

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: P.S. 196, THE LITERACY AND ARTS ACADEMY
DBN (i.e. 01M001): 12X196
Principal: MS. LIZZETTE GRACIANI
Principal Email: LGRACIANI@SCHOOLS.NYC.GOV
Superintendent: RAFAELA ESPINAL
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	
Jenny Lopez	*PA/PTA President or Designated Co-President	
Veronica King	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Esperanza Silvas	Member/ parent	
Rosalva Alvarado	Member/ parent	
Angelica Rivera	Member/ teacher	
Nicole Lacari	Member/ teacher	
Agnes Shehada	Member/ teacher	
Daniella Napoli	Member/ teacher	
Danielle Stack	Member/ parent	
Raquel Aca	Member/ parent	
Luz Tapia	Member/ parent	
Santa Bonilla	Member/ parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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 2015, there will be an increase of teachers who will receive an Effective or Highly Effective rating on informal observations from 73% to 85% as measured by Advance in **Domain 3 Component 3b: Using Questioning and Discussion Techniques**.

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. After reviewing the data from Advance, we noticed that an area of concern is questioning and discussion techniques.

2013-2014 Teacher Observations

Domain 3, Component 3B: Questioning and Discussion

Informal

HE	8	4%
E	146	69%
D	37	17%
IE	5	2%
N/A	16	8%
Total Observations	212	100%

Formal

HE	2	11%
E	11	61%
D	5	28%
IE	0	0%
N/A	0	0%
Total Observations	18	100%

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. In order to address this concern it was decided that are instructional focus should be Domain 3 Component 3b: Using Questioning and Discussion Techniques. All teachers received two books, *Strategies that Work* along with *The Comprehension Toolbox* by Stephanie Harvey and Anne Goudvis and *Making Thinking Visible* by Ron Ritchhart. These professional resources were provided to teachers to help deepen their understanding of high order thinking strategies which in turn will enhance students' thinking, discourse and metacognition. Teachers were assigned chapters and discussed the big ideas from each chapter. During professional learning opportunities, teachers were grouped into different grade bands. As they worked cooperatively they were asked to analyze their assigned reading and record how it would be implemented in their classroom. Teachers are given the opportunity for inter-visitations, where Component 3b was highlighted in order to further their understanding of the component in practice. During grade meetings, teachers infused questioning and discussion into their yearlong curriculum maps, door maps, and lesson plans.

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. Teachers who have gone to professional learning opportunities outside the school 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 next steps and additional support in classrooms. During the next observation, teachers will show growth in that area. 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 Advance, the teacher evaluation system, the school-wide benchmarks, teacher/class created rubrics, and more student lead discussions.

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

It is continuous throughout the year September 2014-June 2015. 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. The Measures of Teacher Practice rating (60%) will be communicated to each teacher by the end of June 2015. Measures of Student Learning (40%) will be communicated by September 1, 2015.

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
- planning (yearlong curriculum maps, monthly door maps, daily lesson plans)
- inquiry meetings
- professional learning opportunities (in house, network, UFT Teacher Center, & other)
- pre & post-conferences
- mentoring
- the books, *Strategies that Work* along with *The Comprehension Toolbox* by Stephanie Harvey and Anne Goudvis and *Making Thinking Visible* by Ron Ritchhart
- 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 – 3b
- Parent Coordinator
- Parent/Teacher Conferences
- Parent Workshop around Danielson component -3b

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
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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
- Wednesday and Thursday 2:21-3:30 p.m.
- Hourly rate for teachers and supervisors
- Materials used ELA /Math Coach book (various levels)

-Saturday Program : The program focuses on lowest performing students in the 2nd grade .

- 2nd grade students
- 10 teachers
- Saturday 9:00-12:00 p.m.
- Hourly rate for teachers
- Materials created by teachers to support Reading, Writing, and Math instruction.

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

- ELL students are grouped according to language acquisition levels
- January 20th through April 24th 2015
- 12 teachers
- Friday 2:21-4:21 p.m.
- Hourly rate for teachers
- Materials used will be NYSESLAT consumable books by Santillana (Grades 2-5)

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 2015, 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.G	K.CC	K.OA	MP3	MP4	Total
Kindergarten	29%	42%	30%	19%	20%	1%	28%

Class	1.OA	1.NBT	1.MD	1.G	MP3	MP4	Total
1st Grade	41%	22%	35%	34%	38%	15%	32%

Class	2.OA	2.NBT	2.MD	2.G	MP3	MP4	Total
2nd Grade	38%	30%	11%	18%	4%	3%	20%

Class	3.OA	3.NBT	3.NOF	3.MD	3.G	3.MP3	MP4	TOTAL
3rd Grade	31%	28%	19%	15%	17%	22%	19%	23%

Class	4.OA	4.NBT	4.NOF	4.MD	4.MP3	MP.4	Total
4th Grade	28%	27%	20%	13%	9%	6%	23%

Class	5.OA	5.NBT	5.NOF	5.MD	MP3&4	Total
5th Grade	47%	34%	36%	38%	33%	41%

On the October math benchmark assessment,

- 29% of Kindergarten students showed mastery of Numbers and Operations in Base Ten.
- 22% of 1st Grade students showed mastery of Numbers and Operations in Base Ten.
- 30% of 2nd Grade students showed mastery of Numbers and Operations in Base Ten.
- 28% of 3rd Grade students showed mastery of Numbers and Operations in Base Ten.
- 27% of 4th Grade students showed mastery of Numbers and Operations in Base Ten.
- 34% of 5th Grade students showed mastery of Numbers and Operations in Base Ten.

On the October math benchmark assessment,

-19% of Kindergarten students showed mastery of Operations and Algebraic Thinking.

-41% of 1st Grade students showed mastery of Operations and Algebraic Thinking.

-38% of 2nd Grade students showed mastery of Operations and Algebraic Thinking.

-31% of 3rd Grade students showed mastery of Operations and Algebraic Thinking.

-28% of 4th Grade students showed mastery of Operations and Algebraic Thinking.

-47% of 5th Grade students showed mastery of Operations and Algebraic Thinking.

Overall, less than 72% of P.S. 196 students have shown mastery of Numbers and Operations in Base Ten.

Overall, less than 66% 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 disaggregate the benchmark testing data. Once the data is disaggregated, teachers will work in grade level during planning meetings and inquiry sessions to analyze and review it for trends. After the findings have been shared, teachers will 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 priority standards and allow for more depth of instruction. Along with the school benchmark, teachers administer ongoing formative assessments, and tasks to measure student growth. Once the results of the assessments and tasks have been compiled, teachers then reflect on the effectiveness of instruction. As a result, students engage in more challenging assignments that will accelerate their learning, deepen their application and conceptual understanding, and strengthen their fluency. Teachers will also utilize grade meeting to infuse the math curriculum/lessons with “Math Talk.”

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 afterschool on Wednesdays and Thursdays from 2:21pm until 3:30pm. 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. Saturday school is also offered until 9:00 a.m.-12:00p.m. for 2nd grade students.

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

- exit slips
- pre & post math assessments
- adjust yearly curriculum plans, monthly door maps, daily lesson plans to meet areas of need
- “do nows”
- pacing calendar
- inquiry work
- modifications to pacing cal based on student need
- math journals
- math tasks
- increased benchmark results
- math talk (questioning and discussion)

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

Sept: 1) NYS testing outcome data disaggregated is shared with teachers 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 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 3) professional learning opportunities on Math Talk (questioning and discussion)

Dec: 1) Family Math Night (Gr. 3-5)

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 math units 2) 3rd grade math bowl

March: 1) Parent workshop on Math state testing

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) 3) 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

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 learning opportunities
- Math Talk professional learning opportunities
- 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
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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
 - Wednesday and Thursday 2:21-3:30 p.m.
 - Hourly rate for teachers and supervisors
 - Materials used ELA /Math Coach book (various levels)
- Saturday Program: The program focuses on lowest performing students in the 2nd grade .
 - 2nd grade students
 - 10 teachers
 - Saturday 9:00-12:00 p.m.
 - Hourly rate for teachers
 - Materials created by teachers to support Reading, Writing, and Math instruction.

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 2015, 60% of students will be reading and writing on grade level as measured by Fountas and Pinnel 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

Kindergarten	Below	On Level	Above
ALL	90%	10%	0%
IEP	96%	4%	0%
ELL	95%	5%	0%
IEP & ELL	100%	0%	0%
General Ed	84%	16%	0%

1st Grade	Below	On Level	Above
ALL	84%	15%	1%
IEP	94%	6%	0%
ELL	95%	5%	0%
IEP & ELL	100%	0%	0%
General Ed	77%	21%	2%

2nd Grade	Below	On Level	Above
ALL	77%	17%	6%
IEP	90%	10%	0%
ELL	84%	16%	0%
IEP & ELL	100%	0%	0%
General Ed	70%	21%	10%

3rd Grade	Below	On Level	Above
ALL	59%	37%	4%
IEP	82%	18%	0%
ELL	93%	7%	0%
IEP & ELL	83%	17%	0%
General Ed	42%	51%	7%

4th Grade	Below	On Level	Above
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ALL	70%	24%	6%
IEP	81%	19%	0%
ELL	100%	0%	0%
IEP & ELL	100%	0%	0%
General Ed	58%	32%	9%

5th Grade	Below	On Level	Above
ALL	69%	30%	1%
IEP	75%	19%	6%
ELL	82%	18%	0%
IEP & ELL	100%	0%	0%
General Ed	63%	38%	0%

Writing Benchmark Results

Class	Ideas	Organ.	Voice	Word Choice	Sent.Fluency	Convention	Present.	Picture	Total
Kindergarten	27%	26%	26%	28%	27%	27%	28%	30%	25%

Class	Ideas	Organ.	Voice	Word Choice	Sent.Fluency	Convention	Present.	Total
1st Grade	38%	32%	34%	36%	31%	31%	44%	32%
2nd Grade	39%	32%	34%	34%	32%	33%	52%	36%
3rd Grade	38%	31%	30%	35%	33%	34%	46%	35%
4th Grade	43%	34%	38%	35%	36%	35%	43%	34%
5th Grade	43%	41%	37%	37%	39%	36%	43%	33%

In November of 2014, 90% of Kindergarteners 84% of 1st graders, 77% of 2nd graders, 59% of third grade students, 70% of fourth graders and 69% of fifth graders scored below the target range of Fountas and Pinnell.

On the November writing benchmark assessment,

- 25% of Kindergarten students showed mastery of the components of the benchmark writing assessment.
- 32% of 1st Grade students showed mastery of the components of the benchmark writing assessment.
- 36% of 2nd Grade students showed mastery of the components of the benchmark writing assessment.
- 35% of 3rd Grade students showed mastery of the components of the benchmark writing assessment.
- 34% of 4th Grade students showed mastery of the components of the benchmark writing assessment.
- 33% 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. P.S. 196 has been using the literacy curriculum Ready Gen in grades 3-5. Tony Stead, a curriculum consultant, will assist 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 Fountas and Pinnell reading assessments four 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 disaggregated, it will be the coaching team's job to turnkey data trends to each grade level during planning meetings and weekly inquiry sessions. Once the results have been compiled, teachers then reflect on the effectiveness of instruction based on assessment information. This data will also be used to place students in appropriate guided reading 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 Saturday School. After each writing unit in 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: November 7th 2014, January 20th, March 10th, May 6th, May 28th, June 11th 2015

-End of unit assessments –culmination of unit

-Exit slips- ongoing

-Team Talks- ongoing

-Writing Benchmark- Due Date: October 17th 2014, January 29th, & May 30th 2015

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

Sep: 1) Students will be administered the Fountas and Pinnell assessments for grades K-5. 2) ELA inquiry teams will be formed 3) Professional learning opportunities will be offered on gaining information using 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) Instruction will be modified based on assessment results, CCLS requirements and Citywide

Expectations 5) 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 6) Debate team begins for fifth graders 7) Professional learning opportunities for new teachers 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 learning opportunities on questioning and discussion techniques 2) Professional learning opportunities on Data, Data, Data 3) Reading Buddies begins 3) Fountas and Pinnell assessment due 4) In class spelling bees for 5th grades 5) ELL strategies

Dec: 1) Winter Read Aloud (when we invite parents, friends, and other guests to read their favorite books to the designated classes) 2) 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

Feb: 1) Running Records due 2) Instruction will be modified based on assessment results, CCLS requirements and Citywide Expectations 3) Tony Stead profession learning opportunity resumes

April: State Testing

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

June: 1) Author's and Artist Night 2) 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
 - Data, Data, Data professional learning opportunity
 - Rubrics professional learning opportunity
 - Questioning and discussion learning opportunity
 - 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
- Winter 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, the format of the exams, building stamina, and analyzing questions and responses.
 - all students can attend
 - 3 supervisors and 35 teachers
 - Wednesday and Thursday 2:21-3:30 p.m.
 - Hourly rate for teachers and supervisors
 - Materials used ELA /Math Coach book (various levels)
- Saturday Program : The program focuses on lowest performing students in the 2nd grade .
 - 2nd grade students
 - 10 teachers
 - Saturday 9:00-12:00 p.m.
 - Hourly rate for teachers
 - Materials created by teachers to support Reading, Writing, and Math instruction.
- NYSESLAT: The program prepares the students for the Second Language Achievement Test.
 - ELL students are grouped according to language acquisition levels
 - January 20th through April 24th 2015
 - 12 teachers
 - Friday 2:21-4:21 p.m.
 - Hourly rate for teachers
 - Materials used will be NYSESLAT consumable books by Santillana (Grades 2-5)

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: Motivation Reading 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 two hours a week.
- Teachers are provided professional learning opportunities that support the school instructional focus.
- Scheduling is designed to provide teachers the opportunity to meet during common prep periods. These grade meetings engage teachers in curriculum, assessments, and student work analyses.
- Teachers are encouraged to attend professional learning opportunities 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 and Between the Lions as a supplemental, read-alouds, rich discussion to build language, talk

center around books, creative play, encourage students 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.

DBN: 12X196

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes

of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$782,892.99	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$68,596.00	X	See action plan
Title III, Part A	Federal	\$25,584.00	X	See action plan
Title III, Immigrant	Federal	\$3,496.00	X	See action plan
Tax Levy (FSF)	Local	\$4,859,513.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – School wide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: PS 196	DBN: 12X196
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 139
Grades to be served by this program (check all that apply):

Part B: Direct Instruction Supplemental Program Information

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

Total # of teachers in this program: 12
of certified ESL/Bilingual teachers: 6
of content area teachers: 6

Describe the direct instruction supplemental program here and include the

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

Begin description here: Our supplemental instructional program focuses on the needs of ELLs grades 2-5. This is an enrichment opportunity that will lead ESL learners to a higher academic achievement through engagement in common core aligned instruction. This program reaches out to True Beginners, SIFE and Long Term ELLs. The groups will be divided into class sets according to their language acquisition level, and grade level. There are a total of 6 ESL certified teachers that will co teach with content area teachers in every class set. The ESL certified teachers will plan with their teacher partners as well.

Group 1: 2nd grade

Language Acquisition Level: Intermediate/Advanced

Teachers and certifications: 1 Common Branch certified teacher / 1 ESL certified teacher.

Group 2: 3r. grade

Language Acquisition Level: Intermediate/Advanced

Teachers and certifications: 1 Common Branch certified teacher / 1 ESL certified teacher.

Group 3: 4th grade

Language Acquisition Level: Intermediate/Advanced.

Teachers and certifications: 1 Common Branch certified teacher / 1 ESL certified teacher.

Group 4: 5th grade/Long Term ELLs

Language Acquisition Level: Intermediate/Advanced.

Teachers and certifications: 1 Common Branch certified teacher / 1 ESL certified teacher.

Group 5: Newcomers from 2-5 grades

Language Acquisition Level: True Beginners, and beginners.

Part B: Direct Instruction Supplemental Program Information

Teachers and certifications: 1 Common Branch certified teacher / 1 ESL certified teacher.

Group 6: SIFE from 2-5 grades

Language Acquisition level: Beginner to lower intermediate.

Teachers and certifications: 1 Common Branch certified teacher / 1 ESL certified teacher.

The program will start January 16, 2015 and will continue through April 24, 2015 for a total of 12 sessions. The program will take place on Friday from 2:20p.m to 4:20p.m. 12 teachers and a supervisor will work on this program. A supervisor will oversee the Title III program, due to the fact that this is the only program running in the building at the time. The teachers are experienced and have ESL, Special Education and Content Area certification. The program is designed to develop language, academic vocabulary and literacy in all content areas. Hands-on, read alouds, visual and oral activities besides graphic organizers will enhance writing abilities. Writing will focus on organizing ideas and responding to prompts. Speaking and listening activities will be tailored to meet the demands of the CCS. The students will be provided with supplies and consumable books by Continental.

Part C: Professional Development

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

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

Begin description here:

Topic 1:

Rationale: Understanding the entry process and exiting ESL the program.

Module 1: NYSESLAT: Strategies for Speaking.

Teachers to receive training: ESL teachers (K-2nd grade).

Schedule and duration: September 29, 2014 from 2:20pm. to 3:40pm.

Topics to be covered: ELL identification process, AMO's NYSESLAT's Four Modules. Strategies for Speaking.

Name of the Provider: S.Bauer (ESL coordinator).

Part C: Professional Development

Topic 2:

Rationale: Differentiating for the ELLs

Teachers to receive training: ESL teachers Kinder to 5th grade.

Schedule and duration: November 4, 2014 from 2:20 pm. to 3:40pm.

Topics to be covered: Looking at the ESL data: years of service, Sife, long term ELLs, newcomers, proficient and transitioning. Differentiating the Ready Gen for the ELLs.

Name of the Provider: S.Bauer (ESL coordinator).

Topic 3:

Rationale: Academic discussions for ELLs. Constructing deep understandings through collaborative academic conversations. (CFN 606)

Teachers to receive training: ESL teachers

Schedule and duration: November 24, and December 19, 2014 from 8:00 am to 1:00pm.

Topics to be covered: Building on ideas, scaffolding vocabulary, rubrics for academic discussion and application.

Name of the Provider: Amanda Gardner (ELL Achievement Coach).

Part D: Parental Engagement Activities

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

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

Begin description here: Title III funding will support parent involvement through several programs.

Topic 1: ELA for ELL s' Parents

Rationale: Helping parents understand what is required for the ELA.

Part D: Parental Engagement Activities

Schedule: December 9, 2014 from 2:20p.m to 3:30pm.

Topics to be covered: Understanding text complexity and ESL reading strategies.

Provider: Ms. Lee (3rd grade ESL), and ESL Coordinator (Ms. Bauer).

Notifications to Parents: Invitations were sent with the students in English and Spanish.

Topic 2: Math for Parents

Rationale: Helping parents understand what is required for the Math State Test.

Schedule: January 13, 2014 from 2:20p.m to 3:30pm.

Topics to be covered: Math test structure, word problems, and key words.

Provider: Ms. Lee (3rd grade ESL), and ESL Coordinator (Ms. Bauer).

Notifications to Parents: Invitations will be sent with the students in English and Spanish.

Topic 3: NYSESLAT

Rationale: Parents will understand the components and demands of the NYSESLAT. They will be informed of their child’s progress and expectations.

Schedule: Spring.

Provider: Ms Kupetz (ESL teacher early grades).

Topics to be covered: Measuring progress, parts of the test, and how to help students at home.

Notifications to Parents: Invitations will be sent with the students in English and Spanish.

Part E: Budget

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

Allocation Amount: \$_____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

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 <u>not</u> 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 <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

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

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	177	4	26	28	0	12	1	0	1	206

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	177	4	26	28	0	12	1	0	1	206
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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																
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	
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	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
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	205						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

Grade	Level 1		Level 2		Level 3		Level 4		Total
	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How 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 records 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 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 comprehension competency according to the other assessment 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 3 years of services. After second grade student data shows that they pass the NYSESLAT. ELLs perform progressively better depending on their stage of language acquisition. 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 acquisition 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 instruction. Once they have achieved the desired level after 6 or 12 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 year's 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 pedagogues are bilingual in English and Spanish and 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 available 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 learner (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 ELL students per CR Part 154. For parents who choose a program not provided by P.S. 196, such as a Dual Language program which we currently do not provide, we will provide the parents with a list of schools in the neighborhood which offer the program, and inform the parents that they have available the option and right to transfer their child to a school which offers a Dual Language program. If there are fifteen (15) or more students in a grade or two consecutive grades, and parents request a Transitional Bilingual Education (TBE) or Dual 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 assessments 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 ESL self 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.

5e Former 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 ①

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

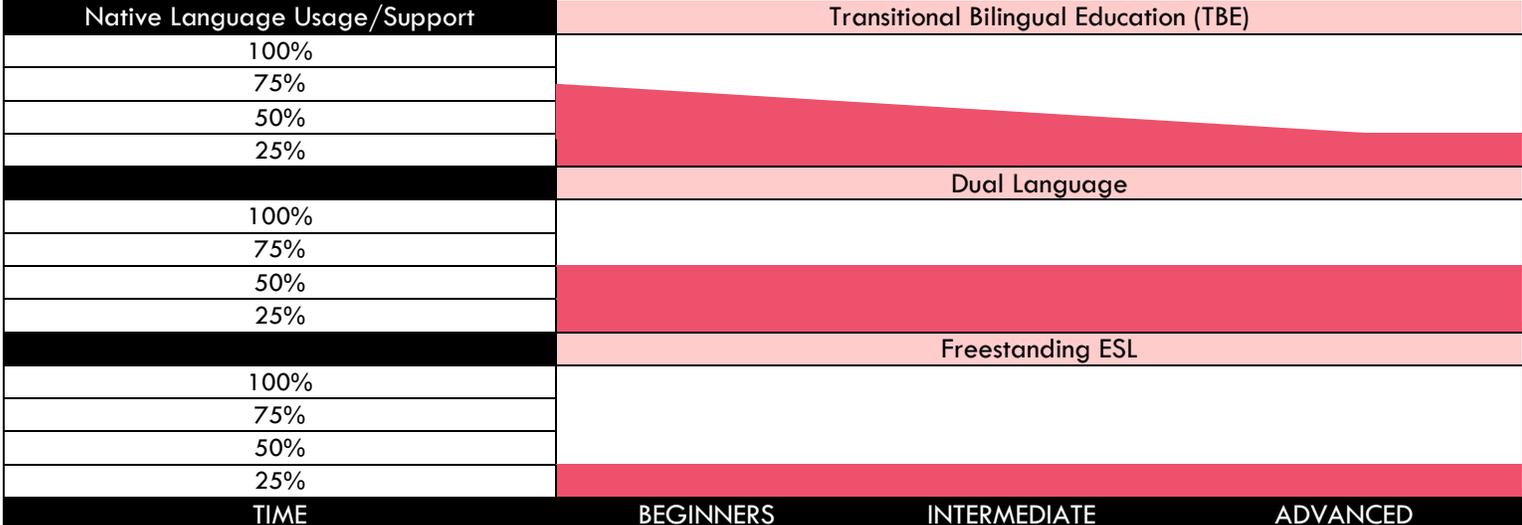
	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



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 specially in 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 comfortable and are also placed in an After-School Program to teach them not only English, but also Science and Math in their native language.
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 acquisition level. ESL teachers, and classroom teachers share their data and discuss further options with struggling students. The Rally, Teacher College running records, and periodic assessments data are compared to target specific points. Running records are available every 6 weeks, and is the most recurrent of all accessible 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 discontinued.
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 workshops 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

November 8, 2013

November 25, 2013

December 10, 2013

December 11, 2013

December 12, 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: <u>196</u>		School DBN: <u>12X196</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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 <u>ESL</u>		12/20/13
Ms Lopez	Other <u>SETTS</u>		12/20/13
Ms Greenblant	Other <u>Sp. Ed Liaison</u>		12/20/13

	Other _____		1/1/01
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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.