



**Department of
Education**

Dennis M. Walcott, Chancellor



2011- 2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

THE LITERACY AND ARTS ACADEMY

P.S. 196

12X196

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SUPERINTENDENT: MYRNA

RODRIGUEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Lizzette Rivera	*Principal	
Ericka Lyncook	*UFT Chapter Leader	
Elizabeth Sinchi	*PTA President	
Iris E. Diaz	SLT Chairperson	
Katelini Gojcaj	Pre-K– 1 st Grade Representative	
Brianna Celetti	2 nd & 3 rd Grade Representative	
Rebecca Reugsegger	4 th & 5 th Grade Representative	
Judith Zavala	Parent Representative	
Damaris Arias	Parent Representative	
Caroline Merino	Parent Representative	
Cindy Ortiz	Parent Representative	
Virma Ortiz	Parent Representative	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

<p>Annual Goal #1</p> <ul style="list-style-type: none"> • By May 2012, 90% of students will move at least fifteen percentage points, according to the school-wide grading policy, in the area of number sense and operations as measured by the school-wide math benchmark assessment. 				
<p>Comprehensive needs assessment</p> <p>Percentage of students who scored below, within or above the target range on Number Sense and Operations based questions on the 2011 NYS Math Assessment (ARIS: Comparing populations for Grades 3-8 on the NYS Math Assessment):</p>				
Target Range	All P.S.196	3rd Grade	4th Grade	5th Grade
Below the Target Range	43	51	41	41
Within the Target Range	20	23	18	21
Above the Target Range	47	26	41	38
<p>In 2011, 43% of all students at P.S. 196 scored below the target range on Number Sense and Operations based questions on the NYS Math Assessment.</p> <p>Percentage of students who mastered Operations and Algebraic Thinking and Number Sense and Base Ten of the Math CCLS.</p>				
Grade	OA	NBT		
3rd Grade	28%	14%		
4th Grade	28%	28%		
5th Grade	39%	32%		
Total	32%	25%		
<p>On the October math benchmark assessment,</p> <ul style="list-style-type: none"> -28% of third grade students showed mastery of Operations and Algebraic Thinking. -28% of fourth grade students showed mastery of Operations and Algebraic Thinking. -39% of fifth grade students showed mastery of Operations and Algebraic Thinking. <p>On the October math benchmark assessment,</p> <ul style="list-style-type: none"> -14% of third grade students showed mastery of Number Sense and Base Ten. -28% of fourth grade students showed mastery in Number Sense and Base Ten. -32% of fifth grade students showed mastery in Number Sense and Base Ten. <p>Overall, less than 68% of P.S.196 students have shown mastery in Operations and Algebraic Thinking.</p> <p>Overall, less than 75% of P.S. 196 students have shown mastery in Number Sense and Base Ten.</p>				

Instructional strategies/activities

The target population of students is from grades three through five. The administrators, data team, and math coach will be responsible for the implementation and supervision of this action plan.

Classroom teachers will be responsible for grading the school-wide math benchmark assessment, which is designed around the new CCLS, using the school-wide grading policy and rubric. The data team will collect and aggregate the benchmark testing data. Once the data is aggregated, it will be the coaching team's job to turnkey data trends to each grade level during planning meetings and weekly ETS curriculum sessions. After the findings have been shared, the coaching team will work with the teachers to revise or redesign math curriculum to include the needs of the students. For students who are found in high need, teachers will be assisted in creating action plans and targeted instruction. Along with the school benchmark, teachers may administer their own task to assess new student learning and then reflect on the successes of these created strategies and activities.

In order to achieve this goal, students are placed in extended day on Tuesday and Wednesdays from 2:20pm until 3:10pm. After school is also offered until 4:30pm Tuesdays and Wednesdays. P.S.196 is offering two after school sessions, the first beginning in October and ending in December and the second beginning in January and ending before the NYS ELA and Math assessments in April. High needs students also receive pullout and push-in AIS and SETTS services.

Sept: 1)NYS testing outcome data aggregated by subgroups and question types and shared with teachers for each class 2)Grade level benchmark assessments based on NYS grade-level standards given and scored. Data sorted by outcomes of target subgroups as well as by standard. 3)Long term and daily plans explicitly refer to state standards 4)Spanish/English textbooks distributed 5)Objective planning with Bloom's Taxonomy, Webb's DOK, and Gardner (Math Centers)

Oct: 1)Implement "strive for mastery" (mental math/facts learning) 2)Students will begin to write their own learning goals (based on growth and benchmarks) 3)Teachers will create datafolios for each student 4)Begin push-in and pull out services for ELL and SPED students 5)After school begins (term one)

Nov: 1)AIS begins with new push in system in place 2)State Test Changes PD 3)Task writing PD

Dec: 1)Family Math Night

Jan: 1)Grade level benchmark assessments based on NYS grade-level standards given and scored. Data sorted by outcomes of target subgroups as well as by standard and tracked for growth 2)After school begins (term two)

Feb: 1)Data shared with teachers and used to amend long-term plans and re-group students based on progress

March: 1)Parent workshop on Math state testing 2)Primary grades Family Math Night

April: 1) Standards revisited to informally check for mastery and re-teach 2) School testing pep rally

May: 1)Grade level benchmark assessments based on NYS grade-level standards given and scored. Data sorted by outcomes of target subgroups as well as by standard and tracked for growth

June: 1)Using benchmark testing data, teachers plan for the coming year and meet in vertical planning teams to discuss and address trends across grade

Strategies to increase parental involvement

Monthly workshops will be provided in the following areas:

- PTA Meetings
- Help Your Child Succeed
- Math Parent Workshops

Strategies for attracting Highly Qualified Teachers (HQT)

- Professional development is offered by the coaching team for all staff members before, during and after school
- The staff works in planning teams to design new and innovative strategies for increasing student achievement and learning. These include, but are not limited to, utilizing data driven instruction, curriculum mapping with the DOK and UBD models, designing curriculum embedded with test preparation, and writing individual student goals
- Teachers are encouraged to attend professional development sessions offered by our network and outside providers
- Consultants and advisors are brought in to train teachers on the best ways to meet student needs in accordance with this goal
- The Charlotte Danielson Framework from the Talent Management Pilot is used as a tool to guide lesson development and instruction as well as to provide real-time feedback to teachers

Service and program coordination

- Dancing Classrooms
- Prep for Prep
- Studio in a School
- Walker Foundation
- Bully Prevention Program
- Violence Prevention Program
- Basketball Academy

Budget and resources alignment

- TL Fair Student Funding
- Title I SWP
- Contract for Excellence
- TL Deferred Program Planning Initiation

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2 <ul style="list-style-type: none">By May 2012, 90% of the students will move at least fifteen percentage points, according to the school-wide grading policy, in their ability to respond to a task using relevant and accurate details, as measured by the school-wide writing benchmark assessment.			
Comprehensive needs assessment			
Percentage of students who scored below, within or above the target range on Literary Response and Extended Response Based Questions on the 2011 NYS ELA Assessment (ARIS: Comparing populations for Grades 3-8 on the ELA NYS Assessment):			
Target Range	3rd Grade	4th Grade	5th Grade
Below the Target Range	47%	38%	50%
Within the Target Range	24%	23%	30%
Above the Target Range	29%	39%	20%
In 2011, 47% of third grade students, 38% of fourth graders and 50% of fifth graders scored below the target range on literary response and expression questions on the NYS ELA assessment.			
According to our October writing benchmark, less than 1% of students in all grades are at or below grade level.			
Targeted Areas: Reading and Writing Block: Students will be exposed to high order thinking questions using the depth of knowledge in order to strengthen their ability to think critically.			

Instructional strategies/activities

The target population of students is from grades three through five. The administrators, data team, and ELA coach will be responsible for the implementation and supervision of this action plan.

Classroom teachers will be responsible for grading the school-wide writing benchmark assessment, which is designed around the new CCLS, using the school-wide grading policy and rubric. The data team will collect and aggregate the benchmark testing data. Once the data is aggregated, it will be the coaching team's job to turnkey data trends to each grade level during planning meetings and weekly ETS curriculum sessions. After the findings have been shared, the coaching team will work with the teachers to revise or redesign math curriculum to include the needs of the students. For students who are found in high need, teachers will be assisted in creating action plans and targeted instruction. Along with the school benchmark, teachers may administer their own task to assess new student learning and then reflect on the successes of these created strategies and activities.

In order to achieve this goal, students are placed in extended day on Tuesday and Wednesdays from 2:20pm until 3:10pm. After school is also offered until 4:30pm Tuesdays and Wednesdays. P.S.196 is offering two after school sessions, the first beginning in October and ending in December and the second beginning in January and ending before the NYS ELA and Math assessments in April. High needs students also receive pull-out and push-in AIS and SETTS services.

Sept: 1)NYS testing outcome data aggregated by subgroups and question types and shared with teachers from each class 2)Grade level benchmark assessments based on TCRWP standards given and scored. Data sorted by outcomes of target subgroups 3)Long term and daily plans explicitly refer to state standards 4)Objective planning with Bloom's Taxonomy, Webb's DOK, and Gardner (Literacy Centers) 5)All ELL students will be given personal word wall and print rich classrooms 6)Read alouds will be selected with target vocabulary in mind 7) Tony Stead will assist teachers in grades three through five on how to include nonfiction reading in all curricula

Oct: 1)Grade level benchmark assessments based on TCRWP standards given and scored. Data sorted by outcomes of target subgroups 2)To increase meaningful talk in class discussions students will be expected to communicate using on-task accountable talk 3)Students will begin setting and reflecting on unit-goals (to be amended after each unit 4)After school begins (term one)

Nov: 1)Teachers will create datafolios for each student 2)Begin push-in and pull out services for ELL and SPED students 3)AIS begins 4)State Test Changes PD 5) Task writing PD

Dec: 1)Student writing and reading tasks will be written to match the language of state tests 2)All grade-level writing rubrics will reflect taught vocabulary 3)ELL PD

Jan: 1)Grade level benchmark assessments based on NYS grade-level standards given and scored. Data sorted by outcomes of target subgroups as well as by standard and tracked for growth 2)Benchmark writing assessments will be given and scored with the 6+1 rubric – ELL pieces will also be assessed for Tier II vocabulary words 3)After school begins (term two) 5) ELL PD

Feb: 1)Students in grades 2-5 will begin filling out their own rubrics as well as reflection sheets for each completed writing piece 2)Data shared with teachers and used to amend long-term plans and re-group students based on progress 3)Tony Stead will assist teachers in grades three through five on how to include nonfiction reading in all curricula

March: 1)Introduce reflection chart to classes 2.) Parent workshop on ELA state testing

April: 1)Standards revisited to informally check for mastery and re-teach 2)School testing pep rally

May: 1)Grade level benchmark assessments based on NYS grade-level standards given and scored. Data sorted by outcomes of target subgroups as well as by standard and tracked for growth 3) Benchmark writing assessments will be given and scored with the 6+1 rubric – ELL pieces will also be assessed for Tier II vocabulary words (ELL students will increase their written lexicon as compared to pieces written in January).

June: 1)Using benchmark testing data, teachers plan for the coming year and meet in vertical planning teams to discuss and address trends across grades

Strategies to increase parental involvement

Monthly workshops will be provided in the following areas:

- PTA Meetings
- Help Your Child Succeed
- ELA Parent Workshops

Strategies for attracting Highly Qualified Teachers (HQT)

- Professional development is offered by the coaching team for all staff members before, during and after school
- The staff works in planning teams to design new and innovative strategies for increasing student achievement and learning. These include, but are not limited to, utilizing data driven instruction, curriculum mapping with the DOK and UBD models, designing curriculum embedded with test preparation, and writing individual student goals
- Teachers are encouraged to attend professional development sessions offered by our network and outside providers
- Consultants and advisors are brought in to train teachers on the best ways to meet student needs in accordance with this goal
- The Charlotte Danielson Framework from the Talent Management Pilot is used as a tool to guide lesson development and instruction as well as to provide real-time feedback to teachers

Service and program coordination

- Dancing Classrooms
- Prep for Prep
- Studio in a School
- Walker Foundation
- Bully Prevention Program
- Violence Prevention Program
- Basketball Academy

Budget and resources alignment

- TL Fair Student Funding
- Title I SWP
- Contract for Excellence
- TL Deferred Program Planning Initiation

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3 <ul style="list-style-type: none">• By June 2012, to increase the percentage of students who are reading on grade level:<ul style="list-style-type: none">- At the end of kindergarten from 37% of students to 42% of students- At the end of first grade from 46% of students to 51% of students- At the end of second grade from 37% of students to 42% of students				
Comprehensive needs assessment <ul style="list-style-type: none">- Percentage of Students Reading at or Above Grade Level (according to TCRWP assessments) as of the beginning of the 2011-2012 school year:				
Grade	Total # of Students	# of Student Reading on Grade Level	# of Students Reading Above Grade Level	% of Students Reading at or Above Grade Level
Kindergarten	101	34	3	37%
First	127	58	1	46%
Second	153	54	3	37%
<ul style="list-style-type: none">- As of the beginning of the 2011-2012 school year, 37% of kindergarten grade students were performing on or above grade level in reading as measured by TCRWP running record assessment.- As of the beginning of the 2011-2012 school year, 46% of first grade students were performing on or above grade level in reading as measured by TCRWP running record assessment.- As of the beginning of the 2011-2012 school year, 37% of second grade students were performing on or above grade level in reading as measured by TCRWP running record assessment.				

Instructional strategies/activities

The target population of students is the primary grades, kindergarten through second grade. The administrators, data team, primary grades ELA coach, classroom teachers, and the AIS team will be responsible for the implementation and supervision of this action plan.

Every aspect of the P.S. 196 curriculum is designed with the CCLS reading standards and Webb's DOK in mind. Even the content area curriculum is driven by the reading standards, so that reading becomes an essential part of every child's school experience. Tony Stead, a curriculum consultant, will be brought in to guide teachers in planning authentic reading experiences for the students. Teachers will work with Tony Stead and school coaches to design a curriculum that provides students with access to Tier I, II, III vocabulary as well as authentic comprehension experiences. Teachers will be provided with Sharon Taberski's work, *Comprehension From the Ground Up*, and will be expected to use this literature the help in planning reading curriculum. In order to gauge the reading growth of their students, teachers administer TCRWP reading assessments four times a year. The results of these assessments are recorded by classroom teachers and then collected by the data team in order to be aggregated. Once the data is aggregated, it will be the coaching team's job to turnkey data trends to each grade level during planning meetings and weekly ETS curriculum sessions. After the findings have been shared, the coaching team will work with the teachers to revise or redesign reading curriculum to include the needs of the students. The data will also be used to place students in appropriate guided reading groups, skills groups, reading partnerships, and AIS groups. Second graders, who are found to have the highest needs, attend ETS.

Sep: 1) Students were administered the concepts of print and primary grade TCRWP assessments

Oct: 1) Begin guided reading in grade one 2) Allow highest level readers flexible scheduling to participate in reading with a higher grade level 3) Benchmark assessment due 4) Curriculum maps will be revised as a result of the TCRWP outcomes

Nov: 1) Additional support personnel will target ELL student population for small class instruction 2) Teachers will be held accountable for print rich environments 3) Students will have personal Word Walls 4) Read alouds will be selected with specific vocabulary in mind 5) Students grouped by skill and level 6) Book club around primary readers formed

Dec: 1) Inquiry teams around ELA will be formed (exact topic and target population to be selected by grade-level teams) 2) Benchmark assessment due & students will be regrouped and/or targeted for AIS according to results 3) Curriculum maps will be revised as a result of the TCRWP outcomes 4) Begin guided reading for kindergarten

Jan: 1) PD on holding students accountable 2) Teachers will ensure that writing and reading units are linked and paired with mentor texts (as is evidenced on curriculum maps) 3) Curriculum maps will all reflect rigorous CCS standards

Feb: 1) Writing rubrics will begin to require vocabulary that students learned in word study and reading

March: 1) Benchmark assessment due & students will be regrouped and/or targeted for AIS according to results 2) Curriculum maps will be revised as a result of the TCRWP outcomes

April: 1) Establish reading buddies

May: 1) Inter-visitations

June: 1) Benchmark assessment due & students will be regrouped and/or targeted for AIS according to results 2) Curriculum maps will be revised for the coming school year

Strategies to increase parental involvement

Monthly workshops will be provided in the following areas:

- PTA Meetings
- Help Your Child Succeed
- Pre-Kindergarten Family Activity Day

Strategies for attracting Highly Qualified Teachers (HQT)

- Professional development is offered by the coaching team for all staff members before, during and after school
- The staff works in planning teams to design new and innovative strategies for increasing student achievement and learning. These include, but are not limited to, utilizing data driven instruction, curriculum mapping with the DOK and UBD models, designing curriculum embedded with test preparation, and writing individual student goals
- Teachers are encouraged to attend professional development sessions offered by our network and outside providers
- Consultants and advisors are brought in to train teachers on the best ways to meet student needs in accordance with this goal
- The Charlotte Danielson Framework from the Talent Management Pilot is used as a tool to guide lesson development and instruction as well as to provide real-time feedback to teachers

Service and program coordination

- LEAP
- Bully Prevention Program
- Violence Prevention Program

Budget and resources alignment

- TL Fair Student Funding
- Title I SWP
- Contract for Excellence
- TL Deferred Program Planning Initiation

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	Fontas and Pinnell Literacy Intervention, Wilson Reading Instruction, Guided Reading, Test Preparation and Sophistication, Fluency through Guided Reading, Small Group Pull-out/Push-in and After School
Mathematics	Small Group Pull-Out, Mathematical Games on Computer Lab Carts, Push-in, Math Bowl Competitions
Science	After School, Lab Work, Science Fair, Harcourt Kits
Social Studies	Fluency through Nonfiction Guided Reading and Small Group Pull-out/Push-in
At-risk Services provided by the Guidance Counselor	N/A
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	N/A
At-risk Health-related Services	N/A

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

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

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

I. General Expectations

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

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

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

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

Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

- d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

III. Discretionary School Parental Involvement Policy Components

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

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

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by our School-Parent Compact. This policy was adopted by P.S. 196 on the first day of school and will be in effect for the period of September 2011 – June 2012. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 1, 2011.

1. School-Parent Compact

P.S. 196 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2011-2012.

School Responsibilities

P.S. 196 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
3. Provide parents with frequent reports on their children's progress.
4. Provide parents reasonable access to staff.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.



The Literacy & Arts Academy

Lizzette Rivera, Principal of P.S. 196

1250 Ward Avenue Bronx, New York 10472 (718) 328-7187 FAX (718) 861-8401

Assistant Principals: Ariel Delgado, Juanita Delgado- Aponte & Dimitri Kryoneris

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 12X196

School Name: The Literacy & Arts Academy

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

The Literacy & Arts Academy, P.S. 196, was identified for not showing progress for **Students with Disabilities** in **grades 3-5, specifically in ELA**, English Language Arts. We currently have 79 students with disabilities in grades 3-5. This cohort of students is currently 1-1.5 years delayed in reading and writing.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

We will implement support structures for the teachers, as well as the students, to help improve achievement for the **students with disabilities in grades 3-5**.

Teachers:

- Professional development focused specifically in the area of meeting the learning needs of students with Individualized Educational Plans, IEPs
- Research based and proven strategies that can be implemented by teachers to support students
- Daily/weekly communication between the teacher and parents to discuss student progress

Students:

- Push in support during the reading & writing workshop
- Push in support during content area instruction

- Winter Recess & Saturday Academy Literacy Programs (Specifically directed for small group instruction)
 - Spring Recess
-

Part B: For Title I SINI Schools Only

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

The 10 percent of Title I funds for professional development has been utilized to fund, Ms. Rosa Rahbani, our Literacy Coach. The Literacy Coach offers professional development in the areas of reading, writing, differentiated instruction and special education needs. The Literacy Coach collaborates with the teachers and provides techniques and strategies on how to monitor students' progress, and understand students' individual needs so they can differentiate instruction to increase student learning and achievement. The focus of the interactions between teachers and the Literacy Coach is guided by analysis of students' learning. This form of ongoing, professional learning increases teacher capacity to meet all students' individual needs.

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

According to the 2011-2012, City Wide Instructional Expectations, "School leaders who improve the instructional core across classrooms take certain actions: they utilize a common lens for instruction and curriculum, set clear expectations, and provide evidence-based, applicable feedback from frequent classroom observations..." to that end, we have designed a teacher mentoring program that is based on the observed needs of our teachers.

After a teacher has been observed in a particular domain, quality feedback is provided in a post-observation conference. At this time, teachers are asked to reflect on their teaching practices, develop and record professional goals, and actively participate in planning their professional development. This professional development often involves, but is not limited to, out of school PD, inter-visitations, tutorials on ARIS Learn, joint planning time with other grade level teachers, and pairing with one of the school coaches. The work with the coaches is the most extensive form of teacher mentoring that we offer.

Our coaches have arranged their schedules in order to work in focused cycles with five to six teachers per cycle. During these cycles, each teacher creates a growth plan with his or her coach. Each plan, designed within a structured time frame, addresses an area of need, an action plan for addressing that need, and a plan for assessing growth in the area of need. Coaches keep extensive logs on the progress of each plan and teachers reflect throughout the process. Every growth plan is developed around the core belief that as we improve teacher practices, we will promote cognitively demanding and academically rigorous expectations for all students that will result in higher academic achievement.

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

Parents will be notified about the school identification for school improvement by letter and in two parent meetings. The letters will be backpacked and mailed to the homes. The letters will have a tear-off that the parents will complete and return to the school. The tear-off will indicate that they have received the letter. In addition, two meetings will be scheduled, one in the morning and one in the evening. This will provide a greater number of parents the opportunity to obtain the information directly from the principal, assistant principals and other representatives of the school staff. Parents will have an opportunity to ask questions through this venue. In addition, parents will be informed that their children are eligible to receive SES.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/Petrina Palazzo	District 12	Borough Bronx	School Number 196
School Name 12X196 Literacy & Arts Academy			

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

Principal Ms Lizette Rivera	Assistant Principal Mr Ariel Delgado
Coach Ms Blanca Velasquez	Coach Ms Rosa Rahbani
ESL Teacher Ms Kirsten Kupetz	Guidance Counselor
Teacher/Subject Area Ms Sandra Bauer	Parent Ms Elizabeth Sinchi
Teacher/Subject Area Ms Carol Ward	Parent Coordinator Ms Diana Portocarrero
Related Service Provider	Other Ms Lisa Greenblatt (Spcl. Ed)
Network Leader	Other Ms Susan Horowitz

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	7	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2		

D. School Demographics

Total number of students in school	805	Total Number of ELLs	204	ELLs as share of total student population (%)	25.34%
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Part II: ELL Identification Process

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

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

1. Parents complete a Home Language Survey (HLS) in the main office when parents register their child. An ESL licensed teacher leads the discussion of the questions the parents might ask as they fill out the Home Language Survey. The pedagogue will also conduct an informal interview to the parent and the student to determine if the student needs to be tested with the LAB-R. If eligible for the test, the student, then, is administered the LAB-R within 10 days of registration to determine if the child needs ESL services. Once the student is eligible for the ESL service, the coordinator sets up the schedule to make sure all ELL students receive the mandated amount of minutes of ESL instruction and make sure all ELLs are administer the NYSESLAT in the Spring of the school year. The Speaking section of the NYSESLAT is given separate and the three other modalities(reading,writing and listening) are given in blocks according to grades.

2.The parent of these new admits are invited to an orientation to view a video and to get information about the ESL programs offered in our school. At the meeting, parents are informed that if the school have 15 parents between two grades choosing one program, the school have to make the program available for the students. They also need to fill in the necessary forms such as the Parent Survey and Program Selection.

3. If parents miss this session, the ESL Coordinator or the Parent Coordinator will contact them by mail, phone or by a note with their child to come to school as soon as they can to have an iformational session in a one to one setting. The ESL Coordinator is available every day if parents still have questions or need to schedule a meeting to discuss any issues.

4. After the first year, the ESL Coordinator sends parents the Parent Choice letter to inform them of their child status as an ELL student. We relate to the parents that the Freestanding ESL program is the program that works most effectively. New arrivals receive extra support to be able to level up with their grade: There are three out of the classroom ESL certified teachers, two of them with bilingual skills that work with them.

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	204	Newcomers (ELLs receiving service 0-3 years)	169	Special Education
SIFE	5	ELLs receiving service 4-6 years	34	Long-Term (completed 6 years)
				1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	169	5		34	0		1	0	0	204
Total	169	5	0	34	0	0	1	0	0	204

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total	
Number of ELLs in a TBE program who are in alternate placement: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other _____														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other _____																			0	0
TOTAL	0																			

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____ Number of third language speakers: ____

Ethnic breakdown of EPs (Number):

African-American: ____ Asian: ____ Hispanic/Latino: ____

Native American: ____ White (Non-Hispanic/Latino): ____ Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	34	37	32	42	34	16								195
Chinese			1											1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French				1	1									2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2	1	2	1									6
TOTAL	34	39	34	45	36	16	0	204						

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1- 805 students attend P.S.196. ELLs comprise 24.78 % of the students' population. To assure that the ELLs receive the mandated services, their parents are informed and participate in the decisions on their child education. To comply with the mandated services, we have four ESL self contained classes, and three ESL certified teachers that push-in and pull- out the students from kindergarten to fifth grade who were identified as ELLs and are not in a self-contained setting. These teachers make sure the students receive the right amount of ESL instruction according to the level of the students resulting from the NYSESLAT scores. The 196 ELL students are from all the grades. Currently, there are 31 students in kindergarten, 39 in first grade, 34 in second grade, 45 students in the third grade, 37 students in the four grade, and 16 students in fifth grade. Three of our six ESL teachers are assigned to the ESL self contained kindergarten, first grade, second grade class with 103 students in total in the self contained classes.

2-The ESL Coordinator is in charge of making sure the diverse needs of our ELL's and their compulsory services of 180 minutes for advanced and 360 minutes for beginners and intermediate students are met.

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

4-When students come from a country where their native language is Spaninsh, the Spanish LAB-R is administer to guide the instruction for content areas, such as Math and Science, in their native language in an After-School Program.

5-For the ELLs identified as SIFE, (Students with interrupted formal education), there is an individual program design to help them overcome their limitations. These students get the support of a teacher in their native tongue, whenever available, that helps them level up with their grade. In order to design the educational plans, we analyze the data from the history exam report (ATS), such as ELA scores to determine the weaknesses and strengths of every student, but special attention is given to the scores in the NYSESLAT to determine the areas in which the students need improvement and development. The years of service are taken into account to flag students at risk.If an ELL does not make progress in the best learning conditions after two years,or does not exit the program after four years, then the student is given more special attention and or is referred to the Special Education Support Team. If a student has received services for more than six years and does not exit the program he is referred, as well.Students in the program also receive the benefit of the Academic Intervention Service team and or the Special Education Teacher Support Services in combined efforts to help the ELLs. The ESL coordinator combines efforts with the classroom teachers. Together they design a proper plan of action to better service our ELLs. They will also regularly

A. Programming and Scheduling Information

assess students to measure their progress and design the necessary instruction approach according to their individual needs. New arrivals are given a packet with basic grammar and vocabulary to help them with their immersion in the English language. Throughout the year students are taught ESL survival reading strategies and are introduced to the ELA strategies at lower level. They are pulled out to receive services in smaller groups, as well as being integrated into the regular activities from our school. ESL licensed teachers provide ESL services to the Special Education students whose IEP's require services, especially the ones in self contained, CTT or 12:1:1 classes as it is mandated. Our self-contained ESL classes follow the regular setting class schedule from our school with implementation of ESL strategies. Students with diverse needs are pulled out in small groups with children that have the same reading level and similar needs listed in the IEP. The teachers of these groups elaborate plans to meet the diverse needs of these students in consultation with the Special Education Teacher Support Services. Instruction plans are constantly modified based on ongoing assessment. 5-In order to ensure that the ELLs are getting effective support, the ESL teachers offer support in literacy, Math, content areas, and test preparation. The after school program offers ESL classes to prepare the ELL students for the NYSESLAT and the state exams. There are groups that are taught in their native tongue when the exam will be in that particular language (we can only offer help in Spanish and French). The Academic Intervention Services and The Special Education Support Teacher assist the ELLs as well.

6-The ESL Coordinator has identified the transitional student (those that have passed the NYSESLAT in the past two years). Their classroom teachers know that these students will need extra support from our pull out program. They also get invited to our After School programs and Saturday Academy.

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

Courses Taught in Languages Other than English ⓘ

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

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

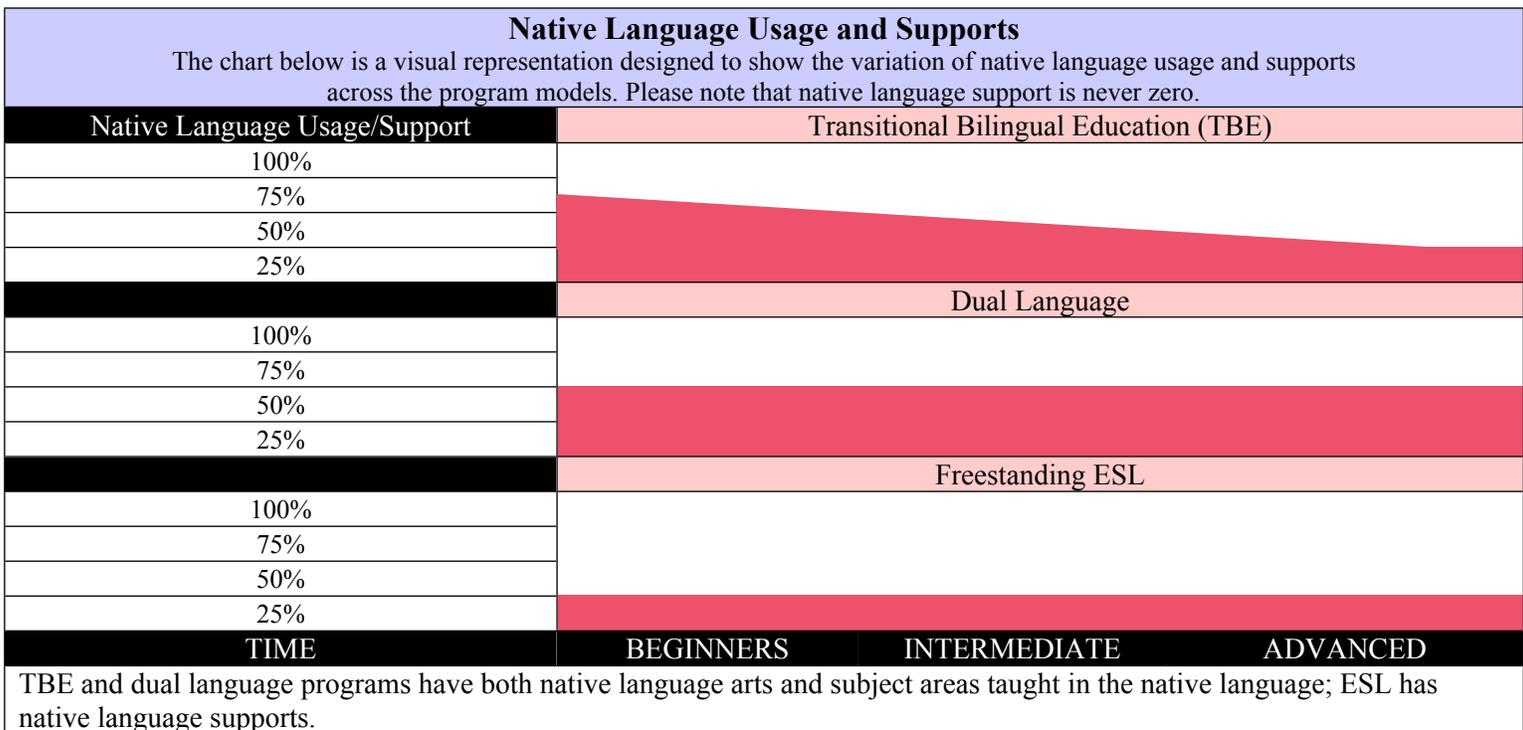
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

8- The ELL students in our school are divided into subgroups according to their level of language acquisition as well as their individual needs according to their reading levels and math proficiency. ELL students who need improvement in reading or writing and have more

B. Programming and Scheduling Information--Continued

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

8- The ELL students in our school are divided into subgroups according to their level of language acquisition as well as their individual needs according to their reading levels and math proficiency. ELL students who need improvement in reading or writing and have more than three years of ESL services, are serviced by either push-in or pull-out programs and are integrated into our regular After-School Programs for Math and ELA instructions. Students who are very low in reading or writing with two or less years of ESL services, who are not exempt from the State ELA Test, have an intensive ESL instruction and are also placed in an intervention After-School Program to attend their specific needs to help them improve not only their language acquisition, but also their reading and writing proficiency levels. Finally, students who are newly arrivals from countries where the language is either French or Spanish have ESL teachers who speak their native language to make them feel comfortable and are also placed in an After-School Program to teach them not only English, but also Science and Math in their native language.

9- ELL students who reached proficiency on NYSESLAT are continually monitor by the ESL Coordinator and their classroom teachers. They are provided with AIS intervention services if need them. This students have testing modifications in all State Test as well.

10- Our school is considering a remedial After-School Program for SIFE students and students performing three or two years lower levels than their grade levels.

11- No programs will be discontinued.

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

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

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

15- All services support and resources provided by the school are based on grade level and age interests. For example our Rigby ELL Assessment Kit for primary school by TESOL is divided by grade level. The small groups serviced by the support teams are not only divided by reading level but also by grade. We also use Rigby's On Our Way to English which is not only based on levelled readings, but it also has plenty of materials according to grade interest.

B. Programming and Scheduling Information--Continued

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

8- The ELL students in our school are divided into subgroups according to their level of language acquisition as well as their individual needs according to their reading levels and math proficiency. ELL students who need improvement in reading or writing and have more than three years of ESL services, are serviced by either push-in or pull-out programs and are integrated into our regular After-School Programs for Math and ELA instructions. Students who are very low in reading or writing with two or less years of ESL services, who are not exempt from the State ELA Test, have an intensive ESL instruction and are also placed in an intervention After-School Program to attend their specific needs to help them improve not only their language acquisition, but also their reading and writing proficiency levels. Finally, students who are newly arrivals from countries where the language is either French or Spanish have ESL teachers who speak their native language to make them feel comfortable and are also placed in an After-School Program to teach them not only English, but also Science and Math in their native language.

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E. Parental Involvement

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

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

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

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

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

C. Schools with Dual Language Programs

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

Not applicable.

D. Professional Development and Support for School Staff

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

1-The whole year ESL teachers attend workshops, and professional developments to be better prepared to meet the needs of the students at the school. We are partners with Columbia Teachers' College. In addition to this workshops we have hire the services of Dr. Beacher, and ESL specialist at Hunter College to conduct a set of sessions of workshops to help teachers of ELLs design language objectives that can be integrated into every day instruction.

2- Our ESL coordinator is available to meet with any teacher that needs support in ESL instruction, and help them with planning and differentiated instruction. Inter-visitations are arranged for teachers who need assistance with ESL instruction. Visits from experts such as Vicki Vinton have come to school to conduct workshops and model lessons for writing workshop.

3-The school provides 30 hours of professional development a year. Within those hours there is methodological training in differentiated instruction, guided reading and writing, classroom management and other areas.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
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2- The school has given parents workshops with the aide of government agencies, or paid experts. So far the schools has given workshops on Immigration, Bullying, Gang Prevention, Cancer Prevention and Nutrition.

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	14	28	8	6	5	6								67
Intermediate(I)	4	7	8	19	6	4								48
Advanced (A)	16	4	17	19	24	9								89
Total	34	39	33	44	35	19	0	0	0	0	0	0	0	204

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	2	0	1	2	2							
	I	12	1	1	0	1	1							
	A	13	11	5	3	4	5							
	P	5	15	25	31	16	11							
READING/ WRITING	B	21	2	5	3	4	2							
	I	5	6	15	7	5	4							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A	3	10	8	21	4	6							
	P	1	10	3	5	9	7							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	11	23	11	0	45
4	9	16	12	0	37
5	5	8	3	0	16
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	11		25		9				45
4	8		16	1	10	2			37
5	3		9		2	2			16
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

1-Fountas, Pinnel, and TCRWP are used for assessment of the ELL's. The results of the assessment match the level of the ELL in their stage of language development. For example, students who have been receiving services for a year in the best of conditions can develop up to a reading level corresponding to a whole grade of advancement, depending on the language base of every student. Information about the reading levels is used to implement differentiated instruction and individual action plans for every student that is pulled out. Classroom teachers also develop these action plans that are carried out in the guided reading groups. Students that are below grade level in reading get extra support in that area through the ESL teacher and the classroom teacher.

Additional Information

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

Paste additional information here

New York State Regents Exam

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

Native Language Tests

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Literacy & Arts Academy</u>		School DBN: <u>12X196</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lizzette Rivera	Principal		12/1/11
Ariel Delgado	Assistant Principal		12/1/11
Diana Portocarrero	Parent Coordinator		12/1/11
Kirsten Kupetz	ESL Teacher		12/1/11
Elizabeth Sinchi	Parent		12/1/11
Sandra Bauer	Teacher/Subject Area		12/1/11
Carol Ward	Teacher/Subject Area		12/1/11
Blanca Velasquez	Coach		12/1/11
Rosa Rahbani	Coach		12/1/11
	Guidance Counselor		12/1/11
	Network Leader		12/1/11
Ms Greenblatt	Other <u>Special Ed Liaison</u>		12/1/11
Susan Horowitz	Other <u>Literacy Coach</u>		12/1/11
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 12X196 **School Name:** P.S. 196, Literacy & Arts Academy

Cluster: 6 **Network:** 606

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.

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2011-12 Comprehensive Education Plan (CEP): Appendix 8

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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P.S. 196X	DBN: 12X196
Cluster Leader: Jose Ruiz	Network Leader: Petrina Palazzo
This school is (check one): ✱conceptually consolidated (skip part E below) ●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): ●Before school ✱After school ✱Saturday academy ●Other: _____
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply): ●K ●1 ●2 ✱3 ✱4 ✱5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 9 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 5

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: Our supplemental instructional program will focus on meeting the needs of several ELL subgroups in grades 3-5 who will be mandated to participate in NYS assessments this year: long-term ELLs who performed at Level 1 or 2 on last year's ELA exam (74% of tested ELLs); all ELLs mandated to take the NYS Math & Science exams in their native language; and, high performing ELLs who performed at Level 3 or 4 on last year's ELA exam (26% of tested ELLs).

Services will be provided in the language of the mandated assessment (ie English for ELA and Spanish for students who will take translated versions of the NYS Math & Science exams). Services will begin Jan. 11 and continue through May 16, depending on sub-group served. We will invite up to nine (9) teachers to work the programs, focusing on teachers with experience and certification in ESL and/or content areas being assessed.

Materials to be used will include, but not be limited to: the "getting ready for the NYSESLAT" series; EDM math and core Science units; LEAP Visiting Artists studio; and teacher-made materials and manipulatives.

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: We recognize the importance of providing all teachers with access to training to support the ELLs they serve. We will focus on providing training to all out-of-classroom teachers of ELLs in the LEAP visual arts program and will hire Dr. Laura Baecher from Hunter College to provide training in language acquisition, cultural sensitivity and awareness, and instructional and assessment strategies appropriate for ELLs. This program will operate primarily from early February to late April.

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

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here: Parent involvement is a key feature of our school. Title III funding will support our parent involvement and recent immigrant programs, including: nutritional and cooking courses; a sewing course (based on parent requests); multiple cultural celebrations and instructional workshops. Most programs will run monthly throughout the school year, typically on the second Tuesday and last Thursday of each month, with nutritional workshops running for eight weeks starting in January. Services will be provided by a partnership with a Cornell University Dietician and by the school’s ESL and Parent Coordinators.

Monthly calendars are sent home advertising this information, as well as event-specific flyers, invitations offered during Parent Orientations & Conferences, as well as through the school’s SchoolMessenger automated phone service.

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$25,877	-Per session salaries
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	3,983	- Dr. Laura Baecher in-service PD salary
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$5,971	-ELL parent workshop materials -Student supplies for after school -Notebooks for NYSESLAT program -Getting Ready for NYSESLAT books -Props for LEAP program -Supplies for programs’ culminating

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		activities
Educational Software (Object Code 199)	\$3,981	- Educational Consultant and Visiting Artist from Learning Through an Expanded Arts Program (LEAP): Creative Dramatics Theater
Travel	_____	_____
Other	_____	_____
TOTAL	\$39,812	_____