Department of Education

Dennis M. Walcott, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: P.S. 196, THE LITERACY AND ARTS ACADEMY

DBN (*i.e. 01M001*): 12X196

Principal: MS. LIZZETTE GRACIANI

Principal Email: LRIVERA10@SCHOOLS.NYC.GOV

Superintendent: MYRNA RODRIGUEZ

Network Leader: PETRINA PALAZZO

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Lizzette Rivera	*Principal or Designee	
Carol Ward	*UFT Chapter Leader or Designee	
Denise Pearley	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Jessica Diaz	Member/ teacher	
Luz Tapia	Member/ parent	
Kharem Soto	Member/ parent	
Danielle Keane	Member/ teacher	
Agnes Shehada	Member/ teacher	
Daniella Napoli	Member/ teacher	
Carolina Thomas	Member/ parent	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

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

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

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- Use quantitative and/or qualitative data in providing the rationale for each goal.

- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, 100% of teachers will have shared understanding of **Domain 3 Instruction** within the Danielson's Framework for Teaching. Teachers will identify areas of strength and actively pursue professional growth in areas that need to be developed, as measured by Advance, the new teacher evaluation system.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
As a result of the new teacher evaluation system, Advance, all teachers must have a working knowledge of the measures by which they will be evaluated. This goal will expand teacher knowledge of good pedagogical practices, which will have a direct correlation to student academic growth and achievement.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. All teachers received the book, Enhancing Professional Practice: A Framework for Teaching, to better understand the Danielson framework. Teachers were assigned chapters and discussed the big ideas from each chapter. Teachers received professional development on the different domains within the Danielson framework. During professional development, teachers were grouped into different grade bands. As they worked cooperatively they were asked to analyze their assigned domain and record how it would be represented in a classroom. Teachers are given the opportunity for inter-visitations, where Domain 3 was highlighted so that they develop their understanding of the domain in practice. Teachers also received professional development on the evaluation system and how it works. Teachers are observed according to the option they chose and given relevant feedback during teacher meetings. Teachers will reflect on the feedback and use it to guide their instruction. Teachers will make the agreed upon adjustments so that they can be implemented in the classroom. During this professional development teachers viewed a power point that outlined the guiding principles of Advance, the measures of student learning, the measures of teacher practice, the four domains, artifacts, and how the rating is calculated.
B. Key personnel and other resources used to implement each strategy/activity
1. The administrators and coaches will be responsible for the implementation and supervision of this action plan. Teacher who have gone to outside workshops will turnkey the information they received to colleagues.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. In order to promote teacher learning and evaluate the progress and effectiveness of this goal, teachers are encouraged to reflect on their practice during the post-observation conference following an observed lesson. The feedback given by administrators is clear and purposeful. From this feedback, teachers will have an understanding of what to improve upon and adjust their instructional decisions. Teachers can then seek assistance from a coach for guidance with next steps. During the next observation, teachers will show growth in that area. These changes will in turn affect student growth outcomes. A special emphasis will be placed on new teachers and teachers approaching tenure. The effectiveness of these strategies will be seen in the progress of student growth and achievement as measured by the school benchmarks.
D. Timeline for implementation and completion including start and end dates
There is no timeline for this goal. It is continuous throughout the year. September 2013-June 2014. At the pre conference, the date of observation is determined, to take place within 20 school days. For both formal and informal observations, the observation report must be shared with the teacher within 90 school days after the observation. All teachers may submit any remaining (up to eight) artifacts throughout the year prior to the second Friday of April (April

11, 2014). The Measures of Teacher Practice rating (60%) will be communicated to each teacher by the end of June 2014. Measures of Student Learning (40%) will be communicated by September 1, 2014.

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

- daily classroom visits by administration
    - additional support as needed by coaches
    - inter-visitations
    - grade meetings
    - inquiry meetings
    - professional development (in house, network, UFT Teacher Center, & other)
    - pre & post-conferences
    - mentoring
    - the book, Enhancing Professional Practice: A Framework for Teaching
    - plan, teach, reflect, apply model

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Monthly workshops will be provided in the following areas:

- PTA Meetings
- SLT, discussions around Danielson component -Domain 3
- Parent Coordinator
- Parent/Teacher Conferences
- Parent Workshop (Danielson component – Domain 3

Budget and Resource Alignment

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

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

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

-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)

-NYSESLSAT: 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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, 80% of students will move at least thirty percentage points, according to the school-wide grading policy, in the mathematical domains of Numbers and Operations in Base Ten and Operations and Algebraic Thinking 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.

Math Benchmark Results

Class	K.NBT	K.C	K.CC	K.OA	MP3	MP4	Total
Kindergarten	28%	46%	25%	12%	20%	0%	27%

Class	1.OA	1.NBT	1.MD	1. G	MP3	MP4	Total
1st Grade	45%	25%	39%	53%	36%	27%	36%

Class	2.OA	2.NBT	2.MD	2.G	MP3	MP4	Total
2nd Grade	27%	21%	11%	13%	1%	7%	17%

Class	3.OA	3.NBT	3.NOF	3.MD	3.G	3.MP3	MP4	TOTAL
3rd Grade	27%	25%	20%	16%	20%	20%	18%	20%

Class	4.OA	4.NBT	4.NOF	4. MD	4.MP3	MP.4	Total
4th Grade	45%	50%	31%	23%	21%	15%	34%

Class	5.0A	5.NBT	5.NOF	5.MD	MP3&4	Total
5th Grade	44%	41%	26%	19%	37%	32%

On the October math benchmark assessment,
-28% of Kindergarten students showed mastery of Numbers and Operations in Base Ten.
-25% of 1st Grade students showed mastery of Numbers and Operations in Base Ten.
-21% of 2nd Grade students showed mastery of Numbers and Operations in Base Ten.
-25% of 3rd Grade students showed mastery of Numbers and Operations in Base Ten.
-50% of 4th Grade students showed mastery of Numbers and Operations in Base Ten.
-41% of 5th Grade students showed mastery of Numbers and Operations in Base Ten.

On the October math benchmark assessment,
-12% of Kindergarten students showed mastery of Operations and Algebraic Thinking.
-45% of 1st Grade students showed mastery of Operations and Algebraic Thinking.
-27% of 2nd Grade students showed mastery of Operations and Algebraic Thinking.
-27% of 3rd Grade students showed mastery of Operations and Algebraic Thinking.
-45% of 4th Grade students showed mastery of Operations and Algebraic Thinking.
-44% of 5th Grade students showed mastery of Operations and Algebraic Thinking.

Overall, less than 78% of P.S. 196 students have shown mastery of Numbers and Operations in Base Ten.
Overall, less than 77% of P.S. 196 students showed mastery of Operations and Algebraic Thinking.

Targeted Areas: Mathematical areas of fluency, application and conceptual understanding.

Instructional Strategies/Activities

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

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

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 and (pre/post) assessments to assess student learning. Once the results of the task and assessments have been complied 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.

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

Personnel needed to implement this goal are administration, classroom teachers, AIS providers, content area teachers, and coaches. 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.

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

- exit slips
- pre & post math assessments
- adjust curriculum plans to meet areas of need
- “do nows”
- pacing calendar
- inquiry work
-modifications to pacing cal based on population
-math journals
-math tasks
-increased benchmark results

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

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 10) Professional Development on new program, “Go Math”

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 4) After school begins (session one) 5) CCLS benchmark assessments given and scored

Nov: 1) AIS begins 2)5th grade math bowl

Jan: 1) CCLS benchmark assessments given and scored 2) After school begins (session two) 3) Informational parent workshop given 4) 4th grade math bowl

Feb: 1) midyear evaluation program of new program "Go Math" 2) 3rd grade math bowl
March: 1) Parent workshop on Math state testing 2) Science Fair 3) Family Math Night (Gr. 3-5)
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 (Gr. K-2) 30 2nd grade math bowl
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
* adjustments to curriculum/pacing calendars made throughout the year to address the new program "Go Math" and student need

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

- Afterschool
- Math Bowl
- Math Family Night
- Go Math professional development
- Distribution of Go Math resources

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Monthly workshops will be provided in the following areas:

- Math Family Night (parent volunteers)
- Math Parent Workshop (NY State Math test)

Budget and Resource Alignment

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

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

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

-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)

-NYSESLSAT: 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

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, 60% of students will be reading on grade level as a result of teachers actively and systematically eliciting diagnostic information from individual students regarding their understanding and monitoring the progress of individual students, and teachers assemble instructional groups that are productive and fully appropriate to the instruction of the lesson. This goal will be assessed using Fountas and Pinnel reading levels and the school-wide writing benchmark.

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.

Running Record Results

Class	Below Grade Level	On Grade Level	Above Grade Level
Kindergarten	n/a	n/a	n/a
1st Grade	20%	72%	9%
2nd Grade	68%	29%	2%
3rd Grade	38%	40%	23%
4th Grade	38%	38%	25%
5th Grade	47%	40%	13%
Total	42%	44%	14%

Writing Benchmark Results

Class	Ideas	Organ.	Voice	Word Choice	Sent.Fluency	Convention	Present.	Picture	Total
Kindergarten	16%	16%	16%	16%	16%	16%	16%	20%	15%

Class	Ideas	Organ.	Voice	Word Choice	Sent.Fluency	Convention	Present.	Total
1st Grade	28%	23%	24%	24%	24%	25%	33%	25%
2nd Grade	36%	32%	35%	33%	29%	28%	41%	31%
3rd Grade	50%	46%	43%	48%	48%	45%	55%	47%
4th Grade	46%	38%	49%	41%	40%	39%	48%	42%
5th Grade	45%	44%	45%	40%	41%	42%	54%	44%
Total	41%	37%	39%	37%	36%	36%	46%	38%

In October of 2013, 20% of 1st graders, 68% of 2nd graders, 38% of third grade students, 38% of fourth graders and 47% of fifth graders scored below the target range of Fountas and Pinnell.

On the October writing benchmark assessment,
-15% of Kindergarten students showed mastery of the components of the benchmark writing assessment.
-25% of 1st Grade students showed mastery of the components of the benchmark writing assessment.
-31% of 2nd Grade students showed mastery of the components of the benchmark writing assessment.
-47% of 3rd Grade students showed mastery of the components of the benchmark writing assessment.
-42% of 4th Grade students showed mastery of the components of the benchmark writing assessment.
-44% of 5th Grade students showed mastery of the components of the benchmark writing assessment.

Targeted Areas: Student-to-student discussion: Students will engage in high-quality, dynamic discussions, exemplified by responding to and extending each other's thinking. Students will craft questions to challenge each other's claims thereby deepening their thinking. This will allow students to take ownership of the conversation, which will strengthen their learning and increase their independence.

Instructional Strategies/Activities

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

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

Every aspect of the P.S. 196 curriculum is designed with the CCLS and Webb's DOK. This year P.S. 196 has been using the literacy curriculum Ready Gen. It has been rolled out for reading in grades 3-5 and 2nd grade with modification based on the students' developmental level. Tony Stead, a curriculum consultant, will be brought in to guide kindergarten and first grade teachers, along with coaches, to plan reading curriculum that will infuse opportunities to read and respond to a combination of literary and informational texts. He will also support grades 3-5 with modifying their writing units so that they are aligned with the Ready Gen reading curriculum. In order to gauge the reading growth of their students, teachers in grades K-5 administer TCRWP reading assessments four to five times a year based on Fountas and Pinnell reading levels. 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 complied 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 and strategic reading groups, skills groups, reading partnerships, and AIS groups. Teachers will design coherent and engaging lessons based on formative and summative assessments. Second graders who need extra support will remain for ETS. After each nine-week unit in Ready Gen, there is a writing assessment. This is given to determine how well the writing skills in the unit were grasped. The writing benchmark is given three times a year to all students from kindergarten to fifth grade. Based on the results of these assessments, teachers make the necessary adjustments to their instruction to support their students' understanding of the material. Reading, writing, and speaking will be grounded in textual evidence both literary and informational.

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

1. The administrators and coaches will be responsible for the implementation and supervision of this action plan. Classroom, content, AIS teachers, and SETTS providers will support by implementing instructional strategies and activities.

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

-Running records/Monitoring of reading levels -Due Date: October 22nd, December 12th, February 26th, May 1st, May 30th, June 6th

-End of unit assessments –culmination of unit

-Exit slips- ongoing

-Team Talks- ongoing

-Writing Benchmark- Due Date: October 18th, January 29th, & May 30th

1.

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

Sep: 1) Students will be administered the TCRWP assessments for grades K-5. Implementation of new literacy curriculum Ready Gen for grades 3-5, slight modifications for grade 2 based on developmental levels. 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, Advance, & Ready Gen 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 for fourth and fifth graders 8) PD for new teachers in K-1 in guided reading 9) Book Characters Come to Life (students choose a favorite character from a book and come to school dressed as that character

Nov: 1) Professional development on questioning and discussion techniques 2) Professional development on new ELA assessments 3) Reading Buddies

begins 3) 1st Grade administered TCRWP assessment 4) In class spelling bees for 5th grades 5) ELL strategies

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) School-wide 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) hosting the boro-wide Spelling Bee Gr. 5-8 Grades 4) Afterschool program session 2 resumes 5) Informational parent workshop given 6)Tony Stead profession development resumes

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

March: 1) Science Fair (PK-5)

April: State Testing

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

1.

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

- Afterschool
- Math Family Night
-Debate Team
- Spelling Bee
- Ready Gen professional development
- Distribution of Ready Gen resources

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Monthly workshops will be provided in the following areas:

- Reading Parent Workshop
- Parent volunteer for Math Family Night
- Parent Room workshops

December Read Aloud- parents volunteer to read to students

Budget and Resource Alignment

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

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

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

-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)

-NYSESLSAT: 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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)***	**Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)***	**When the service is provided *(e.g. during the school day, before or after school, etc.)***
ELA	-AIS is only provided for ELA Programs: Recipe for Reading Explode the Code Brigance Voyager	Small group no more than five students	School day 50 minute sessions 5 days a week classroom teachers during extended day
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.)*	There are six teachers that provide AIS services. They work with students in groups no more than five. They use materials on the child's instructional level to build their reading comprehension by teaching skills and strategies for ELA. First grade students are taught phonemic awareness along with reading comprehension. AIS providers meet with teachers to discuss student progress and challenges.	Small group no more than five students	School day 50 minute sessions 5 days a week classroom teachers during extended day

Title I Information Page (TIP)

For Schools Receiving Title I Funding

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Potential employees are interviewed by a selection committee, which reviews certification and qualifications for each candidate. As part of the interview process, potential candidates are asked to give a demonstration lesson to show their abilities. This lesson is later reviewed and evaluated by the selection committee. - Recruitment: Administration visits recruitment hall for potential candidates, recommendations from other staff members, and student teachers from partner colleges (ex: Hunter College) - Retention: Teachers are supported through mentoring, coaching, in-class support, inter-visitations, and buddy teachers, PD opportunities (in-house & outside) - Assignments: Teacher assignments are based on certification

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
-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 (Advance) to identify areas on which to focus and actively pursue professional growth.

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children ***(Elementary Schools Only)***

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
-Curriculum- Letter People as a supplemental, read-alouds, rich discussion to build language, talk center around books, creative play, encourage studenys to write, math centers -Working with Tony Stead to support the literacy curriculum -Partnership with Making Pre-K Count through the Robinhood Foundation -Host family events/activities:Family Activity Day- once a month, constant communication between teacher and parents -Family Trips -Parent Resource Center -where parents can get instructional materials for students and learn about the curriculum, and attend workshops

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers use a wide range of assessments to guide planning and make adjustments to teaching. Teachers have helped develop our school benchmarks and have had a voice in modifying them so that they are aligned with CCLS.Teachers use assessments to check for understanding in instruction and they are able to modify and redesign lesson as needed. Teachers use assessments as information about student progress to communicate improvement plans to families and support personnel. This year all teachers attended professional development based on analyzing student assessments.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Directions and Guidance for Developing and Updating the Parent Involvement Policy (PIP) *(Required for Title I Schools ONLY)*

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

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

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

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

Office of English Language Learners
Grades K-12 Language Allocation Policy
Submission Form
2013-14 to 2014-15 School Years

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

District 12	Borough Bronx	School Number 196
School Name The Literacy and Arts Academy		

B. Language Allocation Policy Team Composition ⓘ

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

Principal Ms Graciani	Assistant Principal Ms.J. Aponte
Coach Ms Velasquez ESL	Coach Ms Rahbani
ESL Teacher Ms Kupetz	Guidance Counselor Ms Levine
Teacher/Subject Area Ms Fortune/Science	Parent Ms C.Lopez
Teacher/Subject Area Ms.Pengel/Social Studies	Parent Coordinator Ms Pando
Related Service Provider Ms V.Lopez/SETTS	Other Ms Lisa Greenblant/Sp.Ed
Network Leader(Only if working with the LAP team) type here	Other Ms Bauer /ESL

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	9	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers not currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	933	Total number of ELLs	206	ELLs as share of total student population (%)	22.08%

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K☒ 1☒ 2☒ 3☒ 4☒ 5☒ 6☐ 7☐ 8☐ 9☐ 10☐ 11☐ 12☐

This school offers (check all that apply):

Transitional bilingual education program	Yes☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE	1	1	1	1	1	1								6
SELECT ONE														0
Total	1	1	1	1	1	1	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	206	**Newcomers (ELLs receiving service 0-3 years)**	177	**ELL Students with Disabilities**	39
SIFE	4	**ELLs receiving service 4-6 years**	28	**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 SWD. ⓘ

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	177	4	26	28	0	12	1	0	1	206
Total	**177**	**4**	**26**	**28**	**0**	**12**	**1**	**0**	**1**	206
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		**1**		**2**		**3**		**4**		**5**		**6**		**7**		**8**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: Native American: ___ White (Non-Hispanic/Latino): ___ Other:	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	39	39	44	28	22	25								197
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French			1		1									2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2		2	3										7
TOTAL	**41**	**39**	**47**	**31**	**23**	**25**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**206**

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	29	7	8	7	5	6								60

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)		10	12	4	3	5								**34**
Advanced (A)	12	22	27	20	16	14								**111**
Total	**41**	**39**	**47**	**31**	**22**	**25**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**205**

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

NYS ELA					
Grade	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Total**
3	11	13	4	0	28
4	22	14	1	0	37
5	19	6	2	0	27
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
	Level 1		**Level 2**		**Level 3**		**Level 4**		**Total**
Grade	English	NL	English	NL	English	NL	English	NL	
3	7		9	1	10		4		31
4	23		13	2	1		0		39
5	27	5	6	2	0		0		40
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		6		21	1	6		35
8									0
NYSAA Bilingual (SWD)									0

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

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
   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 master reading levels 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. Recent data on the ELLs TC running recodrs show that 72% of the first grade students are on grade level in 1st grade,8% on 2nd grade, 7% on 3rd grade,14% in 4th grade and 0% in 5th grade.This data indicates that more support is needed in in 2nd,3rd and specially 5th grade.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
   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 comprehesion competency according to the other assessement tools.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)
   The data coming from the NYSESLAT is used to target the students' deficiencies in the four modalities.Students have shown progress in the area of speaking but need help with the rest of the modalities.3rd and 4th grade are the only grades that only need assistance with listening skills. Because of this pattern, greater emphasis has been placed on listening over reading programs and guided writing especially for those grades.The 2013 RNMR modality report for the NYSESLAT is not currently available.
4. For each program, answer the following:
   a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
   b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
   c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

   a-The tendency is that students exit the program after 3years of services .After second grade student data shows that they pass the NYSESLAT. ELLs perform progressively better depending on their stage of language acquistion.Students that are Advanced in the program tend to struggle less than the intermediate or beginner students as opposed to the regular education students.
   b-The results of the Periodic Assessments are being utilized to plan for the NYSESLAT program in the After School session. The data shows which areas need to be emphasized over the others.The results of the Periodic Assessments are compared with the students stage of language acquistion and their progress is measured accordingly.
   c-The data from the Periodic Assessment helps to measure progress,and adjust planning before the actual NYSESLAT takes place. Periodic Assessments give teachers a picture of what the actual test looks like and the language demands.Besides it helps the students to see for themselves how ready they are for the test.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see *RtI Guide for Teachers of ELLs*.)
   Students at high risk are taught in small groups in Tier I for a period of 6 weeks, and moved up to groups taught in Tier II instrucion. Once they have achieved the desired level after 6 or12 weeks,they can be placed in more rigorous groups typical of Tier II instruction.
6. How do you make sure that a child's second language development is considered in instructional decisions?
   The teachers are provided with the language acquisition level of the children,and are informed through workshops or meetings of their capabilities while they are learning the language.
7. For dual language programs, answer the following:
   a. How are the English-proficient students (EPs) assessed in the second (target) language?
   b. What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

Not applicable

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

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 measurements 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.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to *ELL Policy Brief* and EPIC.)

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 with the assistance of a pedagogue that speaks their language. The bilingual pedagogue will also conduct an informal interview with the parent and the student to determine if the student needs to be tested with the LAB-R,and or Spanish LAB. Our current pegadogueges are bilingual in English and Spanishand English and French.If eligible for these tests, 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 administered the NYSESLAT in the Spring of the school year. The Speaking section of the NYSESLAT is given separately and the three other modalities(reading,writing and listening) are given in blocks according to grades.

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.

Within 10 days of registration the parents of these new admits are invited to an orientation to view a video and to get information about the program choices,and that the school currently offers Freestanding ESL.. At the meeting, parents are informed in their native language(Spanish or French are only availble in our school) that if the school has 15 parents between two grades choosing one program, the school has to make such program available for the students. They also need to fill in the necessary forms such as the Parent Survey and Program Selection.The pedagogues giving the orientations are B.Velasquez(ESL/Bilingual coordinator),K. Kupetz(ESL K-2), S.Bauer(ESL 3-5).Parents that miss the orientations are followed up with phone calls,or mailing.Pedagogues also make arrangements to see them at dismissal in the lower grades as another form of follow up.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

Entitlement Letters and Parent Survey and Program Selection Forms are distributed in both English and the home language using the forms, tools, and resources provided by the New York City Department of Education website. These letters are sent home to parents informing them that their child is entitled to a Free- standing ESL program, Dual Language Program, or a Transitional Bilingual Program and that the parent must select one of these programs. Their child is eligible for one of these programs based upon their status as an English language learners (ELLs),as determined by their current level of English proficiency resulting from the recently administered LAB-R. When the entitlement forms are not returned in a timely manner to the school, reminder letters are sent home and phone calls are made by the ESL teacher and parent coordinator. If the entitlement forms are not returned, the default program of Transitional Bilingual Education is chosen for ELLstudents per CR Part 154. For parents whom choose a

program not provided by P.S. 196, such as a Dual Language program which wecurrently do not provide, we will provide the parents with a list of schools in the neighborhood which offer the program, and inform theparents that they have available the option and right to transfer their child to a school which offers a Dual Language program. If thereare fifteen (15) or more students in a grade or two consecutive grades, and parents request a Transitional Bilingual Education (TBE) orDual Language (DL) program, it is the obligation of P.S. 196 to open such a program.

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.

   At P.S.196 the criteria used and procedures followed to place identified ELL students in bilingual or ESL instructional programs are the Home Language Identification Survey (HLIS), formal assessments and testing, and parent consultations .The ELPC screen in ATS is updated within 20 days of registration.

   Communication with parents is bilingual (English-Spanish).We currently have staff that translates the documents sent to the parents in their native language as the majority (90%) is Spanish speaking. Parents are also informed of the three (3) English language learner (ELL) instructional programs offered by the New York City Department of Education for their child: (1) Dual Language; (2) Transitional Bilingual Education; and (3) Freestanding ESL.

   Parents are informed of the Parent Survey and Program Selection Form by the assistant principal and ESL teacher, and instructed to complete their choice of ELL program on the Parent Survey and Program Selection Form. Placement letters are sent to the parents confirming their choices of program selection based upon their selections on the Parent Survey and Program Selection Forms. We have kept record of the parent requests both in the building and on the ELPC ATS screen.

   If parents choose to place their child in our freestanding ESL program, these students are provided ESL instruction by our ESL teacher in the push-in or pull-out instructional model. If parents choose the transitional bilingual education program (TBE), we begin the process of assessing the number of students and grade levels requesting the transitional bilingual education program (TBE) and attempt to form a TBE class or classes as requested by the parents. If fifteen (15) or more English language learning students (ELLs) exist within the same grade level and home language.

   If parents choose a dual language program for their child, we inform them that P.S. 196 does not currently provide a dual language program. We then provide these parents with the proper information and a list of those schools in the New York City public school system which offers dual language programs. All other English language learning students at P. S. 196 in grades kindergarten through fifth (K-5) are served under our freestanding ESL program in both the push-in and pull-out methods.

   Every spring, ELL students are assessed with the NYSESLAT, and the resulting proficiency levels determine the services provided. Based upon the results of the initial LAB-R and annually-administered NYSESLAT testing, English language learning students scoring at the 'beginner' (B) and 'intermediate' (I) levels of English proficiency receive three-hundred sixty (360) minutes of ESL instruction per week, and students scoring at the 'advanced' (A) level of English proficiency receive one-hundred eighty (180) minutes of ESL instruction per week.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

   Students are divided in groups by grade .Then a schedule is created so that modalities can be administered in blocks of one per day depending on the space available,and by a licenced ESL teacher. Self contained ESL classroom teachers administer the tests by modality one at a time as well in their own classrooms.Students that miss the test will sit for the test within the make up time frame that is also scheduled from te beginning.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

   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 V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
    b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

933 students attend P.S.196. ELLs comprise about 22% of the students' population. To assure that the ELLs receive the mandate services, their parents are informed and participate in the decisions on their child education. To comply with the mandated services, we have six 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 mandated amount of ESL instruction according to the level of the students based on the NYSESLAT scores. The 206 ELL students are from all the grades. Currently, there are 41 students in kindergarten, 39 in first grade, 47 in second grade, 31 students in third grade, 22 students in fourth grade, and 25 students in fifth grade. Six of our nine ESL teach the self-contained kindergarten, first grade, second grade, third grade, fourth grade and fifth grade ESL classes. There are a total of 143 students in the self-container classes. 82 students are serviced with the pull-out or push-in model by the three remaining teachers.

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)?

..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. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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.The ESL teachers use instructional adaptations for the ELLs in order to keep the rigor of the Common Core Learning standards .They are taken from resources such as Engage.ny or other sources up to date with the new demands.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

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

The four modalities of English acquisition are evaluated through the NYSESLAT periodic asssessments and the NYSESLAT as final piece of data.

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

5a. SIFE are identified first as newcomers and receive the same initial assessments, interview and interventions. The following are examined by the ESL service provider, and the ESL/Bilingual coordinator: Documentation, records and reports from their country of birth, and SIFE interview packet in their language.If determined to be a SIFE student, the student is marked SIFE on BESIS and receives several different interventions based on need. All SIFE students are offered extended day, Title III supplemental services, and At-risk counseling. Teachers are expected to integrate SIFE students into their classroom community, but may use small group instruction to provide extra support for the students in literacy, math or content area. Word Study may be level specific. SIFE students may be included in Foundations or Wilson. Classroom teachers, literacy coach and SETTS teachers work collaboratively to create and educational plan for the SIFE student to

ensure they receive the support they need to be successful in the school community. As per recent updates in NYS testing policy, newcomer students who enter the NYC school system after April 2013 are exempt from taking the ELA state assessment. All other assessments must be administered with testing modifications including translated texts, bilingual dictionaries and extended time.

5b.Newcomer ELL's (0-3 years) are identified immediately by interviews conducted on the HLS. Once identified, students are LAB-R tested within the first 10 days. Additionally all Spanish speaking – new comers are assessed using Spanish LAB to determine their native language proficiency level. Students are originally placed in self contained settings if space is available, and once they complete parent orientation.They are placed in a setting based upon parental selection. All teachers in grades 2-5 are encouraged to develop an educational plan for newcomers to ensure they are fully engaged in each element of the day. Audio-visual or small group activities may be used as long as they can be shown to build language, rigor and capacity for the newcomer ELL. The literacy coach provides support; training and resources for teachers to ensure new comers make a swift transition into their new settings and become an active member of their classroom community. All newcomer students are serviced in extended day that focuses on oral language and listening comprehension. As per recent updates in testing policy newcomer students who entered the NYC school system past April 2013 are exempt from taking the ELA state assessments. All other assessments must be administered with testing modifications including translated texts, bilingual dictionaries and extended time. Additionally, because of their new comer status newcomer students are evaluated to determine the SIFE status. Students who have been in the NYC school system for over one year and are required to participate in NYS exams will be provided with scaffolds for testing during the test prep unit and will participate in the after school test prep programs.

5c In order to address the needs of our growing ELL population between 4-6 years we have several interventions, programs and policies in place. Through the use of electronic data systems such as ARIS, teachers are able to easily identify students with longer than 4 years of service. ELLs are serviced in Freestanding ESL due the parental selection forms. ELLs who select ESL services are placed in the ESLself contained class or in one of our general education classes with ESL push in or pull out services. Teachers and ESL service providers work closely to ensure instruction is scaffolded and collaborate closely on curriculum and co-teaching opportunities. Within each program rigorous instruction is planned to help students meet their language and literacy goals.All ELL students in grades 2-5 will be included in the Title III after school program that focuses on strengthening language skills across the four language modalities. The program is specifically aimed at helping our students prepare for the ELA, Math and NYSESLAT exams. If funds are available, ELL students will also be included in a Title III summer school program. Within the self contained classes,small group reading and writing intervention will be providing by our AIS and Intervention staff members. Teachers will use a variety of programs to support language development including but not limited to, On Our Way to English, English Extra, Picture this, Foundations and Wilson.

5d. Long Term ELLs (LTE-6 completed years) are included in our Extended Day program which focuses on small group math and literacy instruction. All attempts are made to assign a Bilingual, ESL or Reading intervention staff members for ELLS in the extended Program to better address the specific language needs of the population. LTE students (6+ years) in grades 4-5 receive pull out reading intervention
throughout the week from our intervention and AIS staff members. Small
group instruction is focused around decoding and comprehension skills. Instructional time is used to scaffold and support the grade level instruction. LTEs will be included in a Title III instructional service program focused on the literacy skills needed for grade level comprehension, expression and testing. LTEs receive state mandated amounts of ESL service hours based on the proficiency level and program model. Additionally, each student receives an extension of service as per part 154. All LTEs and ELL testing modifications are observed for all forms of standardized assessments including predictive and practice test.

5eFormer ELLs receive test accommodations, such as time and a half, separate location, native language support and exams translated in their native languages when available. In addition to testing accommodations, they continue to receive transitional support; this support varies according to students' needs. Students are closely monitored for academic progress. Classroom teachers and ESL teacher communicate on a regular basis to ensure that sufficient academic progress is made.

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

ELLs who are identified as having special needs are referred immediately to our School Based Support Team (SBST). In turn, they evaluate and present recommendations. We then implement the remediation plan. These students receive multiple interventions which include in classroom support using differentiated instructional techniques, research based strategies, pull-out intervention providers (OT, PT, Speech), small group instruction, peer tutoring, one-on-one tutoring with SETTS and after-school programs, such as ELA or Math intervention programs. Students with special needs participate in a CTT or Self-Contained classes, based on their IEPs, receive small group/one-on-one and differentiated instruction with a hands-on approach to learning, modified lessons based on individual student's needs, visuals, and technology (such as Smart boards, computers, i- pads) to meet different learning styles. At present the school does not have a biligual program,but if the IEP requires bilingual instruction we try to accommodate the student needs by offering providers that speaks the child's native language.The parents also have the option of looking for a school that offers such service.

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

ELLs who are identified as having special needs are referred immediately to our School Based Support Team (SBST). In turn, they evaluate and present recommendations. We then implement the remediation plan. These students receive multiple interventions which include in classroom support using differentiated instructional techniques, research based strategies, pull-out intervention providers (OT, PT, Speech), small group instruction, peer tutoring, one-on-one tutoring with SETTS and after-school programs, such as ELA or Math intervention program. Students with special needs participate in a ICT,12:1 or Self-Contained classes,.Based on their IEPs, they receive small group/one-on-one and differentiated instruction with a hands-on approach to learning, modified lessons based on individual student's needs, visuals, and technology (such as Smart boards, computers, i- pads) to meet the students' needs.Finally,all the teachers that service ELL-SWD have electronic access to their iep's in order to develop lessons and activities according to their goals.

Courses Taught in Languages Other than English

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

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

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

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

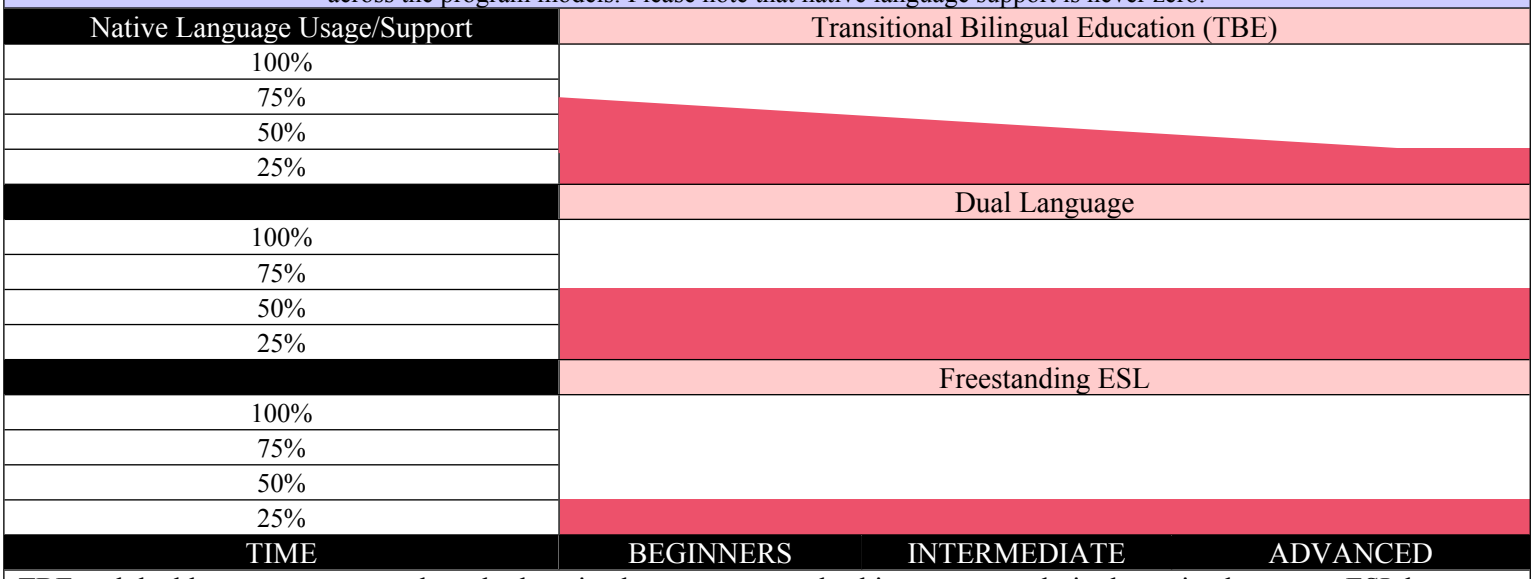
	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
   During the mandated school day ELLs are instructed using ESL strategies and resources provided by the school through workshops, PD's, inter-visitations, and modeling.The teachers are encouraged to focus on language objectives as well as content area speciallyin Math and ELA.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 arrived from countries where the language is either French or Spanish have ESL teachers who speak their native language to make them feel confortable and are also placed in an After-School Program to teach them not only English, but also Science and Math in their native language.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
    ELL students who reached proficiency on NYSESLAT are continually monitored by the ESL Coordinator and their classroom teachers. Teachers are informed of who their ELLs are,and their language acquistion level.ESL teachers,and classroom teachers share thir data and discuss further options with struggling students.The Rally,Teacher College running records,and periodic assessments data are compared to target specif points.Running records are avaliable evry 6 weeks,and is the most recurrent of all accesible data. Struggling ELL learners are provided with AIS intervention services if needed . ELL students have testing modifications in all State Tests as well.
11. What new programs or improvements will be considered for the upcoming school year?
    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.
12. What programs/services for ELLs will be discontinued and why?
    No programs will be discountinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    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.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
    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.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
    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 which lowers the affective filter, so students learn with more confidence. We can only offer teachers that speak French and Spanish.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
    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.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

    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.

18. What language electives are offered to ELLs?

    Not applicable

19. For schools with dual language programs:
    a. How much time (%) is the target language used for EPs and ELLs in each grade?
    b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
    c. How is language separated for instruction (time, subject, teacher, theme)?
    d. What Dual Language model is used (side-by-side, self-contained, other)?
    e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

    Not applicable

C. Professional Development and Support for School Staff

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

1-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. ELLs design language objectives that are to be integrated into every day instruction.The core curriculum teachers also attend the PD worshops to better meet the needs of the ELLs.

PD Plan

Outside Training

October 3rd, 2013 “From math Stories to Math Discourse for ELLs.”

October 18th, 2013 “CCLS Math for ELLs”.

November 8, 2013 “Understanding the SIOP Model: Building Academic Language”.

December 12, 2013 “Improving ELL Achievement through CCLS-Aligned Instruction”

Inside Training

Tony Stead” Writing Curriculum Maps, and Aligning with Ready Gen Reading Curriculum”

October 1st, 2013

October 15, 2013

October 16, 2013

October 17, 2013

November 6, 2013

Novemner, 8 2013

November 25, 2013

December 10, 2013

December 11, 2013

December12, 2013

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. All ELL personnel will participate in professional development provided by the Assistant Principal and ELL teacher. The ELL professional development will take place during our Monday professional development sessions. Teachers of ELL students will participate in workshops that cover: The New Common Core State Standards, Overview of the NYSESLAT, ELL Predictive and Interim Assessment Components, Instructional Strategies for working with ELL Students. The ESL teacher will continue to discuss ESL strategies,methodologies, and students’ progress with classroom teachers. The ESL teacher through affiliation with professional organizations related to second language acquisition stays up to date with the current research on instruction of English Language Learners.

3-Transition from elementary to middle school is fostered through continued communication between the ELL teacher, guidance counselor and classroom teachers. Classroom teachers are made aware of middle school standards and expectations. The ELL teacher, classroom teacher and guidance counselor work with a group of graduating ELL students to prepare them for the transition from elementary to middle school.

4-During the year and through PD days teachers are given workshops where they learn strategies to help the ELLs in their class.The parent coordinator keeps a log of all the professional developments and signatures.

D. Parental Involvement

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

1- School related information is distributed to parents of ELL students in the languages they prefer to be contacted in, as well as in English. Parents are kept abreast of all school related information and their child's progress including information on Standards, Assessments, expectations, and requirements through the use of a school messenger service, interim progress reports, and parent teacher conferences 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- Throughout the school year parents of ESL students will have the opportunity to attend workshops that provide information on how to help their children at home. The workshops will focus on Literacy, Math, the New Common Core State Standards, Integrating Your Child into the American Education System and the promotional criteria for all state exams including the NYSESLAT. The school provides translation services for Spanish, and French speaking parents for all meetings and workshops.

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.Also, the parent coordinator and classroom teachers are in constant communication with all parents to make sure their needs are addressed.

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.

E. Additional Information

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

Saturday Academy for parents gives them the chance to take free ESL classes divided in levels.This program gives them an opportunity to educate themselves and better help their children,find better jobs or pass the Citizenship exam.

Part VI: LAP Assurances

School Name: 196		School DBN: 12X196	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Graciani	Principal		12/20/13
Ms. J.Aponte	Assistant Principal		12/20/13
Ms.J.Pando	Parent Coordinator		12/20/13
Ms Kupetz	ESL Teacher		12/20/13
Ms C.Lopez	Parent		12/20/13
Ms Pengel /S.Studies	Teacher/Subject Area		12/20/13
Ms Fortune/Science	Teacher/Subject Area		12/20/13
Ms Rabhani	Coach		12/20/13
Ms Velasquez ESL	Coach		12/20/13
Ms Levine	Guidance Counselor		12/20/13
	Network Leader		1/1/01
Ms Bauer	Other ESL		12/20/13
Ms Lopez	Other SETTS		12/20/13
Ms Greenblant	Other Sp. Ed Liaison		12/20/13
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 12X196 **School Name:** 196

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.

During the first month of the school year, the classroom teachers of ELL students get to know and survey the ELL children/parents written translation and oral interpretation needs. The ESL teachers maintains records of all the students' languages spoken at home. The ESL teachers supply the ATS secretary or a Parent Coordinator with the list of students' names whose parents require translation services based on their Home Language Identification Survey (HLIS) form. Many of the letters are downloaded into the school computer and are printed out by the School's secretary in the required languages of the school.
The registration process includes the completion of the HLIS form in the native language of the student/parent. If parents require assistance with completing this form, an ESL teacher, a Parent Coordinator, a member of the LAP team, or an on-site personnel will assist the parents with completion of this and other documents required for admission. If no one of our on-site members speaks the required language, the DOE Bilingual Interpreter phone service will be utilized to provide translation and interpretation services to those parents.
After all the data has been collected, the Assistant Principal and the school committee assess the language needs and devise a plan of action to help the parents.

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.

Based on the HLIS forms, the dominant language in the school is Spanish.Parents of ELLs who do not speak English and require translation services are provided with an oral interpretation from our on-site staff. In order to notify parents of ELLs about various programs offered in our school, all applications, letters, and parental notifications are translated to the Native Languages of ESL students and sent home, supplemented by a phone call to parents by a staff member fluent in the students' Home Languages to ensure parental understanding and cooperation. The findings were reported to the school community during the Parent Orientation, PTA meetings, Parent Teacher Conferences,

and parental workshops.
Nearly 2/3 of the students at PS 196 have Spanish surnames .Coupled with the findings of the Home Language Surveys it has been determined that a significant number of our parents require a native language translation to become an active participant in the school community. It has been further 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.

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.

The ESL teacher will serve as a primary contact about the translation services in the school. During the year, the ESL teacher will keep track of incoming students and HLIS responses to determine the need for additional translation services for new languages.
Written translation services will be provided in-house by school staff for documents that are not overly complex. Any complex or lengthy documents will be given to an outside contractor for translation.

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.

At P.S. 196
on-site personnel will provide oral interpretation services for parents who require it. The office staff and the Parent Coordinator will maintain a list of staff members who speak the major language reflected in the school. Some of the events that might require oral interpretation services include parental visits to the main office, Parent Orientation, Parent-Teacher Conferences, and parental workshops. In order for parents in need of language assistance to effectively communicate with the office staff, available on-site members will be contacted to provide an oral interpretation. In-advance arrangements will be made by an ESL teacher and the Parent Coordinator to provide oral interpretation services for Parent-Teacher Conferences and parental workshops. If no one of our on-site members speaks the required language, the DOE Bilingual Interpreter phone service will be utilized to provide translation and interpretation services to those parents.

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.

P.S. 196 will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. The ESL teacher in collaboration with the Parent Coordinator will refer to the list of parents requiring translation and interpretation services. This will ensure that the parents will be kept up to date about all school events, student progress, and any changes in school's schedule through letters in the students'/parents' primary language, via phone calls to the home, and by an in-person meetings. In order to notify parents of ELLs about various programs offered in our school, all applications, letters, and parental notifications are translated to the Native Languages of ESL students and sent home, supplemented by a phone call to parents by a staff member fluent in the students' Home Languages to ensure parental understanding and cooperation.

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.

2012-13

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):	☒conceptually consolidated (skip part E below) ☐NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

☐Before school ☒After school ☒Saturday academy ☐Other:

Total # of immigrant students (including ELLs) to be served: 104

Grades to be served by this program (check all that apply):

☐K ☐1 ☒2 ☒3 ☒4 ☒5

☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐12

Total # of teachers in this program: 12

Describe the direct instruction supplemental program in the space provided below. Description should include:

- 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

2012-13

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

Part D: Parental Engagement Activities
the second one will be on April 8, 2013.

Part E: Budget		
FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED ONLY. 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.) • Per session • Per diem		
Purchased services • High-quality staff and curriculum development contracts		
Supplies and materials • Must be: – 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