



**Department of
Education**

, *Dennis M. Walcott, Chancellor*



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE LITERACY AND ARTS ACADEMY, P.S. 196

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 12X196

PRINCIPAL: LIZZETTE RIVERA EMAIL: LRIVERA10@SCHOOLS.NYC.GOV

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	
Jessica Diaz	*UFT Chapter Leader	
Pedro Nunez	*PTA President	
Rosa Rahbani	SLT Chairperson	
Katylini Gojcaj	Pre-K, K, & 1 st Grade Representative	
Jessica Postiglione	2 nd & 3 rd Grade Representative	
Daniella Napoli	4 th & 5 th Grade Representative	
Irma Mixcoatl	Member	
Luz Tapia	Member	
Kharem Soto	Member	
Rosalva Alvarado	Member	
Mona Alyn	Member	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By May 2013, 85% of students will move at least fifteen percentage points, according to the school-wide grading policy, in the mathematical areas of constructing viable arguments (MP3) and critiquing the reasoning of others and modeling with mathematics (MP4) as measured by the school-wide math benchmark assessment.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Percentage of students who mastered MP3 and MP4 as measured by the school-wide benchmark assessment.

Grade	MP3	MP4
Kindergarten	29%	4%
1 st Grade	50%	5%
2 nd Grade	22%	18%
3 rd Grade	30%	34%
4 th Grade	20%	27%
5 th Grade	20%	20%
Total	29%	18%

On the October math benchmark assessment,
-29% of Kindergarten students showed mastery of the Standards of Mathematical Practice 3.
-50% of 1st Grade students showed mastery of the Standards of Mathematical Practice 3.
-22% of 2nd Grade students showed mastery of the Standards of Mathematical Practice 3.
-30% of 3rd Grade students showed mastery of the Standards of Mathematical Practice 3.
-20% of 4th Grade students showed mastery of the Standards of Mathematical Practice 3.
-20% of 5th Grade students showed mastery of the Standards of Mathematical Practice 3.

On the October math benchmark assessment,
-4% of Kindergarten students showed mastery of the Standards of Mathematical Practice 4.
-5% of 1st Grade students showed mastery of the Standards of Mathematical Practice 4.
-18% of 2nd Grade students showed mastery of the Standards of Mathematical Practice 4.
-34% of 3rd Grade students showed mastery of the Standards of Mathematical Practice 4.
-27% of 4th Grade students showed mastery of the Standards of Mathematical Practice 4.
-20% of 5th Grade students showed mastery of the Standards of Mathematical Practice 4.

Overall, less than 71% of P.S. 196 students have shown mastery of the Standards of Mathematical Practice 3.
Overall, less than 82% of P.S. 196 students showed mastery of the Standards of Mathematical Practice 4.

Instructional strategies/activities

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

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 inquiry sessions. After the findings have been shared, the coaching team will work with the teachers to adjust math curriculum/instruction based on student need and CCLS requirements. Teachers will screen and provide tiered instruction (RTI) and interventions for students. They will then create action plans and develop explicit instruction for these students. Teachers will teach fewer topics and allow for more time to focus on the major work of the grade, which will help teachers to prioritize where to spend most of their instructional time. Along with the school benchmark, teachers administer their own tasks to assess student learning. Once the results of the task have been compiled teachers then reflect on the effectiveness of instruction. As a result, students engage in more challenging assignments that will accelerate their learning, deepen their application and conceptual understanding, and strengthen their fluency. A culture of learning is established where students and teachers have high expectations.

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 4:10pm 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 is shared with teachers for each class 2) Year long planning is based on CCLS, Bloom's Taxonomy, Webb's DOK, and Gardener (Math Centers) 3) Relevant print rich math classrooms are established 4) Spanish/English textbooks distributed 5) Mentoring begins for new teachers 6) Problem-based learning rubrics will include criteria taught 7) Based on student work teachers begin to reflect on math units 8) Grade meetings are established to support a culture of co-planning which helps to evaluate and improve instruction based on student work 9) Math groups are established based on student performance level

Oct: 1) Implement "strive for mastery" (mental math/facts learning) 2) Students will begin to write their own learning goals 3) Teachers will create data-folios for each student 4) After school begins (session one) 5) CCLS benchmark assessments given and scored 6) Early morning tutorial begins

Nov: 1) AIS begins 2) State Test Changes PD 3) Math Task Writing PD

Dec: 1) Family Math Night (Grades 3-5)

Jan: 1) CCLS benchmark assessments given and scored 2) After school begins (session two) 3) Informational parent workshop given

Feb: 1)

March: 1) Parent workshop on Math state testing 2) Science Fair

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

May: 1) CCLS benchmark assessments given and scored 2) Family Math Night (Grades K-2)

June: 1) Teachers begin planning for the upcoming year and meet both vertically/horizontally in planning teams to discuss and make adjustments to curriculum, assessment, instruction, based on student outcomes

Strategies to increase parental involvement

Monthly workshops will be provided in the following areas:

- PTA Meetings
- Help Your Child Succeed
- Math, Reading, and Science Parent Workshops
- ESL Saturday Program for English Language Acquisition
- Cooking Workshop

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

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

-Afterschool Program: The program concentrates on testing strategies and the format of the exams.

- all students can attend
- 3 supervisors and 35 teachers
- Tuesday and Wednesday 3:10-4:10 p.m.
- Hourly rate for teachers \$41.98 and supervisors \$43.94
- Materials used ELA /Math Coach book (various levels)

-SIFE : The program focuses on reading and writing strategies for ELL students.

- ELL students
- 3 teachers
- Friday 2:30-3:30 p.m.

- Hourly rate for teachers \$41.98
- Title 3 immigrant funds
- Materials used Keep on Reading (various levels)
- NYSESLAT: The program prepares the students for the Second Language Achievement Test.
 - ELL students are grouped according to language acquisition levels
 - 13 teachers
 - Monday 2:30-4:30 p.m.
 - Hourly rate for teachers \$41.98
 - Materials used Getting Ready for NYSESLAT and Beyond (Grades 2-5) -\$5,000
- ESL for Parents: The program is to help parents learn English and to help them navigate various applications.
 - 3 teachers and 1 volunteer
 - 5 school aides (money allotted based on position titles)
 - Hourly rate for teachers \$41.98 and
 - Saturdays 9:00 a.m.-1:00 p.m.
 - Materials used is American Headway (3 levels) - \$2,000
- Professional Development: The program is for ELL teachers to help support their instruction and planning to increase student achievement.
 - 3 sessions
 - 8 teachers
 - sessions will be held throughout the year
 - \$2,500

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

- By June 2013, to increase the percentage of students who are reading on grade level:
 - By the end of Kindergarten from 24% of students to 44% of students
 - By the end of first grade from 22% of students to 42% of students
 - By the end of second grade from 59% of students to 74% of students
 - By the end of third grade from 76% of students to 91% of students
 - By the end of fourth grade from 61% of students to 76% of students
 - By the end of fifth grade from 44% of students to 59% of students

Comprehensive needs assessment

- Percentage of Students Reading at or Above Grade Level (according to Fountas and Pinnell assessments) as of the beginning of the 2012-2013 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	143	30	4	24%
First	134	28	2	22%
Second	125	63	11	59%
Third	125	74	21	76%
Fourth	147	67	22	61%
Fifth	144	28	36	44%

Instructional strategies/activities

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

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 and Webb's DOK. Tony Stead, a curriculum consultant, will be brought in to guide teachers, along with coaches, to plan reading curriculum that will infuse opportunities to read and respond to a combination of literary and informational texts. In order to gauge the reading growth of their students, teachers in grades 2-5 administer TCRWP reading assessments four times a year as well as Fountas and Pinnell. Teachers in grades K-1 administer Fountas & Pinnell Benchmark Assessment System. The results of these assessments are recorded by classroom teachers and then collected by the data team. 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 inquiry sessions. Once the results have been compiled teachers then reflect on the effectiveness of instruction based on assessment information. This data will also be used to place students in appropriate guided reading groups, skills groups, reading partnerships, and AIS groups. Second graders who need extra support will attend ETS sessions.

Sep: 1) Students will be administered the concepts of print in the early childhood grades and TCRWP assessments for grades 2-5. 2) ELA inquiry teams will be formed 3) Professional development will be given on text dependent questions 4) Professional development will be given on Citywide Expectations 5) Scholastic Book Fair during Open House 6) Informal formative assessments begin

Oct: 1) Begin guided reading in grades 2-5 2) Inter-class flexible grouping throughout the grades to address the reading levels of students performing below and above grade level 3) Benchmark assessments due 4) Running records 2-5 5) Instruction will be modified based on assessment results, CCLS requirements and Citywide Expectations 6) Administer the LAB-R to determine eligibility for ELL services and administer the NYESLAT throughout the year to determine level of students' proficiency in English 7) Debate team begins 8) PD for teachers in K-1 to introduce and explain the implementation of Fountas & Pinnell benchmark assessment 9) Early morning tutorial begins

Nov: 1) Professional development on questioning and discussion techniques 2) Professional development on new ELA guidelines 3) Reading Buddies begins 3) 1st Grade administered Fountas & Pinnell benchmark assessment

Dec: 1) Running records due-Grades K-5 2) Begin guided reading for kindergarten 3) Winter Read Aloud (when we invite parents, friends, and other guests to read their favorite books to the designated classes) 4) Spelling Bee-5th Grade 5)

Jan: 1) Benchmark assessment due 2) Instruction will be modified based on assessment results, CCLS requirements and Citywide Expectations 2) NYESLAT afterschool program begins 3) Spelling Bee-3rd & 4th Grades 4) Afterschool program session 2 resumes 5) Informational parent workshop given

Feb: 1) Tony Stead professional development resumes 2) Running Records due – K-5 3) Instruction will be modified based on assessment results, CCLS requirements and Citywide Expectations

March: 1) Science Fair (PK-5) 2) Book Characters Come to Life (students choose a favorite character from a book and come to school dressed as that character)

April:

May: 1) Benchmark assessment due 2) Instruction will be modified based on assessment results, CCLS requirements and Citywide Expectations

June: 1) Teachers begin planning for the upcoming year and meet both vertically/horizontally in planning teams to discuss and make adjustments to curriculum, assessment, instruction, based on student outcomes

Strategies to increase parental involvement

- PTA Meetings
- Help Your Child Succeed
- Pre-Kindergarten Family Activity Day
- NYSELAT Saturday program
- Open House
- Parent –teacher conferences
- Publishing Parties
- Special Assemblies (IE:Spelling Bee)

Budget and resources alignment

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

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

 x Tax Levy x Title I x Title IIA x Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

-Afterschool Program: The program concentrates on testing strategies and the format of the exams.

- all students can attend
- 3 supervisors and 35 teachers
- Tuesday and Wednesday 3:10-4:10 p.m.
- Hourly rate for teachers \$41.98 and supervisors \$43.94
- Materials used ELA /Math Coach book (various levels)

-SIFE : The program focuses on reading and writing strategies for ELL students.

- ELL students
- 3 teachers
- Friday 2:30-3:30 p.m.
- Hourly rate for teachers \$41.98
- Title 3 immigrant funds
- Materials used Keep on Reading (various levels)

-NYSELSAT: The program prepares the students for the Second Language Achievement Test.

- ELL students are grouped according to language acquisition levels
- 13 teachers

- Monday 2:30-4:30 p.m.
- Hourly rate for teachers \$41.98
- Materials used Getting Ready for NYSESLAT and Beyond (Grades 2-5) -\$5,000
- ESL for Parents: The program is to help parents learn English and to help them navigate various applications.
 - 3 teachers and 1 volunteer
 - 5 school aides
 - Hourly rate for teachers \$41.98
 - Saturdays 9:00 a.m.-1:00 p.m.
 - Materials used is American Headway (3 levels) - \$2,000
- Professional Development: The program is for ELL teachers to help support their instruction and planning to increase student achievement.
 - 3 sessions
 - 8 teachers
 - - sessions

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

- By May 2013, 85% of the students will move at least twenty percentage points, according to the school-wide grading policy, in their ability to ground writing in evidence from a text 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 2012 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	54%	49%	47%
Within the Target Range	23%	26%	22%
Above the Target Range	23%	25%	31%

In 2012, 54% of third grade students, 49% of fourth graders and 47% of fifth graders scored below the target range on literary response and expression questions on the NYS ELA assessment.

Targeted Areas: Reading and Writing Workshop: 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 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 inquiry sessions. After the findings have been shared, the coaching team will work with the teachers to adjust writing curriculum/instruction based on student need and CCLS requirements. Teachers will screen and provide tiered instruction (RTI) and interventions for students. Then create action plans and develop explicit instruction for these students. Along with the school benchmark, teachers administer their own tasks to assess student learning. Once the results of the task have been compiled teachers then reflect on the effectiveness of instruction. As a result, all students will engage in more challenging assignments that will accelerate their learning, deepen their conceptual understanding, and strengthen their ability to use textual evidence in writing and discussion. To ensure a culture of learning teachers and students set high expectations.

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 4:10pm 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 is shared with teachers from each class 2)Year long planning is based on CCLS, Bloom's Taxonomy, Webb's

DOK, and Gardener (Literacy Centers) 3) Relevant print rich classrooms are established 4) Read alouds will be used as mentor texts to infuse the opportunity to read and respond to a combination of literary and informational texts 5) Tony Stead will assist teachers in developing curriculum 6) Teachers will begin collecting data for data-folios 7) Mentoring begins for new teachers 8) Writing rubrics will include vocabulary taught as a criteria 8) Based on student work teachers begin to reflect on writing units 9) Grade meetings are established to support a culture of co-planning which helps to evaluate and improve instruction based on student work

Oct: 1) CCLS, writing benchmark assessments given and scored. 2) Students will engage in meaningful discussions around informational and literary texts as a support for their writing. 3) Students will create learning goals 4) After school begins (session 2) 5) Debate team begins 6) ELL professional development on vocabulary strategies 7) Early morning tutorial begins

Nov: 1) NYS test changes professional development 2) Text-based response professional development

Dec: 1) Spelling Bee (5th Grade) 2) Class arguments for debate unit (5th Grade)

Jan: 1) Benchmark assessments given. 2) Spelling Bee (3rd and 4th Grades) 3) After school begins (session two) 4) Informational parent workshop given 5) Students begin gathering materials in preparation for Science Fair

Feb: 1) Students in grades 2-5 will begin filling out reflection sheets for each writing piece

March: 1) Science Fair (procedural writing)

April: 1) Standards revisited to informally check for mastery and re-teach 2) NYS tests 3) School testing pep rally

May: 1) Benchmark assessments given 2) NYS Science assessment

June: 1) Teachers begin planning for the upcoming year and meet both vertically/horizontally in planning teams to discuss and make adjustments to curriculum, assessment, instruction, based on student outcomes

Strategies to increase parental involvement

- PTA Meetings
- Help Your Child Succeed
- Pre-Kindergarten Family Activity Day
- NYSELAT Saturday program
- Open House
- Parent –teacher conferences
- Publishing Parties
- Special Assemblies (IE:Spelling Bee)

Budget and resources alignment

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

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

 x Tax Levy x Title I x Title IIA x Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Afterschool Program: The program concentrates on testing strategies and the format of the exams.
- all students can attend
 - 3 supervisors and 35 teachers
 - Tuesday and Wednesday 3:10-4:10 p.m.
 - Hourly rate for teachers \$41.98 and supervisors \$43.94
 - Materials used ELA /Math Coach book (various levels)
- SIFE : The program focuses on reading and writing strategies for ELL students.
- ELL students
 - 3 teachers
 - Friday 2:30-3:30 p.m.
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- 3 teachers and 1 volunteer
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 - Saturdays 9:00 a.m.-1:00 p.m.
 - Materials used is American Headway (3 levels) - \$2,000
- Professional Development: The program is for ELL teachers to help support their instruction and planning to increase student achievement.
- 3 sessions
 - 8 teachers
 - sessions

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	The literacy programs used are Recipe for Reading Curriculum and Voyager.	Students are seen in small groups no more than 5 students in each group.	Services are provided during the school day. Some students are provided additional services depending upon the schedule of the AIS provider. The AIS provider will push-in during classroom instruction and reinforce what is being taught by the teacher.
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Social workers provide services for students with emotional and behavioral challenges.	Services are delivered one to one.	Services are provided as needed.

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

- Potential teachers are interviewed by a hiring committee based on qualifications and experience. As part of the interview process, potential candidates are required to do a demonstration lesson, which is later reviewed and evaluated by the hiring committee.
- Teachers engage in job-embedded professional learning provided by the coaching team. They explore ways to implement pedagogical practices that focus on instruction.
- New teachers are provided with mentoring services for a period of an hour and a half a week.
- Teachers are provided opportunities for teacher development that promotes independent and shared reflection and leadership growth, and that enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes by using ARIS Learn.
- Scheduling is designed to provide teachers the opportunity to meet during common prep periods. These grade meetings support a culture where teachers can engage in curriculum, assessments, and student work analyses.
- Teachers are encouraged to attend professional development sessions offered by our network and outside providers.
- Teachers use a shared understanding of Charlotte Danielson Framework to identify areas on which to focus and actively pursue professional growth.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. The Literacy and Arts Academy P.S.196 policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

The Literacy and Arts Academy (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:
 1. Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - i. that parents play an integral role in assisting their child’s learning;
 - ii. that parents are encouraged to be actively involved in their child’s education at school;
 - iii. 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.
 - iv. The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school’s Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, The Literacy and Arts Academy P.S. 196 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school

environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;
- actively 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
- 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.
- provide 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.

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- 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.
- 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.
- Provide parents with frequent reports on their children's progress.
- Provide parents reasonable access to staff.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- 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.
- 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.
- 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.

- 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.
- 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.
- 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.

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn;
- set goals for my learning as I progress through the year;
- read on a regular basis;
- become an active participant in my own learning;
- set high expectations for myself.

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <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. [i](#)

	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

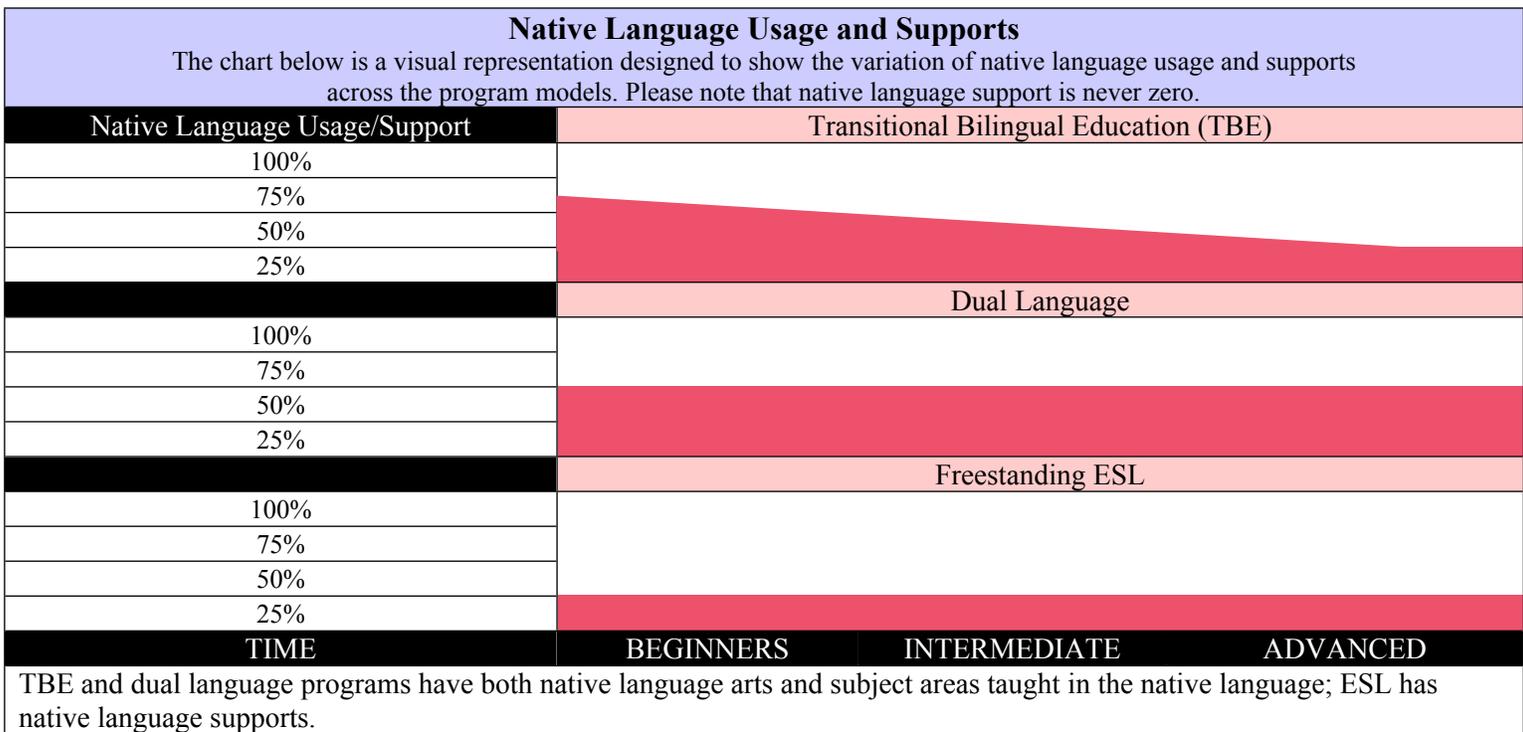
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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 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.

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

17- Not applicable

C. Schools with Dual Language Programs

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

Not applicable.

D. Professional Development and Support for School Staff

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

1-The whole year ESL teachers attend workshops, and professional developments to be better prepared to meet the needs of the students at the school. We are partners with Columbia Teachers' College. 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?
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.

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							
	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		10		19	3	3		37
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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

- 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.

2-Students who begin the ESL program in second grade (depending on their stage of language acquisition when they entered the school) usually exit the program by fourth or fifth grade.If the student was a SIFE the pattern changes because the student came with academic

deficiencies and or poor development of the mother tongue due to lack of schooling or transitional schooling. The NYSESLAT and LAB-R results coincide with their reading comprehension competency according to the other assessment tools.

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

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

5-Not applicable.

6- We will know that our ELL program is successful if at least 80% of our students make one years growth on the NYSESLAT. In order to ensure that our students are on track to meet this goal, we have several measures in place. We administer school-wide math and writing assessments three times a year, and disaggregate student data according to ELL designations. We also disaggregate our running record and practice state testing data. Because of our ELL program, we expect to see our ELL student make consistent growth on each of these assessments.

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

School Name: Literacy & Arts Academy

School DBN: 12X196

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

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

2012-13
Title III Immigrant Funds Supplemental Program for Immigrant Students
Districts 5, 8, 10, 12, 20, 21

Application for Immigrant Funding

Requirements: Title III, Part A - Immigrant Funds can be used for activities that provide enhanced instructional opportunities for immigrant students, which include:

- family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
- support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant students
- provision of tutorials, mentoring, and academic or career counseling for immigrant students
- identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
- basic instructional services, including costs for additional classroom supplies, transportation costs, or other costs directly attributable to such services
- other instructional services designed to assist immigrant students to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant students by offering comprehensive community services

Funding follows similar guidelines for Title III funds established by the Office of English Language Learners (OELL) and can only be used to provide supplementary services to English language learners (ELLs) and immigrant students. Priority areas for the use of Title III, Part A - Immigrant Funds are as follows:

- developing new and/or enhancing programs for immigrant students from the Caribbean countries where English is spoken as a dialect
- developing new and/or enhancing programs for newcomers
- developing new and/or enhancing Transitional Bilingual Education programs and/or Dual Language programs
- improving teaching and learning in core subject areas
- implementing strong student supports to increase graduation rates

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist.

Directions: Please complete the Title III - Part A, Immigrant Program application below. Completed applications must be submitted by October 26, 2012 via email to

TitleIIIImmigrantPlans@schools.nyc.gov.

Title III Immigrant Funds Supplemental Program for Immigrant Students
Districts 5, 8, 10, 12, 20, 21

Part A: School Information	
Name of School: PS 196	DBN: 12x196
Cluster Leader: Jose Ruiz	Network Leader: Petrina Palazzo
This school is (check one):	<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)
Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:	
Total # of immigrant students (including ELLs) to be served: 104 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
Total # of teachers in this program: 12	
Describe the direct instruction supplemental program in the space provided below. Description should include: <ul style="list-style-type: none"> • Rationale • Subgroups and grade levels of students to be served • Schedule and duration • Language of instruction • Number and types of certified teachers • Types of materials 	
Begin description here: Our Direct Instruction Supplemental Programs will consist of 3 subgroups. The first subgroup will be for ELLs who are new to the country and the low performing ELLs considered SIFE from grades 2-5. It will take place on Tuesdays and Wednesdays from 3:10 to 4:10 p.m. for 35 sessions of one hour each. There will be three groups of 8 students each instructed by ESL certified teachers. It will start on October 16, 2012 until April 10, 2013. The instruction will be in English. The second subgroup will be for high performing & former ELLs. There will be five groups of 10 students each with one certified Bilingual or ESL teacher per group. Students to be serviced will be from grades 3-5. This program will take place on Fridays from 2:25 to 3:25, starting on November 30 until June 21, 2013. The instruction will be in English. The third group is part of our NYSESLAT After School Program which is partially founded by the Title III funds. It is in place for the immigrant students who did not meet the proficiency level on the NYSESLAT. It is instructed in English with 12 sessions or two hours each. This program will take place on Mondays from 2:25 to 4:25. It will start on January 7 up to April 22, 2013. There will be four groups of 10 students each with team teaching modalities. There will be a certified Bilingual or ESL teacher in each team. All the subgroups of our Direct Instruction Program are gear to improved and enhance the acquisition of the English Language, as well as to improve learning in core subject areas for immigrant students and students new to the country.	
Part C: Professional Development	

Title III Immigrant Funds Supplemental Program for Immigrant Students
Districts 5, 8, 10, 12, 20, 21

Part A: School Information

Describe the school's professional development program for Title III Immigrant Funds program teachers as well as other staff responsible for delivery of instruction and services to these targeted immigrant students.

Description should include:

- Rationale
- Teachers to receive training
- Schedule and duration
- Topics to be covered
- Name of provider

Part C: Professional Development (continued)

Begin description here:

Professional development will be provided to out of classroom ESL teachers, teachers of ELLs in self-contained classrooms, all other teachers of immigrant students in PS 196. We will have the professional development program on an ongoing basis throughout the school year, 2012-2113. There will be three half day sessions conducted by Dr. Beacher. The topics will be; Strategies for Interventions, Writing and Reading with differentiation strategies, and Vocabulary development to help Immigrant students to enhance their English Language Acquisition. The three sessions will take place on November 6, 2012, March 15, and June 12, 2013.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of immigrant students (including ELLs) that will impact higher achievement for these targeted students. Description should include:

- Rationale
- Schedule and duration
- Topics to be covered
- Name of provider
- How parents will be notified of these activities

Begin description here:

We will have an ESL Program for parents and care givers of Immigrant students. There will be two groups of about 15 students each, according to language acquisition levels of the participants. Students will learn the English As A Second Language using the four modalities of Language acquisition; speaking, listening, reading, and writing. The program will be for 13 sessions of two hours each. It will start December 1, 2012 until April 6, 2013. It will be taught by ESL certified teachers. Flyers will be going home to advertise the upcoming program. We will also have two different workshops provided by Learning Leaders throughout the school year to help parents of immigrant students to get the information of services available in The United States in order to improve their life and the lives of their children. One will be about citizenship and the other one will be about being prepare for a job interview. The first one will be on February 8, 2013 and

2012-13
 Title III Immigrant Funds Supplemental Program for Immigrant Students
 Districts 5, 8, 10, 12, 20, 21

Part D: Parental Engagement Activities		
the second one will be on April 8, 2013.		
Part E: Budget		
FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED <u>ONLY</u>. Ensure that your budget matches your plan as described in Parts B, C, and D above.		
Allocation Amount: \$23,000.00		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title

Part E: Budget (continued)		
Professional salaries (Schools must account for fringe benefits.) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High-quality staff and curriculum development contracts 		
Supplies and materials <ul style="list-style-type: none"> • Must be: <ul style="list-style-type: none"> – supplemental – additional curricula, instructional materials – clearly listed 		
Educational software (Object Code 199)		
Travel		
Other		
Total		

2012-13
Title III Immigrant Funds Supplemental Program for Immigrant Students
Districts 5, 8, 10, 12, 20, 21