



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS196Q
DBN (i.e. 01M001): 28Q196
Principal: MRS. SUSAN MIGLIANO
Principal Email: SMIGLIA@SCHOOLS.NYC.GOV
Superintendent: DR. BEVERLY FOLKES-BRYANT
Network Leader: MS. DANIELLE GIUNTA

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Mrs. Susan Migliano	*Principal or Designee	
Ms. Stacey Bronstein	*UFT Chapter Leader or Designee	
Ms. Furkhunda Rizvi-Smith	*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>)	
	CBO Representative, if applicable	
Ms. Carrie Ginzberg	Member/ Teacher/Chairperson	
Mr. Zachary King	Member/ Teacher	
Ms. Jayne Golub	Member/ Teacher	
Ms. Shelley Levin	Member/ Teacher/Finance	
Ms. Stephanie Fowler	Member/ Parent/PA Liaison	
Ms. Lisa Goldenberg	Member/ Parent	
Ms. Meredith Kaback	Member/ Parent	
Ms. Jennifer Byers	Member/ Parent	
Ms. Susan Xiong	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
N/A	Title I Plan (Only for schools receiving Title I funding)
N/A	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 2014, 100% of our students will be using curriculum for English Language Arts and mathematics, that is fully aligned with the Common Core Learning Standards (CCLS), and is taught by teachers using the Instructional Shifts required by the CCLS. As a result we expect 80% of our students to improve in the MoSL assessments, comparing beginning and year-end 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.

In response to the New York State and New York City mandates that all curricula be fully aligned with the CCLS, and having implemented the CCLS since 2010, we as a school community saw a need for reading and math programs that were strongly aligned to CCLS. Also, on CCLS-aligned State exams, only 70.2% of our students met or exceeded standards in ELA and only 79.0% met or exceeded standards in math.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teaching staff will attend ongoing professional development on CCLS and Instructional shifts.
2. Teaching staff will analyze student work, including MoSL, performance tasks and classroom work to look for evidence of Instructional Shifts and CCLS alignment.
3. Students will track their progress and reflect on their CCLS-aligned work.

B. Key personnel and other resources used to implement each strategy/activity

1. Instructional Leads going out to professional development and turnkeying to colleagues; CFN 207 staff conducting in-house professional development; administration and literacy coach conducting in-house professional development; professional developers from GOMath! conducting in-house PD; teachers attending DOE professional development sessions; ARIS Learning Modules related to CCLS and Instructional Shifts; Mentoring Minds Common Core Standards and Strategies flip chart; NYC DOE Citywide Instructional Expectations; Grade-level curriculum maps; ReadyGEN and GOMath! scope and sequence.
2. All ELA- or math-responsible teaching staff; administrators; engrade; Mentoring Minds Common Core Standards and Strategies flip chart; CCLS-aligned rubrics; Schoolnet (grades 3-5); ATS reports on MoSLs; student work.
3. Students in the classroom and their teachers.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Cycles of observations by administrators (either 1 formal & 3 informal or 6 informal, at the very least); reviewing agendas and minutes from meetings; conversations with teachers about CCLS-aligned best practices; review of teacher plans for CCLS-aligned lessons; review of curriculum maps for literacy and mathematics.
2. Pre- and post-observation conferences regarding changes in instruction due to data analysis; review of teacher conference notes and data binders.
3. Review of student data notebooks.

D. Timeline for implementation and completion including start and end dates

1. September 2013 through June 2014, with monthly grade conferences, faculty conferences, individual time on ARIS Learn, Thursday morning professional development, and weekly common preps on each grade, various PD sessions as per DOE calendar, and ongoing emails and staff memos.
2. September 2013 through June 2014, with teachers using their preps for data analysis and common preps for aligning their work as a grade; weekly Inquiry Team meetings; grade conferences; teacher-administrator conferences
3. September 2013 through June 2014, weekly review of student data notebooks.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Per-diem rate for teachers as necessary, given DOE professional development calendar; Training cost of having GOMath! staff developer on September 4, 2013; yearly cost for CFN 207 support; 45 copies of Mentoring Minds Common Core Standards and Strategies flip chart.
2. No cost associated with this activity.
3. No cost associated with this activity.

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).

Parents will attend workshops on the Common Core Learning Standards and the higher expectations for students. Parents can also find information about CCLS and grade-level standards on the school's blog (edtechnyc.org/ps196q), through the principal's newsletter, and through NewsFlash! emails. Separate workshops were given to parents, by grade level, on the new math and literacy curricula.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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 2014, 100% of teachers will possess a normed understanding of the competencies from Charlotte Danielson's 2013 Framework for Teaching. The administration will evaluate teachers based on those competencies using the Advance system, including frequent cycles of observations with effective feedback and progress monitoring, based on teacher's individual needs. The outgrowth of teacher alignment and implementation of Danielson's Framework, will be increased student achievement, regardless of subgroup. As a result we expect 80% of our students to improve in the MoSL assessments, comparing beginning and year-end 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.

In response to the New York State and New York City mandates that all teachers be evaluated using Danielson's Framework for Teaching, and given that in our last quality review we needed to "Design a uniform protocol for observations and learning walks to provide a common lens that evaluates and impacts learning," we wanted to ensure that our teachers would fully understand the 22 components of Danielson's Framework, on which they would be evaluated.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. School leaders will set up and follow a schedule for teacher observation and feedback, using the Danielson Framework's 22 components. Observations will be based on teacher's choice of Option 1 or 2.
2. Ongoing professional development for teachers and administrators on the Advance system and Danielson's Framework for Teaching, including activities to norm all participants understanding.
3. Lessons will be modified based on feedback from administration.
4. Student work will be assessed throughout the year (using MoSL, interim assessments, tasks and classroom assignments, student data notebooks, Progress Monitoring Forms) to evaluate student progress.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal and assistant principal; all classroom and cluster teachers, including ESL teacher.
2. Principal and assistant principal; DOE workshops; Talent Coach; Danielson's Framework for Teaching Evaluation System-2013 Edition;
3. All classroom teachers and cluster teachers, including ESL teacher; Principal and Assistant Principal
4. All classroom teachers and cluster teachers, including ESL teacher; Principal and Assistant Principal; Literacy and Math Coaches/Intervention Specialists; Data Specialist

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Observation binders; reports from TeachBoost and Advance.
2. Minutes and agendas from professional development sessions
3. Observations; Review of lesson plans; One-on-one conferences
4. Review of all assessment data; Engrade; TC Assessment Pro, Progress Monitoring Forms

D. Timeline for implementation and completion including start and end dates

1. September 2013- June2014 –All teachers will be observed based on teachers’ choice of option 1 (1 Formal and 3 Informals) or option 2 (6 informals))on a rolling basis throughout the year) and will engage in on-going feedback sessions. They will engage in mid-year and end of year self-reflection and assessments.
2. September 2013- June 2014- All teachers will receive Professional Development on Danielson’s Framework and the Advance system one Thursday every month; grade conferences and faculty conferences. Talent coach meets with administration 3 times throughout the year.
3. September 2013- June 2014- All teachers will engage in feedback sessions with the Principal and Assistant Principal monthly
4. September 2013-June 2014- All teachers will view student work during Inquiry Team Meetings (1x per week), Grade Conferences (1x per month), Engrade (weekly), TC Assessment Pro (4x per year)

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. No cost for this activity.
2. Per diem rate given DOE Professional Development Calendar; DOE covers the cost of the Talent Coach; 45 copies of Danielson’s Framework Evaluation System
3. No cost for this activity
4. Cost for F-status Literacy and Math Coaches/Intervention Specialists; cost for Data Specialist

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).

There is not parent component to this goal.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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 2014, 100% of teachers will have progressed on Danielson’s 3b (questioning and discussion techniques), our school’s instructional focus, as measured by observations with the Advance system. Teachers will have progressed one level on Danielson’s Framework for Teaching.

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.

During the 2012-13 school year we also worked on higher-order questioning and discussion techniques. The data from observations showed that we still needed to work on this as a community. We chose to continue with questioning and discussion as our instructional focus, as per the 2013-14 NYC DOE Citywide Instructional Expectations.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers will receive professional development and other support in order to plan for high-order questioning and discussions within their lessons.
2. Teachers who have received an ineffective or developing on Danielson’s 3b, are targeted for support and intervention through a variety of methods.
3. Teachers will use CCLS-aligned curriculum to help them: 1) develop higher-order questions and discussions, 2) implement routines to support higher-order discussions among students, and 3) engage students in asking higher-order questions of their own.

B. Key personnel and other resources used to implement each strategy/activity

1. All teaching staff; Instructional Leads going out to professional development and turnkeying to colleagues; CFN 207 staff conducting in-house professional

development; administration and literacy coach conducting in-house professional development; ARIS Learning Modules related to questioning and discussion; Mentoring Minds Common Core Standards and Strategies flip chart and DOK wheel

2. Teachers identified as highly effective in Danielson’s 3b, for intervisitations; principal and assistant principal; CFN 207 staff to support teachers.

3. All teaching staff and students; ReadyGEN and GOMath! curricula; ARIS Learning Modules related to questioning and discussion; Mentoring Minds Common Core Standards and Strategies flip chart and DOK wheel

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Cycles of observations by administrators (either 1 formal & 3 informal or 6 informal, at the very least); reviewing agendas and minutes from meetings; conversations with teachers about higher-order questioning and discussion techniques; review of teacher plans for the level of questions planned.

2. Cycles of observations by administrators (either 1 formal & 3 informal or 6 informal, at the very least); reviewing agendas and minutes from meetings; conversations with teachers about higher-order questioning and discussion techniques; debriefing between targeted teachers and administration about intervisitations.

3. Cycles of observations by administrators (either 1 formal & 3 informal or 6 informal, at the very least); reviewing lesson plans.

D. Timeline for implementation and completion including start and end dates

1. September 2013 through June 2014, with monthly grade conferences, faculty conferences, individual time on ARIS Learn, Thursday morning professional development, and weekly common preps on each grade, various PD sessions as per DOE calendar, and ongoing emails and staff memos.

2. Intervisitations scheduled as needed between October 2013 and June 2014, depending on number of teachers rated ineffective or developing on Danielson’s 3b.

3. September 2013 through June 2014; frequent cycles of observations.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Per-diem rate for teachers as necessary, given DOE professional development calendar; Training cost of having GOMath! staff developer on September 4, 2013; yearly cost for CFN 207 support; 45 copies of Mentoring Minds Common Core Standards and Strategies flip chart and DOK wheel.

2. Yearly cost for CFN 207 support.

3. No cost associated with this activity.

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).

During Parent-Teacher conferences and Open School, parents received a handout on types of higher-order thinking questions (fiction and non-fiction) that they can use with their children.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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 2014, 20% of our level 1 and 2 students in 4th and 5th grades will show a year’s progress by increasing their proficiency rating relative to their peers on the New York State ELA and math 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 the 2013 New York State math and ELA assessments, we identified all students who received a 1 or 2. Even though this year’s testing results are considered a baseline, given the new testing, our school community has never had such a large percentage of students scoring 1s and 2s. We chose this goal so that we can push these students forward to meeting standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Extended Day—Students who received 1s and 2s were identified for Extended Day. Students are receiving small group instruction every Monday-Wednesday, from 8:00 a.m.-8:50 a.m.
2. Inquiry Team Time—The majority of students being looked at through Inquiry were also low performers on last year’s math and ELA exams. Teachers are using the cycle of inquiry to research best practices, implement them in the classroom, assess students and refine their practice.
3. Small Group Work/RTI—Teachers received professional development on using ReadyGEN and GOMath! effectively with small groups. They also received professional development on using RTI within reading. Teachers use small group instruction with targeted students to help them advance.

B. Key personnel and other resources used to implement each strategy/activity

1. Classroom teachers; math intervention specialist; literacy intervention specialist; science cluster
2. Classroom and cluster teachers
3. Classroom teachers; math and literacy leads

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Ongoing assessment data of literacy and math activities given during Extended Day; student portfolios.
2. Ongoing assessment data from cycles of inquiry.
3. Ongoing assessment data (conferencing, student data notebooks, etc.)

D. Timeline for implementation and completion including start and end dates

1. From September 2013 through June 2014, every Monday-Wednesday, from 8:00-8:50 a.m. Even though testing will be in April and May 2014, targeted instruction for these students will continue through the end of the year.
2. From September 2013 through June 2014, Inquiry Teams meet once a week during a common prep to review results. Instruction is happening in the classroom through the day. Even though testing will be in April and May 2014, targeted instruction for these students will continue through the end of the year.
3. From September 2013 through June 2014, teachers will be using small group instruction and RTI throughout the day.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Cost for F-status Literacy and Math Coaches/Intervention Specialists
2. No cost associated with this activity.
3. No cost associated with this activity.

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).

As per the Chancellor’s suggestion, families of students who received 1s or 2s were given the option of attending an extended conference with their child’s teacher to discuss plans for moving their child forward. Parents were also sent Extended Day notices, and are in ongoing contact with their child’s teacher.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
----------	-----------------	-----------------	------------------	------------------	------------------	---------------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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 #5

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

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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"> • Differentiated instruction based on on-going assessments in all grades. • Foundations (K-2) • Wilson (3-5) • ReadyGEN Reading and Writing and TC reading level assessments • Vocabulary building • Saturday Academy • Pull-out and push-in programs • Curriculum aligned with CCLS; teaching aligned with instructional shifts 	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 Extended Day—Monday through Wednesday, 8:00-8:50 a.m. It is also provided on weekends and after school.
Mathematics	<ul style="list-style-type: none"> • Differentiated instruction is based on on-going assessments in all grades • Mathematical inquiry • Skill building • Problem solving strategies • Math program (GOMath!) data driving differentiation 	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 Extended Day—Monday through Wednesday, 8:00-8:50 a.m. It is also provided on weekends and after school.
Science	<ul style="list-style-type: none"> • Non-fiction science texts throughout ReadyGEN • Expanded non-fiction classroom libraries • Data-informed instruction • Push-in model 	Instruction is whole group, small group and one-to-one, depending on the student needs and program..	AIS in science is provided during the school day, as well as during Extended Day, as needed. Saturday Academy for 4 th grade science performance exams.
Social Studies	<ul style="list-style-type: none"> • Differentiated instruction in grades K-5 • Expanded non-fiction classroom libraries • Non-fiction social studies texts throughout ReadyGEN • 	Instruction is whole group, small group and one-to-one, depending on the student needs and program.	AIS in social studies is provided during the school day, as well as during Extended Day, as needed.
At-risk services (e.g. provided by the	<ul style="list-style-type: none"> • At risk services provided to 	At risk services are usually provided	At risk services are provided only during

Guidance Counselor, School Psychologist, Social Worker, etc.)	students without IEPs, as needed.	one-on-one. They are sometimes provided within the classroom, and sometimes provided as a pull-out service, depending on the needs of the individual child.	the school day.
--	-----------------------------------	---	-----------------

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	X Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

PS196Q
The Grand Central Parkway School
71-25 113th Street, Forest Hills, New York 11375

(718) 263-9770—phone

(718) 575-3934—fax

edtechnyc.org/ps196q

Susan Mignano—Principal

Catherine Jarrat Koatz—Assistant Principal

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

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

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Susan Migliano	Assistant Principal Catherine Jarrat Koatz
Coach type here	Coach type here
ESL Teacher Judith Riccardo	Guidance Counselor Tara Thiem
Teacher/Subject Area Susanette Cogan/5th Grade	Parent type here
Teacher/Subject Area type here	Parent Coordinator Ellen Maurer
Related Service Provider Ann Wishnia	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	750	Total number of ELLs	50	ELLs as share of total student population (%)	6.67%
--	------------	----------------------	-----------	---	--------------

Part II: 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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	2	2	2	2	2	2								12
Pull-out	0	0	2	2	2	0								6
Total	2	2	4	4	4	2	0	0	0	0	0	0	0	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	50	Newcomers (ELLs receiving service 0-3 years)	44	ELL Students with Disabilities	10
SIFE	0	ELLs receiving service 4-6 years	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	44	0	6	6	0	4	0	0	0	50
Total	44	0	6	6	0	4	0	0	0	50

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2			1	1	1								5
Chinese				1	1	1								3
Russian	3	1	2	1	1	1								9
Bengali														0
Urdu			1	1		1								3
Arabic						1								1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian		1												1
Other	8	4	3	5	1	7								28
TOTAL	13	6	6	9	4	12	0	0	0	0	0	0	0	50

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	3	1	0	1	0	0								5

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	2	1	2	0	4	1								10
Advanced (A)	3	3	4	2	5	1								18
Total	8	5	6	3	9	2	0	0	0	0	0	0	0	33

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	3	1	0	!Und
4	3	6	0	0	
5	3				
6					
7					
8					
NYSAA Bilingual (SWD)					

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		1		0	1	2		
4	2	1	1	2	3	1	2		
5	2							1	
6									
7									
8									
NYSAA Bilingual (SWD)									

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		1		4	1	5		
8									
NYSAA Bilingual (SWD)									

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 Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

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

TCRWP Reading Levels

Kindergarten:

Grade One: One student has met the benchmark, one is approaching and four are far below. Two of these students are new admits and two are being evaluated for Special education services.

Grade Two: All seven students are far below the benchmark. Two of these students are new admits, one currently is learning in a CTT class, and one is being evaluated for special education services.

Grade Three: Two students are approaching the benchmark, and seven are far below. Of those seven; three of these are new admits, two are in a CTT class, and two are in a 12:1:1 class.

Grade Four: One student is approaching the benchmark and three are far below. One student is a new admit and one is in a CTT class.

Grade Five: Two students are approaching the benchmark and ten are far below. Two students are new admits and three are in a 12:1 special education class.

The results from TCRWP Reading Levels indicate that most of the children have not met the benchmarks in reading for November. 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. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The following results are from the NYSESLAT Spring 2013 :

Current grade 1: Three ELLs scored at the Beginning Level, one at the Intermediate Level, and two at the Advanced level of English Language Proficiency. Two of these beginners are new to an English Language School System.

Current grade 2: Two students scored at the Beginning Level, and four at the Advanced Level of English Language Proficiency. One of the beginners is new to an English Language School System.

Current Grade 3: Three students scored at the Beginning Level, two scored at the Intermediate Level, four at the Advanced Level, and two scored at the Proficient of English Language Proficiency. Three of the beginners are new to an English Language School System.

Current Grade 4: One student scored at the Beginning Level, one at the Intermediate Level, two at the Advanced Level, and two scored at the Proficient Level of English Language Proficiency. The Intermediate student is new to an English Language School System.

Current Grade 5: Two students scored at the Beginning Level, five at the Intermediate Level, five at the Advanced Level, and three scored at the Proficient Level of English Language Proficiency. One of the Beginners is new to the English Language School System and the other has moved in and out of NYC 3 times in the year since she arrived in America.

Current Grade 6: One student scored at the Intermediate Level, one scored at the Advanced Level, and two scored at the Proficient Level of English Language Proficiency.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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 Reading/Writing subtests are slightly more challenging, however, the majority of PS196 ELLs were still able to pass these subtests. Students traditionally perform better on the Listening and Speaking subtest of the NYSESLAT rather than the Reading and Writing subtests, however at PS196 our strong emphasis on Reading and writing resulted in our students' superior performance on the Reading and Writing subtests. This knowledge certainly affects our instructional decision making. The ESL teacher has to carve out more time in the ESL program to practice listening and speaking in academic English. Rather than

spending time practicing reading and writing skills, the ESL teacher will move to adjust the curriculum so that more time may be devoted to helping ELL students develop their listening and speaking skills. Shared reading, guided reading, and shared writing activities will continue with an increase in read alouds with accountable talk across grades to assure that we reach this goal. We will adjust our student materials and lessons to target more than one goal simultaneously. We will use complex texts and have text based conversations using text based vocabulary to maintain the reading skills while increasing the development of the speaking and listening skills. The students will continue to build reading writing speaking and listening skills by being required to cite text evidence in order to support their responses in written as well as in verbal formats.

4. For each program, answer the following:
 - a. 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?

4a) Fifty percent of students in grades three through five who took the State Math test in their native language scored at levels three and four. Two of six scored at level two and one of six scored at level one. Fifty percent of the students who took the state Math test in English only scored at levels one and two with the other fifty percent at levels three and four. When examining the standardized testing practices we have noticed that the newest ELLs in upper grades tend to use the home language side by side testing practice as a translation tool but answers are usually written in English. They do well with the support of the home language to help them determine what the question is asking of them. Since the ELLs at PS196Q have such a vast variety of different home languages and because all lessons are taught in English (as per parent choice) the students will have most recently encountered the test information in English and have therefore developed a cache of English vocabulary around the content area. They use this knowledge and vocabulary to respond to the test questions.

4b) Using the data from the 2012-2013 standardized testing results we can see that there were 14 current ELLs in grades 3, 4, and 5 who took the 2013 New York State Math exam. Five students scored at a level 1, three scored at a level 2, two scored at a level 3 and one scored at a level 4. There were 9 ELLs in grades 3, 4, and 5 who took the 2013 NYS ELA exam. Four students scored a level 1, five students scored a level 2, and zero scored a level 3 or a level 4. 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. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)

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

6. How do you make sure that a child's second language development is considered in instructional decisions?

Our ELL teacher shares her knowledge of second language learning. She alerts the providers of common second language learning struggles. The ELL teacher and classroom teachers plan lessons together. During small group instruction students are grouped according to language proficiency level and grouped for differentiated lessons depending on the task and student need.

7. 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?

Paste response to questions here: N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

In order to evaluate the success of our ESL programs, we use various data sources (formative and summative,) qualitative to quantitative. We never rely on one measure to let us know if our ELL program is working. Assessments we use include:

NYSESLAT, ELL Periodic Assessments, Acuity Assessments, TCRWP Assessments, New York State Assessments, student/teacher conference notes, and student portfolios.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. The first step in identifying ELLs 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/or their native language. The interview is conducted by a pedagogue or school administrator and (when needed) with the assistance of bilingual paraprofessionals, bilingual school aides and or school secretaries. The persons responsible for conducting the initial screening and administering the HLIS vary, however, it is always a licensed pedagogue. After determining the child's home language based on the responses on the HLIS form and informal interview the LAB-R is administered. The LAB-R, and the formal initial assessment are provided by one full-time ESL certified teacher and/or other licensed pedagogue. When a child with a Spanish home language does not pass the English LAB-R, the Spanish LAB 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 based on the total raw score.
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.
 - 2) In the beginning of the year, within the first ten days of school, a Parent Orientation Session is scheduled which describes in great detail all three program choices. All parents or guardians of newly enrolled ELLs are sent Entitlement Letters indicating the date and time of the parent orientation session. These letters are sent in English as well as in the student's Home Language. Parents are informed 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 throughout the school year. Translation and translators are provided as needed.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
 - 3) The Entitlement Letters are distributed in English and in the home language. The letter is printed out three times in English and when available in the home language for each entitled student. One copy is sent home with the student in an envelope entitled "to the parents/guardians of ___." The second letter is placed in the students cumulative file. The third copy is filed and kept available in the school. This letter lets the parents know that their child is entitled to receive ELL services in NYC. In the letter is an invitation to attend an orientation session. The letter also advises the parents that at this orientation they will be asked to choose the program that they feel will best serve their child toward English Language Proficiency. The Parent Surveys and Program Selection Forms are distributed with the Entitlement Letter (also in both English and the home language.) The Entitlement letter additionally requests that the parents bring these other forms (the parent survey and program selection form) to the orientation meeting with them when they come. However, if parents forget to bring the paperwork they are provided with it at the meeting. Parents generally submit the survey at the close of the orientation meeting. Some parents return the program selection form at this time too, however many take them home to think about and discuss. The forms that go home are returned by the due date to the ELL teacher. The ELL teacher keeps track of the returned and not returned forms as well as to the parents who came to the

orientation or who did not come to it. She also keeps track of what the responses were in the event that a transfer option (as per ELL PROGRAM TRANSFERS@schools.nyc.gov) need be offered to the parent or in the event that a Dual language class or Transitional Bilingual class should need to open. CD's and videos are made available to those parents who are unable to attend school meetings. Individual meetings with the ESL Teacher are also set up to ensure that parents fully understand the information they have received. Copies of all letters and of the returned parent survey and program selection form are placed into each students cumulative files.

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.
 - 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. Our school currently does not have the number of parent requests to merit a bilingual or dual language class. Parents are encouraged to indicate their first choice on the program selection form regardless of whether or not it is available here at PS196Q as the ELL teacher keeps careful records of all program selections in the event that there is sufficient numbers to open either a Bilingual or Dual language program. At PS196 if the program selection form indicates a preference for either a Transitional Bilingual program or a Dual Language program the ESL teacher will receive information about seats that are available in other schools in the area as soon as we receive word from "ELL Program Transfers @schools.nyc.gov." This information is shared immediately with the parents who are then able to make a final decision based on all of the information available.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
 - 5) The ESL coordinator creates a testing schedule according to the guidelines specified on the State NYSESLAT memo. All ELLs take all four sections of the NYSESLAT. The test is administered under optimal conditions. The students are grouped as per the NYSESLAT grade bands and as per any IEPs. ELL students with IEPs are given accommodations as per their IEP.
6. 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.) 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. 
 - 6) 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. Currently, the only program model offered at PS196 is English as a Second Language. This program is aligned with parent requests. In Kindergarten we currently have three requests for the transitional bilingual program two of the three have Mandarin as their home language and the third has Russian as their home language. There are two students with dual language as their requested program. One of these students speaks Spanish and the other speaks Tajik. In grade one there is one Mandarin speaking child with transitional bilingual as his parent's first program choice. In grade two there is one Japanese speaking child with transitional bilingual as his parent's first program choice. In grade three there is one Spanish speaking child with transitional bilingual as his parent's first program choice. In grade five there is one Spanish speaking child with transitional bilingual as his parent's first program choice and one Mandarin speaking child with transitional bilingual as his parent's first program choice. All of the other ELLs in the building have ESL as their parents first choice program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - 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. The instructional model for this program is a combination of push-in and pull-out programming, which provides small group, differentiated instruction. Students eligible for ELL services may receive additional enrichment during morning and/or after-school programs.
 - 1b) Our ESL program features students of heterogeneous or mixed proficiency levels in each class. Some beginner level classes span three grades. Most classes are using the push in model affording the students the opportunity to work side by side with english language proficient students. The teachers plan lessons together to support the second language learning skills of the ELLs and strengthen the skills of the English language proficient students.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

2a) All ELLs receive ELA instruction as required under Part 154. The students who are at the Beginner and Intermediate Level of English Language Proficiency receive at least 360 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. 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 foster language development and meet the demands of the Common Core Learning Standards.

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. When the ELL teacher pushes into a classroom the teachers teach side by side using methodologies proven to enhance learning for ELLs such as modeling, diagrams and pictures, physical responses (by students and by teachers,) as well as pre reading activities to strengthen vocabulary. The students can then work with the information at a higher level of understanding. The teachers work together providing the students with copies of passages in the textbook, then breaking into small groups to delve and closely inspect for language learning as well as for content. The teachers have a variety of materials available to them including but not limited to computers, leap pads, 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. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

4) We do not currently have Dual Language or Transitional Bilingual language programs at PS196. However we do have a variety of second language trade books available for our ELLs. When our ELL students are required to take the NYS ELA, NYS Math and Science exams they are given the opportunity to take the exams in their native language. They may be given a copy of the exam in their native language alongside an English version or they are provided with Translators. This year (Spring 2013), three of our children took their exams with their native language test side by side with the English version. Three more students

took their exams with a native language translator for oral translation of the test.

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

5) Our ELLs are evaluated using periodic assessments throughout the course of the school year. These are standardized tests that are used to drive instruction for the individual students. Additionally class tests are used as well as observation, reading levels, and other testing predictors for the ELA and math assessments. Listening and Speaking skills are assessed using teacher created rubrics.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

6d) and 6e) Long term ELLs and former ELLs are invited to participate in after school programs, such as AIS and ESL Club as well as summer programs. They may be placed in an At Risk pull-out group with the SETTTS teacher if the ESL teacher, the classroom teacher and parent/guardians agree that the student would benefit from this. Some students may be placed in an ICT class on the general education side if they are not eligible for special education services so that they will benefit from having two providers in their classroom at all times. We also incorporate lessons on building academic language in their regular classroom and the ELL classroom.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

7) 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.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

8) ESL planning and scheduling is a cooperative effort between the ESL and classroom teachers, designed to ensure that ELL students receive grade appropriate content and materials with additional support in order to attain English Language Proficiency.

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

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

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

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

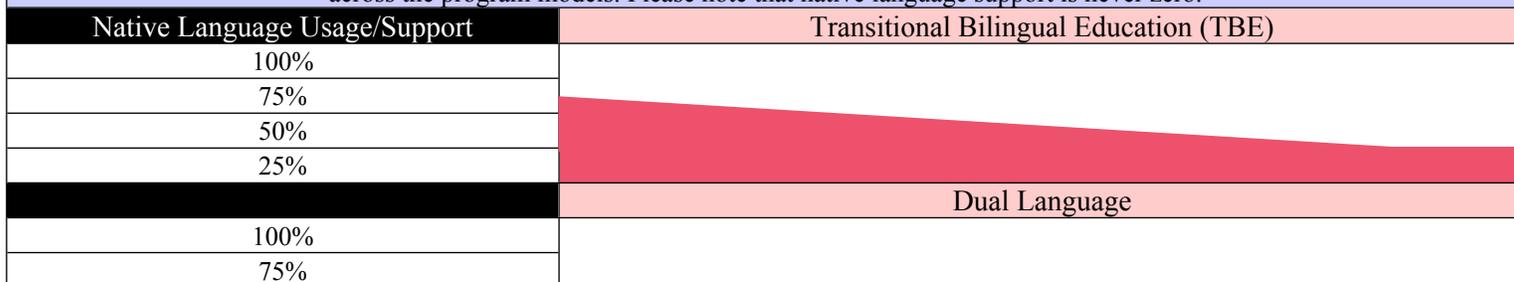
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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

9. 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) All ELL students at each level of proficiency are provided with targeted instruction in the content areas during our Extended Day morning program. In grades 3-5 we have teachers who have been specifically trained to work with students using the Wilson Program. In grades K-3 we have instituted a program for struggling readers called the leveled literacy intervention program. Some students in grades K-2 are having intervention by working with the Foundations program. The ESL teacher delivers small group instruction during Academic Intervention periods to students who require additional supports in the different curricular areas. We have a math intervention specialist who pulls small groups to work on math skills as per student needs. Our science program is also supplemented by a science intervention specialist who works with small groups of students during the regular school day in grade 4. Students in all grades receive small group instruction within the classroom setting after consultation with the ELL teacher to determine appropriate and most effective methodologies for individual student needs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- '11-'12 = 19.5% of students scored proficient on the 2012 NYSESLAT.
'12-'13= 23% of students scored proficient on the 2013 NYSESLAT.
Despite the fact that the 2013 NYSESLAT was much more challenging than the 2012 NYSESLAT (aligning with the Common Core Learning Standards) the number of proficient students was able to increase by 3.5%.
11. What new programs or improvements will be considered for the upcoming school year?
- 11) The greatest improvement we have made for the 2013-2014 school year, is the marked increase in push-in ESL instruction. This year, we have strategically aligned our resources and schedule to facilitate push-in in most grades.
12. What programs/services for ELLs will be discontinued and why?
- 12) No programs will be discontinued at PS196.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- 13) 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. ELLs are welcome to participate in all after school activities, including test preparation classes (after school and Saturday academies), and after school classes in games, etc. ELL students participate in these classes equally with their English proficient peers.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- 14) 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.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- 15) Our ELL students participate in a push-in/pull-out program designed with their home language taken into consideration. For example, early beginner students who speak the same language are paired during group or partnership work during lessons. Whenever possible, parents are provided with translated versions of all materials that are distributed. Additionally, there is 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.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
16) Required services support and resources correspond to ELLs' ages and grade levels. Students are placed in monolingual English classes (as per parent requests as indicated on the parent survey) based upon their birthdates and grade levels as per birth certificates and official documents from their prior school.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
17) 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. Additionally, once an incoming student is determined to be eligible for the LAB-r they are invited to be tested in late August by appointment.
18. What language electives are offered to ELLs?
18) There are no language elective classes at PS 196.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - 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 here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

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

2) The ELL teacher will attend Professional Development sessions designed to provide support in meeting the Common Core learning standards for ELLs throughout the school year. The following is a list of meetings through our CFN that the ELL teacher will attend:

October 8, 2013
November 19, 2013
December 11, 2013
January 6, 2014
March 4, 2014
May 6, 2014
June 10, 2014

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.

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

4) 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.

D. Parental Involvement

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

1) 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 Lunar New Year. Students learn about traditional Asian dances, folklore and costuming. This is a great way to involve our ELL parents. The ELL and non ELL Asian students are encouraged and excited to share information about their native culture during the year.

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

2) At the present time we are able to meet the needs of our ELL parents through our own workshops and outreach. We are not currently partnering with outside agencies or Community Based Organizations. If we find, in the future, that we would benefit from the support of outside agencies or Community Based Organizations, we will contact these resources.

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.

E. 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.

The scheduling is based on the five day school week. Some students receive 180 minutes of ESL instruction per week (four 45 minute sessions) while others receive 360 minutes per week (eight 45 minute sessions.) If a student needs eight sessions per week they will need to have two or three sessions in one of the days but only one or two sessions in the other days. Additionally our students are grouped by need and by grade. There are only eight periods per week that are not using the push in model. The ESL teacher's schedule varies depending on the day of the week. This information should help clear any questions raised by the chart regarding ELL PROGRAM BREAKDOWN found on page two.

There is a large number of students that fall into the "other" category in the chart on page four called NUMBER OF ELLs BY GRADE IN EACH LANGUAGE GROUP. We have a variety of languages represented here at PS196. The total population of Chinese speakers as per the chart is only three; however that is because when the parents registered they are careful to be very specific, and as always, we are careful to be very respectful of their specific indications. For example there are currently three Kindergarten students who are Mandarin speakers but zero Chinese speakers. However, when in the written form both Mandarin and Chinese are the same. In grades one and two we have one Mandarin speaker and zero Chinese speakers. In grade three we have one Mandarin speaker and one Chinese speaker. In grade four we have one Chinese speaker and zero Mandarin speakers. In grade five we have two Mandarin speakers and one Chinese speaker. So for written communication we prepare for eleven forms to go home in Chinese not just three. Additionally we have six Japanese speaking ELLs, three that speak Urdu, two that speak Portuguese, two that speak Hungarian, and one speaker of Turkish, Hebrew, Tajik, Albanian, Arabic, Vietnamese, Gujarati, Serbo-Croatian, Filipino, Tibetan, and Armenian.

At this point we would like to make known that the ELA test results and the Math test results for the NYS tests include students with IEPs. In grade three on the ELA one of the three students who scored at level two has an IEP which specifies a handicap in reading. In grade four on the ELA two of the three students who scored at level one are students who have IEPs and are in self contained Special Education classrooms. In grade five two of the three students that scored at a level one have IEPs and are in self contained special education classrooms.

Part VI: LAP Assurances

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q196

School Name: PS196Q

Cluster: 2

Network: Children First Network 207

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

Part A: Needs Assessment Findings

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

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

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

PS196Q's written translation and oral interpretation needs include many of the DOE covered languages. Translation need information is shared with the staff at PS196Q. Currently 13.5% of the student body is Asian, 38.23% is Hispanic, and 39.17% is white. 51 of our Chinese parents would prefer to be spoken to in Chinese and 50 have indicated a preference for written communication to be in Chinese. 22 of our Spanish parents would like to be spoken to in Spanish and 21 have indicated a preference for written communication to be in Spanish. 20 of our Russian parents would like to be spoken to in Russian and 17 have indicated a preference for written communication to be in Russian. 16 of our Japanese parents would like to be spoken to in Japanese and 15 have indicated a preference for written communication to be in Japanese. 6 of our Serbo-Croatian parents would like to be spoken to in Serbo-Croatian and 5 have indicated a preference for written communication to be in Serbo-Croatian. 5 of our Albanian parents would like to be spoken to in Albanian and 7 have indicated a preference for written communication to be in Albanian. 5 of our Hebrew parents would like to be spoken to in Hebrew and have indicated a preference for written

communication to be in Hebrew. 4 of our Hindi speaking parents would like to be spoken to in Hindi and have indicated a preference for written communication to be in Hindi. 3 of our Portuguese parents would like to be spoken to in Portuguese and have indicated a preference for written communication to be in Portuguese. 3 of our Urdu speaking parents would like to be spoken to in Urdu and 1 has indicated a preference for written communication to be in Urdu. 2 of our Arabic speaking parents would like to be spoken to in Arabic and have indicated a preference for written communication to be in Arabic. 2 of our French speaking parents would like to be spoken to in French and have indicated a preference for written communication to be in French. 2 of our Gujarati speaking parents would like to be spoken to in Gujarati and have indicated a preference for written communication to be in Gujarati. 2 of our Hausa speaking parents would like to be spoken to in Hausa and have indicated a preference for written communication to be in Hausa. 2 of our Nahuatl speaking parents would like to be spoken to in Nahuatl and have indicated a preference for written communication to be in Nahuatl. 2 of our Philipino speaking parents would like to be spoken to in Philipino and have indicated a preference for written communication to be in Philipino. 2 of our Slovak speaking parents would like to be spoken to in Slovak and have indicated a preference for written communication to be in Slovak. 2 of our Mandarin speaking parents would like to be spoken to in Mandarin. 1 of our Bengali speaking parents would like to be spoken to in Bengali and have indicated a preference for written communication to be in Bengali. 1 of our Italian speaking parents would like to be spoken to in Italian and has indicated a preference for written communication to be in Italian. 1 of our Punjabi speaking parents would like to be spoken to in Punjabi and has indicated a preference for written communication to be in Punjabi. 1 of our Swahili speaking parents would like to be spoken to in Swahili and has indicated a preference for written communication to be in Swahili. 1 of our Tibetan speaking parents would like to be spoken to in Tibetan and has indicated a preference for written communication to be in Tibetan. 1 of our Cantonese speaking parents would like to be spoken to in Cantonese. 1 of our Johkha speaking parents would like to be spoken to in Johkha. 1 of our Korean speaking parents would like to be spoken to in Korean.

Part B: Strategies and Activities

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

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 needed.

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.

PS196Q takes advantage of the DOE Translation and Interpretation Unit which will provide over-the-phone interpretation services. We additionally have bilingual staff members and parent volunteers. We have several bilingual Spanish staff members, a bilingual Chinese staff member, a bilingual Hungarian staff member, a bilingual French staff member, a bilingual Portuguese staff member, a bilingual Greek staff member, a bilingual Hebrew staff member, and a bilingual Italian staff member who are always available for oral translation during parent phone calls or meetings. Additionally for pre-arranged parent meetings outside translation contractors are available to the staff.

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

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"> • Per session • Per diem 	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 1/2 hrs x 50.19 = \$2785.55 1 teacher for 18-1 1/2 hr sessions 27 hrs x 50.19 = \$1355.13 9 hrs x 50.19 PD Hours \$ 451.71 2 Sundays 9-12 noon 1 teacher 3 hrs x 2 days = 6 hrs x 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"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$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		
TOTAL	\$ 11,190.25	