



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** PS 197 KINGS HIGHWAY ACADEMY

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 22K197

**PRINCIPAL:** ROSEMARIE BARBIERE NICOLETTI

**EMAIL:** RNICOLE@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** LINDA WAITE

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
ROSEMARIE NICOLETTI	*Principal or Designee	
LUCILLE MAURO	*UFT Chapter Leader or Designee	
JENNIFER GIACOPELLO	*PA/PTA President or Designated Co-President	
JOY LICARI	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
SAM MOSKOWITZ	CBO Representative, if applicable	
ELIZABETH CORSO	Member/	
REBECCA MARTIN	Member/	
ADELINE ORTIZ	Member/	
EDITH AREIZAGA	Member/	
LANA MAY	Member/	
MARIA ENRIQUEZ	Member/	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## **ANNUAL GOAL #1 AND ACTION PLAN**

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

### **Annual Goal #1**

- By June 2012, there will be a 3% increase in the number of students in grades 3-5 performing at Levels 3 or 4 as measured by the number of students scoring levels 3 or 4 on the New York State ELA exam; and a 3% increase of students in grades K-2 reading at or above reading level as measured by the Teachers' College Reading and Writing Assessment.

### **Comprehensive needs assessment**

- After conducting our needs assessment, the school determined that 53% of the grade 3-5 students were performing at levels 3 or 4 as measured by the NYS ELA for the 2010-2011 school year. Additionally, on our school's 2010-2011 Progress Report, the score we received in the area of performance indicated the need to increase the number students performing at or above grade performance. Therefore, we determined that it is necessary to focus on improvement of the number of students performing at levels 3 and 4 based on the higher expectations in line with the Common Core Learning Standards and the evolving standards on the New York State ELA.

### **Instructional strategies/activities**

- All classes will use Balanced Literacy to address the Common Core Learning Standards in English Language Arts
- Use of the Literacy Performance Task in order to modify units of study in reading and writing to meet the needs of the students in the classroom.
- Professional Development in the more effective use of formal and informal assessments to individualize and drive instruction
- Professional Development in the Universal Design for Learning, which will create multiple access points of entry into the curriculum for SWD and LEP students.
- Integration of writer's workshop into daily instruction
- Read, listen and write in a variety of genres
- Leveled libraries
- Collaborative grade planning
- Flexible grouping for instruction
- Words Their Way Word study (small group individual instruction with differentiated material)
- Foundations
- Inter-visitations
- Use of higher order thinking questions that address critical thinking skills
- Integration of computer technology through Study Island, Samson's Classroom, Brainpop and Brainpop Jr. programs
- Beginning September 2011 through June 2012

### **Strategies to increase parental involvement**

- Provide Reading Workshops to help support parents with emergent reading strategies and other ways to help support their children. ELA workshops to educate and provide strategies for parents on the New York State exam in English Language Arts
- Letters to parents informing them of their child's reading level and suggested reading materials and resources following TC assessments
- Parent workshops on developing higher level critical thinking questions in literacy and expectations of the Common Core Learning Standards
- Parent meetings used to inform them of their child's progress
- PTA meetings to provide parents with the opportunity to discuss instructional strategies and use of assessment to drive instruction.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Professional Development given by Teachers College within the school day and at the College at no cost to teachers
- Teachers are given time for Data Inquiry using student work to plan interventions for their students
- Teachers are part of the decision making process when choosing curriculum and implementing professional development
- The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation
- Develop a common lens for instruction, curriculum by setting clear expectations, discuss what's working and what needs to be improved, and provide evidence-based applicable feedback

**Service and program coordination**

We have used Title I funds to purchase services from Columbia Teachers College. This organization provides professional development to our teachers. Professional Development is done at the school as well as at Teachers College. Part of our work this year has included how to look at data from a variety of sources as well as how to develop, administer and use performance tasks as a pre and post evaluation to determine teaching points for planning a unit and mastery at the conclusion of a unit.

**Budget and resources alignment**

- We have used Title I and FSF to hire a lead teacher for Literacy as well as an Assistant Principal to support instruction. The lead teacher has periods built into her schedule which allows her to work with teachers to support differentiation. The lead teacher attends professional development through Columbia Teachers College as well as workshops provided by our Network.
- We use Title I, FSF, and other school funds to build classroom libraries and provide books on multiple levels to support units of study in literacy and allow teachers to differentiate literacy instruction.
- Title IIA funds have been used to reduce class size on the lower grades.
- Title III funds are used to pay for an after school program for our ELL students. ELL students, along with English proficient students, are invited to attend. This program is specific to the needs of those students who are involved in the ESL program during the school day and are required to take examinations in the academic content areas. The work will be grounded in literacy, math, social studies, science and the arts. It will include test preparation.

## **ANNUAL GOAL #2 AND ACTION PLAN**

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

### **Annual Goal #2**

- By June 2012, there will be a 3% increase in the number of students in grades 3-5 performing at proficiency levels 3 or 4 as measured on New York State Mathematics exams and a 3% increase in the number of students in grades K-2 performing at proficiency levels 3 or 4 as measured by the Everyday Math unit assessments.

### **Comprehensive needs assessment**

- After review of our school progress report and data from NYSTART, we noticed that 66% of our students in grades 3-5 scored level 3 or 4 on the NYS Math exam. We determined that a 3% increase in the number of students scoring at levels 3 and 4 is warranted. After review of our class summary sheets, we noticed that 77% of our students in grades 1-2 scored level 3 or 4 on their report cards. We determined that a 3% increase in the number of students scoring at levels 3 and 4 is warranted

### **Instructional strategies/activities**

- Implementation of Problem of the Day to springboard math lessons and increase use of problem solving strategies
- Administration and review of the NYS Common Core Performance Task and the unit of study that supports it
- Use of CCLS aligned rubrics to surface gaps, drive instruction, form small groups and individualize instruction in all classrooms
- The use of manipulatives and hands-on activities to represent concepts in multiple ways and to differentiate instruction
- By utilizing the Universal Design for Learning teachers will create multiple access points of entry into the curriculum for SWD and LEP students
- Independent and small group work based on data from math quizzes and unit assessments
- Use of computers and technology (Brainpop, Brainpop Jr, Acuity. and Study Island) for remediation and enrichment
- Use of the math coach to work with teachers to model lessons, aid in small group instruction, assist with planning and provide professional development

- Mathematics in the City program for teachers in grades 3 and 4. Teachers will attend professional development seminars and staff developers will visit the school to model an inquiry based approach to mathematics instruction.
- School visitations with teachers and math coach to observe and implement an inquiry based approach to mathematics, lesson differentiation and small group instruction
- Use of data inquiry period to provide professional development to all teachers
- Use of data inquiry period to analyze student work, analyze unit assessments and plan lessons to meet individual student needs
- Use of data inquiry period to give teachers time to exchange ideas and provide feedback for our mathematics instruction
- Use of data inquiry period to give teachers time to evaluate the curriculum, design CCLS aligned units of study, plan for Performance Tasks and other assessments
- After school programs to address the needs of at-risk students
- Beginning September 2011 through June 2012

#### **Strategies to increase parental involvement**

- Letters to parents informing them of their child's progress at the end of each unit
- Parent workshops on the use of data to drive instruction and the use of the workshop model in mathematics
- Parent workshops on developing higher level critical thinking questions in mathematics and expectations of the Common Core Learning Standards
- Parent meetings used to inform them of their child's progress
- PTA meetings to provide parents with the opportunity to discuss instructional expectations, strategies and use of assessment to drive instruction

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Provide professional development to keep teachers abreast of new strategies and methodologies in mathematics
- Provide weekly data inquiry meetings to give teachers an opportunity to analyze student work and plan differentiated instruction
- Inclusion of teachers in the decision making process when planning professional development opportunities and implementing new programs and methodologies
- The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation
- Develop a common lens for instruction, curriculum by setting clear expectations, discuss what's working and what needs to be improved, and provide evidence-based applicable feedback

#### **Service and program coordination**

We have used Title I funds to purchase services from City College's Mathematics in the City. This organization provides professional development to our teachers. Professional Development is done at the school as well as at City College. Part of our work this year has included how to look at data from a variety of sources as well as how to develop, administer and use performance tasks as a pre and post evaluation to determine teaching points for planning a unit and mastery at the conclusion of a unit.

#### **Budget and resources alignment**

- We have used Title I and FSF to hire a lead teacher for Mathematics as well as an Assistant Principal to support instruction. The lead teacher has periods built into her schedule which allows her to work with teachers to support differentiation. The lead teacher attends professional development through City College as well as workshops provided by our Network.
- We will use NYSTL and FSF funds to purchase a new mathematics program (Pearson Envisions) that will support teachers in the implementation of the new expectations in the Common Core Standards. This program will provide student books, teacher's resources and digital resources in order to allow teachers to individualize and allow students to access information through multiple modalities.
- Title IIA funds have been used to reduce class size on the lower grades.
- Title I funds have been used to reduce class size on the upper grades.

- Title III funds are used to pay for an after school program for our ELL students. ELL students, along with English proficient students, are invited to attend. This program is specific to the needs of those students who are involved in the ESL program during the school day and are required to take examinations in the academic content areas. The work will be grounded in literacy, math, social studies, science and the arts. It will include test preparation.

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

- By June 2012, 80% of teachers will individualize and differentiate instruction to meet the needs of students as evidenced by conference notes, lesson plans (whole class, small group and individual), class assignments and classroom observations.

#### **Comprehensive needs assessment**

- Based on recommendations from our Quality Review, Peer Review, administrative observations and the Citywide Instructional Expectations to improve teacher effectiveness.

#### **Instructional strategies/activities**

- Weekly, grade level data inquiry meetings which focus on Teachers College assessments, Teachers College writing continuum, NYC Performance Tasks and the units of study that support them, items skills analysis, math unit tests, benchmark assessments, math secure goals and conference notes.
- The learning needs of students will be met through greater differentiation of instruction by utilizing Common Core Learning Standards to surface gaps in instruction, analyzing student work against CCLS aligned rubrics and infusing methods of Universal Design for Learning and technology where appropriate.
- By utilizing the Universal Design for Learning teachers will create multiple access points of entry into the curriculum for SWD and LEP students.
- The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation to increase rigor and effectiveness of instruction
- Collaborative examination of student work, and timely, specific, evidence-based teacher feedback and support, will assist in increasing rigor and effectiveness of instruction
- To ensure rigor Student Work will be analyzed using the CCLS and the Depth of Knowledge matrix
- Beginning September 2011 through June 2012

#### **Strategies to increase parental involvement**

- Parent/ Students letters recommendations based on assessment.
- Parent meetings on the use of data to drive instruction.
- At parent orientation meetings teachers provide students benchmarks for learning
- Providing parents with information to access ARIS parent link and Acuity which provides individualize work for students to complete at home.
- Progress Reports to keep parents informed of their child's academic performance.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Provide teachers with time to consult with support staff.
- Providing in house and off site professional development around the use data and curriculum development.
- Provide support and resources such as learning progressions, writing continuums and rubrics to identify strengths, needs, next steps.
- The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation.
- Develop a common lens for instruction, curriculum by setting clear expectations, discuss what's working and what needs to be improved, and provide evidence-based applicable feedback.

**Service and program coordination**

We have used Title I funds to participate in Teachers College Reading and Writing Project and Mathematics in the City. These organizations provide professional development to our teachers. Professional Development is done at the school as well as at Columbia and City College. Part of our work this year has included how to look at data from a variety of sources.

**Budget and resources alignment**

We have used Title I and FSF to hire lead teachers for Literacy and Mathematics as well as an Assistant Principal to support instruction. The lead teachers have periods built into their schedules which allow them to work with teachers to support differentiation. The lead teachers attend professional development through TCRWP and City College as well as workshops provided by our Network.

## ANNUAL GOAL #4 AND ACTION PLAN

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

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

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

## ANNUAL GOAL #5 AND ACTION PLAN

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

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

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				<b>2</b>
<b>1</b>			<b>N/A</b>	<b>N/A</b>			<b>2</b>	<b>5</b>
<b>2</b>	<b>82</b>	<b>82</b>	<b>N/A</b>	<b>N/A</b>	<b>2</b>		<b>1</b>	<b>4</b>
<b>3</b>	<b>72</b>	<b>72</b>	<b>N/A</b>	<b>N/A</b>		<b>1</b>	<b>1</b>	<b>3</b>
<b>4</b>	<b>77</b>	<b>77</b>	<b>25</b>			<b>1</b>	<b>2</b>	<b>1</b>
<b>5</b>	<b>74</b>	<b>74</b>			<b>5</b>	<b>2</b>	<b>1</b>	<b>5</b>
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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

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

Name of Academic Intervention Services (AIS)	Description
<p><b>ELA</b></p> <p><b>FUNDATIONS</b></p> <p><b>WILSON READING PROGRAM</b></p> <p><b>READING RECOVERY</b></p> <p><b>ACUITY</b></p> <p><b>NEW YORK RALLY ELA</b></p> <p><b>STUDY ISLAND ELA</b></p> <p><b>SAMSON ELA</b></p> <p><b>EXPLODE THE CODE</b></p>	<p>Grade K – Small group and 1-1 during the school day. Foundations is a multisensory decoding program for students with limited experience with letters and their sounds.</p> <p>Grades 1-5 – Small groups during the school day. Wilson is a very structured, multi-sensory decoding program.</p> <p>Grade 1 – 1:1 program during the school day. Early intervention for first grade children experiencing reading and writing difficulties.</p> <p>Grades 3-5 – 1:1 during the school day. Technology based program in reading that addresses comprehension.</p> <p>Grades 3-5 – small groups after school. Targets reading and writing instruction for students experiencing difficulty meeting the standards. Has a unit assessment component.</p> <p>Grades K-5 – 1:1 during the school day .Technology based program. Targets specific reading skills. Aligned to the Common Core.</p> <p>Grades K-2 – 1:1 during the school day. Technology based program. Targets sight words, spelling and comprehension.</p> <p>Grade 1 – 1:1 and small group instruction during the school day. Targets early decoding skills for students having difficulty with sound/symbol correspondence.</p>

<p><b>Mathematics</b></p> <p><b>ACUITY</b></p> <p><b>NEW YORK RALLY MATH</b></p> <p><b>STUDY ISLAND MATH</b></p> <p><b>MATH MUNCHERS</b></p> <p><b>CENTER STAGE MATH</b></p>	<p>Grades 3-5 – 1:1 before and during the school day. Technology based program in math.</p> <p>Grades 3-5 – small group instruction after school. Targets skills and problem solving for students having difficulty meeting the standards.</p> <p>Grades K-5 – 1:1 during the school day. Technology based program. Aligned to the Common Core.</p> <p>Grades K-5 – 1:1 during the school day. Technology based program that targets skills and computation.</p> <p>Grades K-5 – small groups during the school day. Target problem solving skills.</p>
<p><b>Science</b></p> <p><b>HARCOURT PROGRAM</b></p>	<p>Grades K-5 – differentiated in class instruction during the school day provided within the core program.</p>
<p><b>Social Studies</b></p> <p><b>MAPS GLOBES AND GRAPHS</b></p>	<p>Grade 5 – small group instruction before the school day .Targets geographic skills.</p>
<p><b>At-risk Services provided by the Guidance Counselor</b></p>	<p>Group counseling, individual counseling and crisis intervention during the school day. Community building projects and character education.</p>
<p><b>At-risk Services provided by the School Psychologist</b></p>	<p>Students who are at risk are seen individually for ERSA counseling for a limited amount of sessions.</p>
<p><b>At-risk Services provided by the Social Worker</b></p>	<p>Grades K-5 are seen both 1:1 and in small groups during the school day. Targets students who are not mandated, but who exhibit at risk behaviors.</p>

<b>At-risk Health-related Services</b>	Daily monitoring or as needed monitoring for students with health related issues such as diabetes ,asthma ,allergies, heart problems, etc. is provided during the school day by a nurse that is assigned to our school on a full time basis.
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**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

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

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

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**PS 197 KINGS HIGHWAY ACADEMY  
PARENT INVOLVEMENT POLICY (PIP)**

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, such as, literacy, math, and the arts;
- 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 and leadership 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-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 to serve as a liaison between the school and families. The Parent Coordinator 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 and mathematics, accessing community and support services; and technology support to build parents' capacity to help their children at home; support for parents in the middle school application process
- 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 1<sup>st</sup> 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;

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;
- 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 monthly school calendar, kiosk and school messenger designed to keep parents informed about school activities;
- 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;

**PS 197 KINGS HIGHWAY ACADEMY  
SCHOOL-PARENT COMPACT**

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 1<sup>st</sup> 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, afternoon for 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 become certified volunteers and participate in school activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day;
- 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-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>602Mr.Ruis,Jose/Ms. Bove, Ju</b>	District <b>22</b>	Borough <b>Brooklyn</b>	School Number <b>197</b>
School Name <b>The Kings Highway Academy</b>			

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

Principal <b>Ms. Rosemarie B. Nicoletti</b>	Assistant Principal <b>Ms. Erica N. Williams</b>
Coach <b>Literacy Ms. Serenity St. Jean</b>	Coach <b>IEP Ms. Phyllis Ashenberg</b>
ESL Teacher <b>Ms. Vera Gordonova</b>	Guidance Counselor
Teacher/Subject Area <b>ESL Ms. Leila Reyes</b>	Parent
Teacher/Subject Area <b>Science Ms.Lori Wolf</b>	Parent Coordinator
Related Service Provider	Other
Network Leader <b>Ms. Julia Bove</b>	Other

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

### D. School Demographics

Total number of students in school	<b>559</b>	Total Number of ELLs	<b>89</b>	ELLs as share of total student population (%)	<b>15.92%</b>
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## Part II: ELL Identification Process

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

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

Procedures for identifying and placing new English Language Learners, including pre-kindergarten students moving to kindergarten, include five major components: registration, identification, parent orientation, program selection, and program placement. ESL teachers are in charge of identifying and placing new ELLs.

The identification process begins with screening which includes administering the Home Language Identification Survey (HLIS) and conducting the informal oral interview in English and in the native language. The importance of attentive engagement with parents during the home language identification process cannot be stressed enough, as it is the process that initially determines whether a child may require ELL services. At enrollment, trained school staff members, such as the ELL teacher and the school secretary, meet with parents to make an initial determination of the child's home language. This process is formalized through a HLIS that parents complete to show what language the child speaks at home. A HLIS is completed in the native language of the parents. Based on the established criteria, we determine which of the students are required to take the Language Assessment Battery- Revised (LAB-R). These children are identified as "Potential ELLs". Based on the hand-scored results of the formal initial assessment (LAB-R), the students are identified as ELLs (those who belong to beginning, intermediate, or advanced levels of English language proficiency) and non-ELLs (those who are identified as proficient). All ELLs are eligible to receive bilingual or ESL services.

The LAB-R is administered only once to a student to determine eligibility for bilingual services or ESL services. It must be administered within the first ten days of school.

All new entrants whose HLIS responses indicate a home language of Spanish and who score at or below LAB-R cut-scores must be administered the Spanish LAB to determine language dominance. The Spanish LAB must be administered only once at the time of initial enrollment. The Spanish LAB Short Test is administered to these students.

The New York State English as a Second Language (NYSESLAT) is administered in the spring to evaluate the student's progress in English and determine whether the student will continue to receive services for the next school year. In September, all students receive either the Continued Entitlement Letters or Non-Entitlement/Transition Letters. Copies of these letters are kept on file. The only way to exit the program is to get a passing score on the NYSESLAT.

Arming parents with notifications and information, and maintaining a dialogue with them are at the heart of informed parent choice. Our ELL teachers notify parents of their child's eligibility for services and provide information and service options. The parents are also informed of their child's placement. They receive Entitlement Letters, Placement Letters, and Parent Survey and Program Selection Forms in their native languages. The Program Selection Forms are usually returned by all the parents to ELL teachers. Honoring parent choice has always been our usual practice. For the past few years the parents of all newly admitted ELLs returned the Program Selection Forms indicating the Freestanding ESL Program as their first choice. We keep the copies of the forms on file for several years.

Our ESL teachers make every effort to stay in close contact with ELL parents, from administering the HLIS, to informing them of their child's eligibility for ELL services, to collecting the forms that indicate the parent's program choice for their child. In September, an Orientation Meeting for the Parents of the newly enrolled ELLs is held. The parents are provided with information on the different ELL programs (Transitional Bilingual Education, Dual Language, Freestanding ESL) using the translated materials (brochures and

DVDs, which are now available on the internet in the native languages of the parents of ELLs) and are offered translation and interpretation services, including document translation and onsite interpretation services, as needed. Throughout the year, parents are informed in a number of ways, including parent workshops and meetings, one-on-one meetings, phone conversations, or through the mail.

Our school offers the Freestanding ESL Program to our ELLs. The review of the Parent Survey and Program Selection forms for the past few years provides the following numbers. In 2009-2010 school year, 35 parents out of 38 indicated the Freestanding ESL Program as their first choice, 2 parents indicated the Dual Language Program, and 1 parent indicated the Transitional Bilingual Program as their first choice. In 2010-2011(28parents) and 2011-2012 (18parents), all the parents requested the Freestanding ESL Program as their first choice. Therefore, the program our schools offers is fully aligned with our parent requests.

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	89	Newcomers (ELLs receiving service 0-3 years)	72	Special Education	22
SIFE	8	ELLs receiving service 4-6 years	17	Long-Term (completed 6 years)	0

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	72	8	9	17	0	13	0	0	0	89
Total	72	8	9	17	0	13	0	0	0	89

Number of ELLs in a TBE program who are in alternate placement:

**C. Home Language Breakdown and ELL Programs**

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

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

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**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	5	4	3	6	4	6								28
Chinese														0
Russian	5	4	6	4	4	3								26
Bengali														0
Urdu		1		1		1								3
Arabic	2	2	4	1	1	4								14
Haitian					1	1								2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	3	2	5	2	2	2								16
<b>TOTAL</b>	<b>15</b>	<b>13</b>	<b>18</b>	<b>14</b>	<b>12</b>	<b>17</b>	<b>0</b>	<b>89</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

All English Language Learners (ELLs) are very well integrated into our school. The school provides ELLs with a Freestanding English as a Second Language (ESL) program, which provides instruction in English, emphasizing English-language acquisition. Transitional Bilingual Education and/or Dual Language programs, which include the native language arts (NLA) component, will be used upon the availability of the required numbers of students and the parents' choice.

Two fully licensed ESL teachers teach their ELLs via a push-in/pull-out ESL program model. While pushing-in, we support the targeted group of ELLs working on the learning material in collaboration with the classroom teacher. An ESL teacher works with ELLs during content instruction and provides acquisition and vocabulary support while retaining instruction time. A pull-out model is used for the structured instruction of ELLs from one or more classes in a separate location. ELL students are grouped both heterogeneously (mixed language proficiency levels) and homogeneously when the English language proficiency level is the same. The latter is often used when grouping newcomers who are at the preproduction level of language development. ESL teachers always plan carefully with general education teachers to ensure curricular alignment.

Several classes are usually served during the day. The number of ESL instructional units that a student receives is regulated by New York State CR Part 154 regulations and determined by student English proficiency levels as per the LAB-R and/or NYSESLAT scores. Beginning and intermediate students are mandated to receive 360 minutes of ESL instruction per week; advanced students are mandated to get 180 minutes of ESL instruction per week; all ELLs are mandated to receive 180 minutes of ELA instruction per week.

Content area instruction is provided to all ELLs. The students are grouped according to their English language level of proficiency, language development, and academic needs to address their weaknesses and strengths effectively. The instructional approach used to teach literacy to ELLs is based on Balanced Literacy which means developing literacy skills by incorporating a number of activities, including read-aloud, shared reading, guided reading, independent reading, interactive reading, phonics, spelling, shared writing, guided writing, modeled writing, interactive writing and independent writing. ESL strategies are used to provide ELLs with the educational tools to communicate in social settings, achieve academically in all content areas, and in socially and culturally appropriate ways. All students are getting their mandated services. ESL strategies and learning materials used are aligned with NYS Standards. Progress assessment is ongoing, both formal and informal. ELLs are evaluated only in English; they are not evaluated in their native languages because the school provides only the Freestanding ESL Program at this time. However, our ELLs are provided native language support via our bilingual and trilingual staff, mainly in Spanish and Russian.

The school library has a collection of books for ELLs both in English and their native languages. Students are taught to use glossaries, bilingual dictionaries and technology to enhance their learning.

Particular consideration is given to identifying students in need of improvement and students with special needs. An Individual Education Plan (IEP) is in place for all Special Education ELL students. Instruction is organized around task and learning groups. All

## A. Programming and Scheduling Information

teachers who serve Special Education ELLs have the required qualifications and language competences. New ELLs, SIFE (Students with Interrupted Formal Education), Long-Term ELLs and Special Education ELLs are part of the Academic Intervention Program, which is aimed at learning math vocabulary, problem solving, as well as literacy skills. This year, the school has 72 newcomers (ELLs receiving service 0-3 years), 17 ELLs receiving service 4-6 years, 22 Special Education ELL students, 8 SIFE students. While teaching these students, our teachers modify the academic materials to make them more comprehensible to the learners. We teach our students to use charts, graphs, timelines, Venn Diagrams. Teachers repeat the main points, speak slowly, and pause for comprehension checks.

All ELLs receive targeted instruction via before and after school programs. We are planning several after school academic programs for our students in grades 3-5. They will be scheduled on Tuesdays and Wednesdays beginning in February and continuing until the ELA and Math examinations. Midwood Development After School Program is a community-based program housed in our school. The program provides homework assistance, physical education, arts/crafts. All ELLs are afforded equal access to all programs in the school.

At P.S.197, we serve 22 ELLs, who are also students with disabilities (SWDs), 13 of them receiving ESL service 4-6 years. All ELL-SWDs use grade-level materials to provide access to academic content areas and accelerate English language development. The grade and the instructional goals are indicated in the Individual Educational Plan (IEP) of every ELL-SWD student. The instructional strategies are similar to those used for general education students. However, teachers of ELL-SWDs use curricular, instructional, and scheduling flexibility to meet the diverse needs of these students. Scaffolding is one of the ways to meet their needs.

They are either part of the CTT classes, which usually have one general education teacher, one special education teacher, and a teacher assistant, or study in self-contained special education classes, which have one special education teacher and two or more teacher assistants. ESL teachers work in collaboration with the teachers and staff serving ELL-SWDs. They teach them via a push-in/pull-out ESL program model. At our school, we have one CTT class and one self-contained special education class on every grade. The latter usually contains ELL-SWDs belonging to two consecutive grades. All accommodations for ELL-SWDs are determined by a team of teachers, including special education teacher, content area teachers, ESL teachers. Test accommodations, such as the extended time, a third reading of the test passage, translation of test items in the student's language for content area test, etc. are consistent with day-to-day instructional methods and are never first introduced during testing.

### Courses Taught in Languages Other than English ⓘ

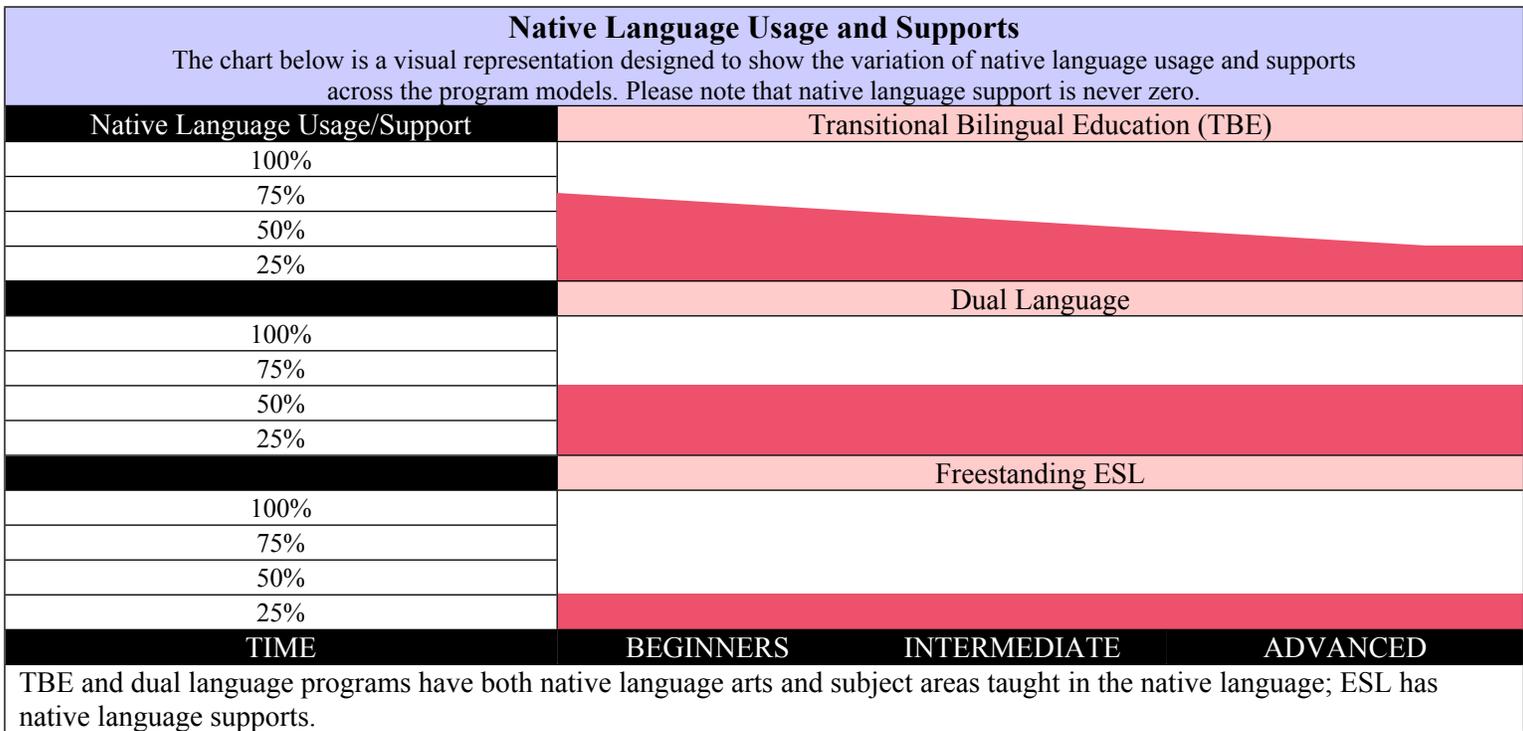
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

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

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



## B. Programming and Scheduling Information--Continued

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

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

The school provides targeted intervention programs for ELLs in ELA, math, and other content areas. Newcomers, SIFE students, Special Education ELLs and Long Term ELLs are the targeted subgroups.

The Reading Recovery Program is designed to help students become better readers and writers by developing effective strategies that they will use independently. They learn how to predict, confirm, comprehend stories, hear sounds in words, represent meaning in print, and monitor and check their own reading. The Great Leaps Reading Program is used to help students learn to correct various reading difficulties and increase reading fluency. The program consists of three parts: learning sounds of letters, working with phrases and reading different stories that help to increase fluency. The Wilson Reading Program is a complete curriculum for teaching decoding and encoding (spelling) beginning with phoneme segmentation. High interest non-fiction texts used in the Quick Reads Program are designed to be read quickly and enable students to focus on meaning and word recognition. The program builds vocabulary, fluency, comprehension and background knowledge.

The Great Leaps Math Program focuses on building fluency in basic mathematical operations, such as addition, subtraction, division and multiplication. It uses concrete manipulatives and representational strategies (student drawings) to help the students understand math operations. Goals in the programs are age appropriate.

Students will receive counseling (group or individual) based upon individual needs and conflict resolution skills where needed. Students are referred to outside agencies for further interventions – individual or family. Parents of students will be provided with lists of local community agencies. All students will be provided with related services as indicated on their IEP. They will be provided small group, targeted instruction via Title I, Title III programs in ELA, ESL, and Math. Teachers will tailor instruction based upon the students' individual needs. Regular assessment and analysis of the students' progress will be provided. Conferences among professionals are conducted to review students' cumulative records and recommend interventions.

ESL instruction addresses four modalities: listening, speaking, reading and writing. ESL lessons incorporate essential elements of the Balanced Literacy Model. ESL instruction promotes phonemic awareness, coding and decoding skills using multi-sensory activities of the Wilson Reading and Writing System. ESL lessons are focused on learning and expanding English language vocabulary, including content area instruction and vocabulary, and develop listening, reading and writing skills. Special attention is given to promoting higher order thinking skills. Big Books and student books published by Prentice Hall Regents ESL, ESL student and activity books by Scott Foresman, Addison-Wesley's Reading Program, nonfiction and fiction series, Amazing English, an integrated ESL Curriculum, and other materials are used in ESL lessons. ESL teachers plan in collaboration with mainstream teachers providing scaffolding instruction for their ELLs. Teachers scaffold academic language and complex content to support students' participation in content areas. Math instruction for ELLs is focused on enhancing math terminology and reasoning while solving problems and interpreting tables and graphs. ELA instruction promotes reading accuracy and fluency, reading comprehension and writing skills.

On September 15, 2008 the NYSED Board of Regents approved extending test accommodations to former LEP/ELLs for two additional years after achieving proficiency on the NYSESLAT. Therefore, for up to two years, our former ELLs get the extended test time and a separate location for the tests. Proctors may read the listening passage on the Grades 3-8 English language arts test a third time to ELLs. The bilingual glossaries may be used for math and science tests.

For the upcoming school year, we will consider programs similar to those we used to have in the previous years. We are planning a wider use of the smartboards in all the programs offered in school.

All ELL students are afforded equal access to all school programs, including after school and supplemental services, mentioned above. Our ELLs are taught to use glossaries, bilingual dictionaries and technology to enhance their learning. All required services support our ELLs at different levels of their language development. An ESL teacher provides push-in ESL support to all student groups with ESL students in the after school programs. The classrooms are equipped with the smartboards, which are regularly used to support the instructional materials for language arts and math. The materials and resources used are age and grade appropriate.

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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## E. Parental Involvement

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

The parents hold the school in high regard. Regular parent orientation meetings, parent-teacher conferences, and parent workshops are held for the parents, including parents of ELLs. The Parent Orientation Meeting is held during the second week of school to provide information to the parents concerning grade curriculum, state standards and assessments, our school policies regarding uniform, homework, and attendance. An Orientation Meeting for the Parents of the Newly Enrolled ELLs is scheduled in early September to inform the parents of ELLs of the types of programs for ELLs in the school and NYC, the process of identification and placement of ELLs, and assessment. Regular parent-teacher conferences, ongoing one-on-one interviews with the parents are held during the year to keep the parents apprised of their child's progress. Family nights are held in science, math, art.

Parents of ELLs are offered free adult English as a Second Language classes in different locations close to their homes. Several times a year ELL parents are invited to various workshops to be better informed of the life, work and education in the USA.

School staff and teachers of ELLs regularly meet with the parents of ELLs to discuss their needs and concerns. If parents have a question about an academic issue, they should talk to their child's classroom teacher, content area specialists, and ELL teachers. The parent coordinator answers questions about any other topic. Many of our parents log on to ARIS Parent Link at [ARISparentlink.org](http://ARISparentlink.org) for personalized and updated information about their children's academic progress.

The information for all school and city events is distributed in English and in the native languages of the parents of ELLs. Our parent coordinator, classroom teachers and teachers of ELLs reach out to our ELL parents. All parents should be able to participate in their children's education, regardless of what languages they speak. Therefore, translation services are provided. The Translation and Interpretation Unit translates documents containing critical information about the children's education into the nine languages most commonly spoken by our families: Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Russian, Spanish, and Urdu. The unit also provides over-the-phone interpretation for communication between families and school staff in more than 150 languages. Our parent coordinator and ELL teachers help parents use these services. To overcome language barriers, provide good understanding and parent involvement, we also use our bilingual and trilingual staff speaking Spanish, Russian, Arabic, Urdu, Georgian and several other languages.

## C. Schools with Dual Language Programs

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

Dual Language programs will be used upon the availability of the required numbers of students and the parents' choice.

## D. Professional Development and Support for School Staff

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

Our ELL personnel includes two properly ESL certified teachers of ELLs. They participate in meetings and workshops offered by the Office of ELLs. Besides, workshops are conducted during the school year in the areas of literacy, math, science and ESL. These are conducted by our teachers of ELLs, literacy coach, principal and assistant principal.

The transition from elementary to middle school is done smoothly by providing the staff with the choice of middle schools suitable for our ELLs. Brochures informing the parents of ELLs of the nearest middle schools are distributed. These brochures are available in English and in the native languages of the parents of our ELLs. Our parent coordinator and guidance counselor are also committed to serving the needs of ELLs. They have meetings with the parents of ELLs, hold one-on-one conversations, and answer the telephone calls.

Professional development for ELL teachers, classroom non-ELL teachers, teacher assistants includes issues associated with teaching ELLs.

The New York State LEP Identification and English Proficiency of ELLs Manual provides a list of effective

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Professional development for ELL teachers, classroom non-ELL teachers, teacher assistants includes issues associated with teaching ELLs.

They are: New York State – LEP identification process; English proficiency levels of ELLs; essential elements of effective program models for ELLs; ESL methodologies and description of classroom practices; second language acquisition; instructional scaffolding used with ELLs; the critical components of reading instruction for ELLs, etc. The records are maintained and kept on file for several years. ELL Support Specialists as well as professors of the City University of New York (CUNY) are invited to provide professional training, as needed.

## E. Parental Involvement

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

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Parents of ELLs are offered free adult English as a Second Language classes in different locations close to their homes. Several times a year ELL parents are invited to various workshops to be better informed of the life, work and education in the USA.

School staff and teachers of ELLs regularly meet with the parents of ELLs to discuss their needs and concerns. If parents have a question about an academic issue, they should talk to their child's classroom teacher, content area specialists, and ELL teachers. The parent coordinator answers questions about any other topic. Many of our parents log on to ARIS Parent Link at [ARISparentlink.org](http://ARISparentlink.org) for personalized and updated information about their children's academic progress.

The information for all school and city events is distributed in English and in the native languages of the parents of ELLs. Our parent coordinator, classroom teachers and teachers of ELLs reach out to our ELL parents. All parents should be able to participate in their children's education, regardless of what languages they speak. Therefore, translation services are provided. The Translation and Interpretation Unit translates documents containing critical information about the children's education into the nine languages most commonly spoken by our families: Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Russian, Spanish, and Urdu. The unit also provides over-the-phone interpretation for communication between families and school staff in more than 150 languages. Our parent coordinator and ELL teachers help parents use these services. To overcome language barriers, provide good understanding and parent involvement, we also use our bilingual and trilingual staff speaking Spanish, Russian, Arabic, Urdu, Georgian and several other languages.

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	8	5	1	1	2	1								18
Intermediate(I)	5	5	5	3	7	3								28
Advanced (A)	1	6	6	6	6	5								30
Total	14	16	12	10	15	9	0	0	0	0	0	0	0	76

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	2	6	4		12

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

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

To assess the early literacy skills of ELLs, our school uses the Teachers College Reading and Writing Project of Columbia University (TCRWP). This tool assesses Concepts of Print, Letter/Sound Identification, High Frequency Words and Independent Reading Levels in fiction and expository text. The data shows that ELLs are performing at a lower level than their native language counterparts.

### 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.

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	1	1	7	1	4				14
5	2	1	8	2	6	2	1		22
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	1	4	2	10	2	2		22
8									0
NYSAA Bilingual Spe Ed									0

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

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

### Native Language Tests

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
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  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

To assess the early literacy skills of ELLs, our school uses the Teachers College Reading and Writing Project of Columbia University (TCRWP). This tool assesses Concepts of Print, Letter/Sound Identification, High Frequency Words and Independent Reading Levels in fiction and nonfiction texts. The data shows that ELL general education students' literacy level grows with the number of years they spend at

our school. As to ELL special education students with limited cognitive and academic abilities combined with behavioral or physical limitation, literacy skills of most of them develop at a slower pace. For example, in the second grade, eight general education ELLs moved up to levels K, L, and M. Meanwhile, within the same grade three special education ELLs who started at the same reading level as general education ELLs at the beginning of the year moved up only to levels H and I. Consequently, instructional plans at our school vary for students with different literacy skills. More scaffolding is used for students with delayed literacy skills, while scaffolding is gradually withdrawn as literacy skills of our ELLs meet the grade standards.

P.S.197 uses a wide range of assessment data to measure students' performance and to inform all aspects of lesson planning. To measure the academic progress ELLs make, ESL teachers use the results of the Interim Assessments, the spring NYSESLAT, as well as forms of ongoing informal assessment (observation of ELLs during regular classroom activities, portfolios of samples of students' works). The administration of the NYSESLAT in 2011 reveals that about 20% of ELLs have reached the level of proficiency; 30% of ELLs are

## 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.

## Part VI: LAP Assurances

<b>School Name: <u>The Kings Highway Academy</u></b>		<b>School DBN: <u>22K197</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Rosemarie B. Nicoletti	Principal		11/4/11
Ms. Erica N. Williams	Assistant Principal		11/4/11
	Parent Coordinator		
Ms. Vera Gordonova	ESL Teacher		11/4/11
	Parent		
Ms. Leila Reyes (ESL)	Teacher/Subject Area		11/4/11
Ms. Lori Wolf (Science)	Teacher/Subject Area		11/4/11
Ms. S. St. Jean (Literacy)	Coach		11/4/11
Ms. Ashenberg (IEP)	Coach		11/4/11
	Guidance Counselor		
Ms. Julia Bove	Network Leader		11/4/11
	Other		1/1/01

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor's Regulations – for all schools*

**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**

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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.

P.S 197 Home Language Report (RHLA) 2011-2012 revealed that immigrant students speak the following primary languages: Russian - 107 students; Spanish - 85 students, Albanian – 12 students, Urdu – 20 students, Arabic – 23 students, Pilipino – 7students, Turkish-9 students, Uzbek-10 students, Georgian 7 students, Haitian Creole – 4 students. School determines within a few days of a student's enrollment the primary language spoken by the parent of each student enrolled in the school and provides appropriate and timely language assistance to effectively communicate with teachers, guidance counselors, school nurse, parent coordinators or other school staff regarding critical information about the child's education.

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.

In order to determine our school's written translation and oral interpretation needs, certified ESL teachers review ELL students' Home Language Reports, conduct informal interviews with the parents of the newly admitted ELLs in the beginning of the year at parent orientation meetings, and throughout the year, as the student gets admitted to school. For the year 2011-2012 P S. 197 Kings Highway Academy has several parents who are not literate in the English language: Russian-5, Spanish-3, Arabic-3, Urdu-1, Turkish-2, Georgian-1, Haitian Creole 1, Ukrainian 1, Uzbek 2 .

These parents need translated documents that contain student specific information regarding, but not limited to, a student's: a) health, b) safety, c) legal or disciplinary matters, d) entitlement to public education or placement in any Special Education English language learner or non standard academic program. They also need oral interpretation assistance in order to communicate with school staff and school officials regarding critical information about their children's education.

School maintains appropriate and current record of the primary language of each parent. Such information is in ATS and on the student's emergency card. School staff is aware of the language resources available to our school. All school based staff is familiar with the language access requirements.

## **Part B: Strategies and Activities**

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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.

In order to meet identified needs indicated in part A, the school will provide parents with the translated versions of Home Language Identification Forms, The ELL Parent Brochures, Parent Surveys, Program Selection Forms, and Parent Notification Forms.

Written translation services will enhance parents' understanding of academic standards, assessments and tests. It will inform parents about supplementary education services and other educational programs.

Language assistance in Russian, Spanish, Arabic, Albanian, and Haitian Creole will be provided by the school staff. Parents can choose to rely on an adult or relative for the needed language assistance. If no language resources are available for the school.

When Translation and Interpretation Unit, school, or office is temporarily unable to provide required translation into one or more covered languages, it will provide, in addition to any other assistance, a cover letter or notice on the face of the English document in the appropriate covered language(s), indicating how a parent can request free translation or interpretation of such document.

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.

P.S 197 will provide oral interpretation service to parents who request such service in order to communicate with the school staff and school officials regarding critical information about their child's education, including but not limited to : a. informal parent interviews; b. special education services; promotion meetings; d. PTA meetings.

Such interpretation service will be provided either at the location where the parent is seeking to communicate or by telephone. Oral interpretation service will be provided partly by the school staff, by the outside vendor, or the parent's relative/friend/companion if the parent chooses so.

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 197 will be responsible for providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities, which include their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are available at <http://schools.nyc.gov/Parents/NewsInformation/BillofRights.htm>.

Our school will post signs in each of the covered languages, indicating the availability of interpretation service, in a conspicuous location at or near the primary entrance. Furthermore, our school staff is familiar with the over-the-phone interpretation service. Language Identification Cards are displayed at every entry point of the school. This card facilitates the language identification process by instructing limited-English proficient parents to identify the language from a list of translated instructions. Once the language is identified, school staff may ask for an interpreter for that language when contacting over-the-phone interpretation service.

Safety plan of P.S 197 will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative office solely due to language barriers.

If 10% of the children at P.S. 197 speak primary language that is neither English nor the covered language, school shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to the section seven of the Chancellor's Regulations A-663, and shall post and provide such forms in accordance with this section.

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

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: PS 197 Kings Highway Academy	DBN: 22k197
Cluster Leader: Jose Ruiz	Network Leader: Julia Bove
This school is (check one):    ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school      ✱After school      ●Saturday academy      ●Other:
Total # of ELLs to be served: 63 Grades to be served by this program (check all that apply): ●K    ●1    ●2    ✱3    ✱4    ✱5 ●6    ●7    ●8    ●9    ●10    ●11    ●12
Total # of teachers in this program: 8 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 7

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

In order to insure the success of our ELL students, we intend to implement an after school program taught in English by qualified teachers, that all ELL students will be invited to attend two days per week after school. This program will be very specific to the needs of those students who are involved in the ESL program during the school day and are required to take examinations in the academic content areas. The work will be grounded in literacy, math, social studies, science and the arts. It will include test preparation.

The program will focus on all ELLs and former ELLs in grades three, four and five with a maximum class size of 15 students. They will be integrated with English proficient students. We will have a total of 15 after school classes on Tuesdays/Wednesdays focused on academics and serviced by content area specialists in literacy, math, social studies, and science.

A licensed ESL teacher will work closely with the content area teachers and students, pushing into each of the classes. She will instruct ELLs and provide support and materials to our teachers.

The programs will run for 120 minutes, two days per week. It will take place from 3:00 P.M. until 5:00 P.M. for 15 after school sessions. Programs will begin on February 1, 2012 and will run through April 4, 2012. In this academic program, fifty percent of the time will be focused on mathematics and fifty percent of the time will be focused on literacy and reading in the content areas, specifically science and social studies. Each teacher will focus on assisting their students to meet the performance standards for that child's particular grade. In addition, the teachers will focus on expanding and enriching each youngster's English academic vocabulary. This program will incorporate test preparation.

Teachers will be chosen based on experience in specific grade levels and proven success with moving students (ELLs, and/or other subgroups) to meet grade level standards.

In addition, we will need to have 1 supervisor available after school to support quality instruction.

We have many supplemental materials purchased through other school funds both specific to ESL students as well as content area materials for us to use in the after school and Saturday program, therefore, it will not be necessary for us to purchase additional materials using Title III funds.

## Part C: Professional Development

### 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:

Two full time ESL teachers service our English Language Learners. These teachers work with classroom teachers on an ongoing basis. They do workshops on designated PD days, at Faculty Conferences, and Grade Conferences with our all our teachers and paraprofessionals in small groups. They provide suggestions for teaching strategies as well as materials for classroom teachers and after school teachers to use with our ELLs. Teachers know that they can consult with our ESL teachers when they have students with limited English proficiency for support. This professional development is built into the fabric of our PS 197 community and is at no cost to our school.

PS 197 is a Teachers College Reading and Writing Project School (TCRWP). With Title I funds, we purchase professional development through Columbia University. Staff Developers work with teachers and students at our school throughout the year for a total of 20 days. All our teachers attend workshops at Teachers College, Columbia University. Workshops include use of TC assessment tools, utilizing assessment to drive instruction and approaches to differentiate instruction in reading and writing for our varied levels of ELLs, and general education students. This year, staff developers will do sessions specifically around meeting the needs of our English Language Learners.

### 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:

### Part E: Budget

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

Allocation Amount: \$12012

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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**Part E: Budget**

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

Allocation Amount: \$12012

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