide students in all grades an opportunity to further explore word study. They will explore the connections that words have with one another and do intensive word work. They will learn, practice and understand the rules of grammar so they may have these tools and strategies as their own, to be able to use when reading and writing. This program will support and grow our ELLs phonemic awareness, vocabulary, fluency, and comprehension. These language learning skills apply to all language learners, of all ages. We will support the students' classroom phonics instruction by using a 2nd Edition Foundations Program designed by Wilson. The Foundations program has specific work and suggestions for teaching ELLs. This will carry over into their classroom studies as our K-2 teachers use part of this program as a teaching tool and common mode of phonemic communication with their students. Many students may be, should be, and/or will be familiar with some of the terms we will use while working with the Foundations program in the Title III "Foundations of English" program. This semi-familiarity will make the connection invaluable for the student in their progress toward proficiency. The teacher will differentiate by modifying, adapting and extending the program while utilizing the following instructional practices and materials:

- . read alouds for modeling
- . leveled books for practice
- . experience charts
- . thinking maps for comparing/contrasting
- . magnetic boards to manipulate the letters and blends
- . provide student journals
- . individual student white boards and markers
- . use of technology, such as SMART board and computer

The lessons will be geared toward the specific needs of the ELLs in order to strengthen their weaknesses and provide differentiated instruction. There will be 10-15 student participants. The class will meet for 3 sessions per week for a total of 4.5 hours per week and will begin November and end in March.

The next program, entitled "Getting Ready", will begin in March 2013 and end in May 2013. The class will meet for 3 sessions per week for a total of 4.5 hours per week. It will meet on Tuesdays,

## Part B: Direct Instruction Supplemental Program Information

Wednesdays, and Thursdays from 3:00 pm-4:30 pm. There will be approximately 15 student participants. The class will utilize materials such as workbooks, CD's, and practice materials to help the students sharpen their skills and strategies when answering both multiple choice and short answer language questions. The students will complete a variety of tasks that will include, but not be limited to the use of, appropriate poetry, trade books, grammar games and puzzles (found both online and in grammar texts,) recipes, photos (as story or conversation starters,) pre-writing and writing activities. These materials will be gathered from texts, workbooks, classroom libraries, and from online sites.

The third program, "Sunday Academy for ELLs," will include students and their parents. The parents will join their children in learning strategies and skills. There will be a clear explanation of expectations and full support for testing. This class will meet on two separate Sundays in the Spring from 9:00 am-12:00 pm. There will be 10-12 student participants, and their parent or parents.

The fourth program entitled "Extra Support," is a supplementary push in program. It is designed to target academic language and content specific vocabulary. A certified ESL Teacher will push into ELLs classrooms to work with students and team teach with classroom teachers during math, science, or ELA lessons. The emphasis will be on non-fiction reading and academic writing.

All programs will be instructed by Judith Riccardo. She is a licensed NY State TESOL teacher. There will be a supervisor present and paid for by this program.

## Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: The Title III teacher will participate in online Foundations tutorials, professional development, and workshops and will work toward modifying the program to best suit and support her Title III students. She will work with and meet with the Region 3's network support specialist Lena Kim, and also with Karen Homler the PS196Q literacy coach. The Title III teacher will meet with the network ELL support personnel, Giuvela Leisengang, from our CFN to learn about and plan for improving lessons and plans to support Title III goals and activities. This work will occur once a week from 7 am-8 am. The Title III teacher will meet with Giuvela Liesengang to learn about new theories and methodologies regarding the teaching of the ELLs in monthly meetings for ELL Liaisons that are hosted and conducted throughout the year by our CFN. In addition, both the ESL teacher and network support person for ELLs, Giuvela Leisengang, will cofacilitate professional development for the PS196Q staff at no additional cost to the Title III program, as this will occur during mandated PD for all teachers during faculty conferences, or during grade conferences. The ESL teacher has a special training program designed for new teachers on our staff called the New Teacher ESL Training Program. These new teachers get additional hours of instruction and workshop time spent with the ESL teacher. The additional time is spent in the ESL classroom and in the classrooms of the new teachers. There are two new teachers on our staff this year, Emily Weber and Caroline Sferrazza. Ms. Weber is teaching our 12:1 and Ms. Sferrazza is teaching a

**Part C: Professional Development**

general education class. Throughout the year, these teachers will attend three sessions led by the ESL teacher. At these sessions, they will learn how the ESL program works, what the city has available for ELLs and general information regarding laws and regulations for ELLs. Built into these sessions is a Q and A time so they can ask specific questions regarding the ELLs in their classrooms. Our ESL teacher will further support them in planning lessons to address their ELLs. The New Teacher ESL Training Program is not funded by Title III monies.

**Part D: Parental Engagement Activities**

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: We will provide two Sundays for the "Sunday Academy for ELLs" program which will run from 9:00 am-12:00 pm. Group size will be maintained at 10-12 students and 10-12 parents. The "Sunday Academy for ELLs" is open for all ELLs K-5 on all levels. Each student must have an adult in attendance. These sessions will be designed to prepare the students and their parents for quicker language acquisition by providing tasks, strategies, academic language and vocabulary to enhance their learning. Parents and their children will be working in pairs. They will use materials designed to strengthen skills in English Language Arts. The materials will be appropriate for the students. These language skills will additionally serve to strengthen the ELLs testing taking skills for all city and state tests as they enrich their vocabulary. Parents will also be made aware of the high expectations for english language proficiency on the NYSESLAT. They will learn that these expectations are equal to or sometimes surpass the expectations of the ELA exam. The "Sunday Academy for ELLs" will additionally serve to help ELLS and their parents navigate, prepare and become knowledgeable about the state and city test. It is designed to provide families of ELLs with strategies to promote continuing improvement in english language proficiency.

All students are aiming toward increasing their English Language proficiency and all three programs are providing rigorous instruction toward moving our students to meet this goal.

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for	Per Session - Teacher	1 teacher for 37 - 1 1/2 hr sessions

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	Foundations of English \$2785.55  Getting Ready 1,355.13  Professional Dev 451.71  Sunday Academy-Teacher 301.14  Per Session - Supervisor Foundations of English \$1890.72  Getting Ready 945.36  Sunday Academy 367.64  Extra Support 1676.00  TOTAL \$ 9773.25	$55 \frac{1}{2} \text{ hrs} \times 50.19 = \$2785.55$  1 teacher for 18-1 1/2 hr sessions $27 \text{ hrs} \times 50.19 = \$1355.13$  $9 \text{ hrs} \times 50.19 \text{ PD Hours} = \$ 451.71$  2 Sundays 9-12 noon 1 teacher 3 hrs x 2 days = $6 \text{ hrs} \times 50.19 = 301.14$  1 Admin - 36 hrs x 52.52 = \$1890.72  1 Admin -18 hrs x 52.52 = \$ 945.36  1 Admin - 7 hrs x 52.52 = \$ 367.64  O Status Teacher 10 days=\$1676.00
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	\$1,417.00	My Foundations Journal-Second Edition \$45.00 Foundations Student Durables 2 Second Edition \$423.00 Foundations Multi-Level Kit K-2 Second Edition \$949.00
Educational Software (Object Code 199)		
Travel		

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other		
<b>TOTAL</b>	\$ 11,190.25	