



**Department of  
Education**

*Dennis M. Walcott, Chancellor*

Supporting Great Teachers and Leaders



## **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 27Q197):

PRINCIPAL: CHRISTINA M. VILLAVICENCIO EMAIL: CVILLAV@SCHOOLS.NYC.GOV

SUPERINTENDENT: MICHELE LLOYD- BEY



### SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Christina M. Villavicencio	*Principal or Designee	
Sergio Herrera	*UFT Chapter Leader or Designee	
Jacqueline Patterson	*PA/PTA President or Designated Co-President	
Sandra Bilbao-Dent	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Cross Island Y	CBO Representative, if applicable	
Donna Hamlet	Member/Secretary	
Judy Branch	Member/Treasurer	
Shauntel Wilson	Member/Treasurer	
Ayisha Wade	Member/Assistant Principal	
Darlene Teron	Member/Assistant Principal	
Danyaal Hudson	Member/Parent	
Judith Branch		
Gertrude Woods	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

## GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

### **Major Recommendation**

*Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.*

School leaders should use the observational process to ensure that teachers are held accountable for incorporating all the skills developed within PD activities into their instructional delivery. They should ensure that classroom observation protocols include follow-up observations to check on progress over a period of time and provide further support as necessary.

- **(State Review Report, Page 4, April, 2012)**

### **Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

### **Annual Goal #1**

- *Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.*
- *Two ELA and Math CCLS units will be implemented and administered from February through June 2013. The units of study will evidence increased academic rigor, questioning techniques and use of assessment to drive instruction using the Danielson's Framework.*

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.
  
- *The Principal, the Assistant Principals and Instructional Leads (Math, Special Education, RTI Instructor, ESL Teacher, ELA Specialist, Technology Coach) will work in tandem with classroom teachers to address identified areas of need for a more honed process based on a common language that provides timely feedback via 1) short cycles of observations/snapshots in designing coherent instruction (Danielson Framework(1e), 2) higher level questioning and discussion techniques (3b), and 3) assessment in instruction (3d) throughout all grades to prepare students for college readiness*
- *The Principal and the Assistant Principals will during the next three months (January through March), modify current informational assessments*

*to create a more specific set of weighted instructional criteria for classroom observations and evaluation parameters that includes: question-based strategies, academic rigor (based on differentiated lesson plans and small-group activities), student engagement and classroom management.*

- By June 2013, the principal will provide scheduled weekly double planning/90 minute time for teachers to collaborate and identify 1) the ways to modify curriculum to support student achievement, 2) regrouping students for better differentiated instructional opportunities, 3) adjusting instruction to support and assess individual student needs, progress, understanding and 4) teacher next-steps. The Cycle of Inquiry will continue 8-12 weeks throughout the academic school year to discuss the learners as a whole.
- Provide weekly 45 minute scheduled time for Administration to discuss with instructional leads in all content areas how to frame curriculum with integrated support for classroom teachers.  
• Frequent cycles of snapshots and observations will enhanced the evaluation criteria to be shared with all school staff in team meetings, professional developments, and one on one coaching sessions with administration.
- 

#### **Budget and resource alignment**

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

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

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: \_\_Priority  
\_\_\_\_\_

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

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- This initiative will be financially supported by the FOCUS grant allocated as per Galaxy under PF Supporting Great Teachers and Leaders (Tenets 1.2, 1.4, 2.1 3.1, 4.1, 3.5, 4.5) via per session teacher and assistant principal attending professional developments sessions.  
Three Grade 3 teachers, 10 sessions, 2 hours each  
Four Grade 4 teachers, 10 sessions, 2 hours each  
Three Grade 5 teachers, 10 sessions, 2 hours each  
1 Supervisor, 10 sessions, 2 hours each
- Teachers College has been provided professional development since August, 2012. We have two coaches (K-2) and (3-5) coach customizing the needs of teachers. In addition, teachers attend monthly professional development days at Teachers College.
- The workshop also support differentiated professional development for both assistant principals and principal. The principal has been assigned a one-to one coach to support first year principal implementing Teachers College.
- PF Supporting Great Teachers and Leaders will fund Teachers College for the cost of 20 days of professional development.

**GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)**

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

**Major Recommendation**

*Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.*

*Ongoing professional development (PD) should be provided to support teachers in becoming skilled in differentiating their planning and instruction to meet the needs of all students in their class, including students with disabilities. School leaders should monitor teacher instructional practice regularly to check that differentiated strategies are being implemented effectively and consistently throughout the school. (State Review Report, Page \_\_, April 2012)*

**Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

**Annual Goal #2**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Starting in January 2013, 60% of classrooms with Smartboard technology will support differentiated instruction as evidenced by lesson plans that demonstrates the use of differentiated learning.

**Instructional strategies/activities**

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

1. **SMARTBoard skill-sets for staff and students will be collaboratively developed by the Technology Coach and Grade Leaders with the goal to standardize SMARTBoard skills in various content areas.**

2. By March 11<sup>th</sup>, Technology Coach will create an on-line survey to identify key skills necessary for effective SMARTBoard instruction.

3. The Technology Coach will have on-going professional developments (scantron, Aris ,OSX 10.8 and, SmartBoard/MIMIO ) via lunch and Learns and extended day activities.
4. By March the Technology Coach will create a support plan for those teachers identified as needing individualized differentiated support via technology skills as measured by the survey and target the development of specific skills ( OS X, Excel, PowerPoint, Scantron/Aris, Smart Board/MiMIO).
5. Beginning In March teachers identified, as “novice” from the on-line technology survey will attend ongoing professional developments in the areas of computer and SMART Board technologies.
6. In addition, SMART Board information is distributed to teachers via web links, webinars and internal website throughout the school year.
7. Instructional Leads and the Technology Coach are continuing monthly collaborative examination of ARIS, Acuity and Scantron performance indicators for each grade content area and will choose one Math and ELA skill for SMART Board lessons.
8. For assessment purposes starting February the infusion of technology with current curriculum will be a critical success measurement factor for teacher effectiveness and student success. This will supported via double planning periods with Technology coach and administrators and targeted professional development for teachers by Technology Coach.
9. Teachers will submit and explore exemplar SMART Board lessons via the SMART Board Exchange Library to foster academic rigor and consistency across the grades by June 2013.
10. SMART Board skill-sets for staff and students will be collaboratively developed by the Technology Coach and Grade Leaders with the goal to standardize SMART Board skills in various content areas.

**Budget and resource alignment**

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

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

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: Priority funds\_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- TL Fair Student Fund/Tax Levy
- This initiative will be financially supported by the FOCUS grant allocated as per Galaxy under PF Supporting Great Teachers and Leaders (Tenets 1.2, 1.4, 2.1 3.1, 4.1, 3.5, 4.5) via per session teacher and assistant principal attending professional developments sessions.  
5 teachers, 5 sessions, 2 hours each  
1 supervisor, 5 sessions, 2 hours each

**GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

*School leaders should work with teachers and the data specialist to develop teachers' skills in using formal and informal formative assessments to set short-term and long-term individual learning goals, based on students' needs, and monitor students' progress continuously. School-wide guidelines for timely assessment should be established, and teachers should use the assessment outcomes to inform planning and adjust instruction in order to promote students' progress and accelerate their learning. (State Review Report, Page 2, April 2012)*

**Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_\_ 4.2 Instructional Practices and strategies

\_\_\_ 4.4 Classroom environment and culture

\_\_\_\_\_ 4.3 Comprehensive plans for teaching

X 4.5 Use of data, instructional practices and student learning

**Annual Goal #3**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Beginning on September 2012 until June 2013 teachers will conduct on-going formative and summative assessments to monitor students' growth in order to increase academic rigor, questioning techniques and implementation of assessments in driving instruction to address all learners.

-

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation
- Teachers will attend workshops in which they learn how to use multiple forms of assessments to differentiate instruction and modify curriculum. Starting on September 2012 until June 2013, teachers should have evidence in their lesson planning and assessment binders to track progress and modify the units of study to address the needs of all learners. This will appropriately group those students in grades K-2 for the after school program and in the afternoon for grades 3-5 in the morning with strategies that will assist them in ELA and Math.
- Teachers will participate in workshops in which they learn about;

- Data binders, using ARIS, Acuity, Teacher's College Assessments, F&P reading level assessments, and Scantron, conference notes
- Administrators will administer informal teacher observations, will review data findings, and will assure that student needs are being addressed in a timely fashion.
- Starting September 2012 until June 2013, Teacher Teams and Instructional Leads will continue to work cooperatively to identify trends from data and make necessary modifications to curriculum and teaching styles. The teachers will use the 8-10 weeks Inquiry cycle to make instructional adjustments based on the formative and summative results on a weekly basis.
  - ARIS, Acuity, Scantron and other data bases are used to identify subgroups skills and weaknesses:  
F&P assessments are September, November, January, March and May/June.
    - Scantron are done three times a year (November, February and May).
    - Acuity twice a year starting in October and February.
  - Teachers, Instructional teams, and administration will daily examine data for areas of concerns and action and log observations in conference notes.
  - One Action-Research project per content area will be identified and developed for implementation by June 2013.
  - Action-Research project qualitative and quantitative measurements will be incorporated with reading Danielson and CCLS.

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
  - Tax Levy
  - Title IA
  - Title IIA
  - Title III
  - Set Aside
  - Grants
  - Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- We will provide the students performing on Level 1 and 2 in grades K-2 and grades 3-5 in the morning and after school to support their strengths and build on their weaknesses. The budget available for us in Academic Intervention Services will be use to fund these programs with materials and certified teachers.. Students who are performing at a Level 1 and 2 are invited to either the K-2 Academy or the Saturday Academy for grades 3-5. There are 75 students in the K-2 academy and 65 students in grades 3-5 academy. There are 6 teachers for the K-2 academy and 6 teachers for the Saturday academy. The Saturday Academy runs for 20 sessions for 4 hours each. The K-2 Academy runs for 16 sessions for 3 hours each. The Saturday Academy has 1 supervisor for 20 sessions and 4 hours each.
- Focus Priority funds for professional development via per session will be paid through PF Supporting Great Teachers and Leaders  
30 Teachers, 2 hours, 4 sessions  
The PF Academic Intervention Services for Textbooks will enable us to purchase DRA Kits to benchmark student's reading and writings skills, identify student strengths and weaknesses, and monitor student progress.

**GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

*School leaders should collaborate with teachers to review and evaluate the effectiveness of the current PBIS program. The outcomes of this review should inform a school-wide decision on whether to maintain and provide additional training on the current PBIS program or adopt a new behavior intervention program. School leaders should insure that the chosen behavior management program is implemented with fidelity.*

**(State Review Report, page 5, April 2012)**

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

**Annual Goal #4**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June, 2013, PS197 will have a 10% reduction of incidence and suspensions as evidenced by OORS data and student engagement

**Instructional strategies/activities**

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

Recognizing that our current program is not achieving desired success we currently engaged in collaborative team meeting with Future Executives, Inc. consultants to develop a more defined socially emotional program for teachers, students and families (by June, 2013). This program provides teachers with strategies to help support student and family involvement through the use of social emotional behavior strategies. Teachers are conducting action research questions from a case study based list of similar variables.

- During implementation period (September – November, 2013) the consultants are responsible for the monitoring and measuring of their program to provide administration with success parameters.
- The newly designed program will be turn-keyed in September’s teacher team meetings, Student Council (grades 3,4,5) and PTA meetings.
- In addition, the program will be promoted through our monthly PBIS assembly, teacher newsletter, grade meetings, and posted on the school website, and parent calendar.
- Success will also be monitored through the DOE OORS reporting system.

- Existing student programs, i.e. Student of the Month, Apple Dollar Store, trips, and Award Assemblies will continue and be enhanced by corporate partnerships and funds.
- Achievement goals will be modified on an as-needed basis from Student Behavior Logs/Plans which have been developed with the students, Guidance and parent.
- We expect program recommendations with the next four months that will identify key targets for program evaluation, monitoring and implementation. The consultant is currently meeting/working with teachers using case studies of particular students with specialized needs.
- Personnel will include consultants, assistant principals, and guidance counselors

**Budget and resource alignment**

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

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

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: \_\_Focus Funds\_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).  
 Priority Focus Funds – The PF Positive Behavior Management has been allocated to support the workshops and professional development with teachers, parents and students. More specifically it will fund 15 days of workshops conducted by Future Executives.  
 10 teachers, 2 hours, 5 sessions  
 The PF Positive Behavior Management Supply funds are being used to purchase the Fill Your Bucket Curriculum. The Fill Your Bucket Curriculum will reinforce the PBIS core matrix thereby meeting the goals noted above.

**GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

*School leaders should work with the Parent Coordinator and the members of the Parents Association to canvas the needs, views and opinions of parents at frequent intervals. The information should be used to plan workshops and programs that are specifically tailored to meet the identified needs of the parents. In addition, the Principal should investigate strategies used successfully by other schools to engage parents in the school's activities and implement as appropriate.*

**(State Review Report April 2012, page 5, tenet 6)**

**Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment                       6.4 Partnerships and responsibility  
 6.3 Reciprocal communication                       6.5. Use of data and families

**Annual Goal #5**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

**By June, 2013, there will be a 10% increase in parental participation and engagement (school wide events and workshops).**

**Strategies to increase parental involvement and engagement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
  - Describe the research-based 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.
- We will enhance and expand our current school website to include more informational links and program resources. The website will be geared to foster a more positive outlook on the daily and monthly student events and activities.

- The Parent Coordinator and PTA staff will help identify parent issues and develop web-based surveys to garner parent opinions and comments. Survey results will be reported both in PTA meetings and on the web-site and to administration. The administration will report back to the PTA within the month how those survey results were used to impact positive school-wide changes.

- PS197 recognizes the need for stronger and more extensive parent “outreach” initiatives to reach those parents who are not involved in the school PTA or parent programs including a more informational website and the use of monthly surveys.

PA members in collaboration with School Leadership Teams develop parent workshops and programs for both academic and nutritional areas.

- Identify technology resources and staff to work on and maintain the school website.
- Develop a technology-based parent resource to access classroom information and contact teachers.
- Explore School Messenger telephone program to broadcast events, student absenteeism and emergency information.
- Advertise events throughout the school with posters and public service announcements.
- Schedule workshops (Common Core, SMART Board training, PTA meetings for parents of subgroups

Personnel will include...

**Budget and resource alignment**

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

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

Tax Levy     
  Title IA     
  Title IIA     
  Title III     
  Set Aside     
  Grants     
  Other-describe here: \_\_Focus funds\_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). Title I funds and Parental Engagement funds will be utilize to support the workshops, activities throughout the school year. Focus funds will be utilized for parent engagement and activities.  
5 teachers, 3 sessions, 2 hours, 20 parents

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	• Fountas/Pinnell (F/P) , Grades K-5, Early October	Individual	During school
	• Scantron Assessments Reading/Math Assessment), Grades 2,3,4,5 October, November, February)	Individual	During school
	• DRA/RTI	Individual/small group	During school
	• Running Records , Grades K-5	Small group	Before and during school
	• Small group instruction (daily)	Small group and individual instruction	During school
	• Paraprofessional support in Grades K-2 and Special Education classes: Push- in/Pull-out support, Grades K-5	Small group	During school
	• Reading Reform	Small group/individual	During school
	• Wilson Reading Intervention (daily)	Tutoring	Weekend Instruction
	• Scholars' Saturday (3- 5)Academy	Small group	Before school hours
• Early Bird Enrichment (3-5) Program	Small group	After school hours	

	<ul style="list-style-type: none"> <li>• After School Academy K-2</li> </ul>		
Mathematics	<ul style="list-style-type: none"> <li>• Math Technology push-in (daily)</li> <li>• Scholars' Saturday Academy (3-5)</li> <li>• Early Bird Enrichment Program (3-5)</li> <li>• After school Academy (K-2)</li> </ul> <p>RTI K-2</p>	<p>Small group/one-on-one</p> <p>Tutoring Tutoring</p> <p>Small group</p> <p>Small group Small group</p>	<p>During school</p> <p>During school</p> <p>Before school hours</p> <p>After school hours After school hours</p>
Science	N/A		
Social Studies	N/A		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>• Individual and family sessions are provided on an as-needed basis and consist of weekly and monthly meetings with students and parents.</li> <li>• Testing services conducted by School Psychologist.</li> <li>• Social Worker provides individual medication and emergency services (on an as-needed basis)</li> <li>• CPR team trained for emergencies.</li> <li>• At-Risk counseling for students with behavioral needs/support.</li> <li>• Long Island Jewish (LIJ) Counseling and parent support for students at-risks <ul style="list-style-type: none"> <li>• Future Executive –</li> </ul> </li> </ul>		

	<p>Conflict resolution</p> <ul style="list-style-type: none"><li>• Cross Island Y-support in structured lunch/recess</li></ul>		
--	--	--	--

**HIGHLY QUALIFIED TEACHERS (HQT)**

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

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

When a future vacancy is anticipated, we actively solicit through existing networks (principal email list, network HR, teacher graduate program such as NYC Teaching Fellows and Teacher Finder).

Dual licensing in Special Education and content areas is mandatory and all current teachers have a Masters Degree in Education.

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

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

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

---

**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

### **III. Student Responsibilities:**

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

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

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

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

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

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Patricia Tubridy</b>	District <b>27</b>	Borough <b>Queens</b>	School Number <b>197</b>
School Name <b>P.S. 197Q - The Ocean School</b>			

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

Principal <b>Christina Villavicencio (I.A.)</b>	Assistant Principal <b>Diana Funtleyder (I.A.)</b>
Coach <b>Katherine Gravelli</b>	Coach <b>Elisheva Perlstein</b>
ESL Teacher <b>Joshua Metz</b>	Guidance Counselor <b>Nechama Lax</b>
Teacher/Subject Area <b>Victoria Zarate/1<sup>st</sup> Grade DL</b>	Parent <b>Johnny Gresham</b>
Teacher/Subject Area <b>Paula Byck/4<sup>th</sup> Grade GE</b>	Parent Coordinator <b>Susie Wilson</b>
Related Service Provider <b>Keri Brower</b>	Other
Network Leader <b>Patricia Tubridy</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>1</b>	Number of certified bilingual teachers	<b>3</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>1</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>516</b>	Total Number of ELLs	<b>60</b>	ELLs as share of total student population (%)	<b>11.63%</b>
------------------------------------	------------	----------------------	-----------	---	---------------

## 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. 

PS 197Q, District 27, is a Title I elementary school with a population of 516, housing grades PK-5. We are located at 825 Hicksville Road and Beach 9th Street in Far Rockaway, Queens. The school name (The Ocean School), is based on its close proximity to the Atlantic Ocean. Its unique location on the peninsula makes PS 197Q's students geographically isolated from many cultural and educational resources. PS 197Q services a culturally diverse and economically disadvantaged student population. PS 197Q has an overall population of approximately 516 students. 54% of the population is African American and 38% are Hispanic. The ELL population is 12% of the total population.

The ELL population is 60 students. There are 33 ESL students, and 27 ELLs in the Dual Language Program. Our ELL population continues to be predominately Spanish speaking. Of the 33 ESL students, 25 speak Spanish, 6 speak Mandarin, 1 speaks Haitian Creole and 1 speaks Uzbek. Our Dual Language program has 27 ELLs, all of which speak Spanish. We also have 69 English proficient students participating in our Dual Language program.

Initial identification is conducted in accordance with the NYS LEP Identification Process Flowchart: At enrollment, a Home Language Information Survey (HLIS) is given to each new admit. This survey is completed by the parent in their own language, with a pedagogue present, and with additional support from school-based staff and/or over-the-phone translation, in order to ensure the survey is completed completely and accurately. The following pedagogues are trained to administer the HLIS is the Mr. Josh Metz, ESL teacher, Ms. Diana Funtleyeder, AP and Christina Villavicencio, principal. All three pedagogues are bilingual Spanish speakers. On a daily basis during all over the counter registers, all three pedagogues are contacted to assist the parent with the HLIS, translation and overall support with the registration process. Informal interviews of parent and child are conducted in the Native Language and English (by a pedagogue, or with a pedagogue present when translation is used) to further clarify any questions brought about while evaluating the survey, to determine if the child speaks a language other than English, and make the final determination for the Home Language code. The LAB-R assessment is administered to all students whose Home Language is other than English. In accordance with the ASPIRA Consent Decree of 1974, those students who do not receive a proficient score on the LAB-R and whose Home Language is Spanish, are administered the Spanish LAB. Mr. Josh Metz, ESL teacher is responsible for the timely administration of the LAB-R and Spanish LAB for all qualified students as per the HLIS.

The answers to the final two HLIS questions, regarding preferred languages for written and spoken communication with the parent, are subsequently entered into ATS with other registrant information. This information is tracked, and adjustments are made to translation plans for school notices. Presently, all school-based communication is sent home in English and Spanish. All DOE generated communication with parents are downloaded and sent in additional languages as needed.

After administering the Lab-R and determining service eligibility within 10 days of admission, parents are sent the following: Entitlement Letter explaining the 3 program choices, including meeting date and time (with ability to make arrangements for individualized meeting time, if needed); Parent Brochure; and Parent Survey/Program Selection Forms. Mr. Josh Metz, our ESL teacher is responsible for sending all entitlement letters to parents within the mandated time frame. These entitlement letters (as well as program placement and continued entitlement letters) are scanned onto a database to retain evidence of distribution. This year we will implement both systems - automated and hard copies on file. These copies will be in the main office (ELL documents) file. In addition, all parent selection forms and ELL related forms are located in the main office We offer both morning, and evening

orientations for new admits in September. Parent Orientation meetings are ongoing throughout the year on an as-needed basis 1:1 for students who enter during the year (October-June). The ESL Teacher, Assistant Principal, Parent Coordinator, and a representative from the Dual Language Program and/or translator are all present for the Parent Orientation/Program Selection Meetings. During these meetings, Mr. Josh Metz and the Ms. Villavicencio, principal presents the video which describes all three programs. The parents have the opportunities to ask questions regarding the three programs. Over-the-phone interpretation services are utilized on an as-needed basis. These meetings are conducted according to the guidelines provided in the ELL Parent Information Case (EPIC) – Facilitator’s Guide, including the Orientation DVD. Additional parent outreach is conducted and followed by our Ms. Suzie Wilson, our parent coordinator and Mr. Josh Metz, our ESL teacher to ensure that all program selection forms are returned to school in a timely fashion. We also have follow up phone calls to parents who were unable to attend. In addition, Mr. Metz conducts one to one orientation over the phone.

The trend in parent preference is toward ESL and Dual Language Programs. Kindergarten entrants are split between these programs approx. 50:50 based on parent choice. Entrants who are new to the country tend to prefer Dual Language Programs, but reject transfers for grades in which we do not presently have a Dual Language Program. In a rejected transfer case, parents prefer the ESL program. Parents of students who have continued eligibility opt for their children to remain in the same program year-to-year. Every year, all of our ELL students are assessed with the NYSESLAT (listening, speaking, reading and writing). We review ATS reports such as the RLER, RNMR, RLA. In addition, we review ATS reports for testing modification for our ELL with disabilities. Students are scheduled for time and half and separate location in order to accommodate them with the proper testing conditions. Ms. Kathy Gravelli and Mr. Josh Metz are responsible for the scheduling and administration of the NYSESLAT administration. Mr. Josh Metz is responsible for administering the Speaking portion (individual) to all ELL students. In addition, we have our IEP teacher, Ms. Perstein assisting with the scoring of the writing portion of the test.

We continue to develop our Dual Language Programs as a Parent Option to accommodate their requests. In the past years, the trend in program selection for parents whose Home Language is Spanish, has been 75% selecting Dual Language and 25% selecting ESL. The majority of our newcomer ELL students have been in the primary grades. Parents whose home language is other than Spanish (presently represented are Chinese, Haitian Creole & Uzbek), overwhelmingly select ESL. Presently, we offer Dual Language (Spanish) K-3, and are open to expanding our offerings if class enrollment is maintained or increases. Regretfully due to unsustainable class sizes, we are not offering 4th grade Dual Language 2011-2012 school year. We have taken steps to boost enrollment in our K-3 classes in hopes that we may re-open the 4th grade Dual Language class in the 2012-2013 school year. We track parent requests for Dual Language and TBE in grades which we do not yet offer a program, and notify parents that a class will be created when there are 15 or more ELLs of the same home language in two contiguous grades.

## Part III: ELL Demographics

### A. ELL Programs

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

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

### This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)	1	1	1	1										4
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	1	2	2	2	2	2								11
<b>Total</b>	2	3	3	3	2	2	0	0	0	0	0	0	0	15

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	60	Newcomers (ELLs receiving service 0-3 years)	51	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	9	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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language	27		1							27
ESL	24		2	9						33
<b>Total</b>	<b>51</b>	<b>0</b>	<b>3</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>60</b>

Number of ELLs in a TBE program who are in alternate placement: 2

### 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

**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
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 L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP
Spanish	8	4	5	3	7	6	7	8											27	21
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other <u>English</u>		10		15		11		12											0	48
<b>TOTAL</b>	<b>8</b>	<b>14</b>	<b>5</b>	<b>18</b>	<b>7</b>	<b>17</b>	<b>7</b>	<b>20</b>	<b>0</b>	<b>27</b>	<b>69</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): 23

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 32

Asian: 1

Hispanic/Latino: 34

Native American: 1

White (Non-Hispanic/Latino): 1

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	4	2	3	3	8	5								25
Chinese		3	2		1									6
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian		1												1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1										1
<b>TOTAL</b>	<b>4</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>9</b>	<b>5</b>	<b>0</b>	<b>33</b>						

## Part IV: ELL Programming

### 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?

Dual Language classes are self-contained with one teacher per grade K-3, following a split day model. (See part IV:C) The ESL Program is primarily pull-out in order to provide all mandated minutes for ELLs in this program. It is taught by one teacher, providing services K-5.

Dual Language classes are heterogeneously grouped by grade, and participate in cluster classes with the same frequency as monolingual classes. ESL classes are grouped by a combination of grade and proficiency levels.

The instructional approaches used to meet the needs of our ELLs include the Workshop Model, used for literacy, math, and content area lessons. Academic language is formally taught and continuously practiced. We follow the literacy and language arts standards

## A. Programming and Scheduling Information

including the monthly genre focus, specializing in grammar and writing mechanics. Our focus is in oral and written communication, as well as socialization and cultural awareness. Within the content areas, vocabulary is emphasized through the use of word walls, TPR strategies and multiple exposures in various contexts.

Our school provides services as mandated by CR Part 154, according to the students' proficiency levels achieved on the NYSESLAT and LAB-R exams.

### Dual Language:

Mandated ESL minutes are delivered through specific strategies and techniques geared towards ELLs in all subject areas, particularly within the literacy block. Beginner and Intermediate students receive their additional minutes through small group instruction. All ELL students participate in the 90 minute, daily ELA block, with scaffolding to support learning at their independent levels. Native language instruction is provided in all subject areas in accordance with our 50:50 model. Content areas are delivered in both languages. Cluster classes are taught in the Native Language when a bilingual teacher is in a cluster position. Through a DOE funded pilot opportunity, we are using Estrellita to address the early-literacy needs of our students, in Spanish. All students in the dual language program are assessed in Spanish through Estrellita (ongoing) Sistema para Evaluacion de Lectura - SEL Spanish Fountas & Pinnell (twice yearly), and ongoing classroom assessments. The 3<sup>rd</sup> grade class also takes the ELE (Spanish Reading Exam) each Spring.

### ESL Program:

Mandated ESL minutes are delivered mostly through pull-out instruction. Students are pulled for either 45 minute blocks 4x's a week for Advanced students or 8x's a week for Beginner and Intermediate students. All ELL students receive ELA instruction from their classroom teacher within the ELA block in addition to their ESL periods. NLA materials are made available to students to support their learning. These include bilingual dictionaries, books in their home language, and native language support embedded into technology programs such as Imagine Learning English. ELLs receive content area instruction in their classrooms. In addition, there is a focus on building content knowledge and vocabulary during ESL Instruction using the RIGOR program, Words Their Way, read-alouds, Moving Into English, National Geographic Explorer magazine, and interactive science activities. QTEL Strategies are embedded throughout. ESL instruction is differentiated to meet the needs of individual students based on their proficiency levels as evidenced by the NYSESLAT modalities and teacher observation. As the Common Core Learning Standards are rolled out, there is a stronger emphasis on non-fiction texts and development of academic language necessary to succeed in the content areas. Native language resources available in the the ESL program include Oxford Picture Dictionaries for the Content Areas, Native Language Libraries, Word-to-Word Bilingual Dictionaries. Imagine Learning English also supports students in their native language.

Support services for SIFE include AIS, counseling, after school Title III programs and Saturday Academy. Students are served until they pass the NYSESLAT. The use of the RIGOR program also supports SIFE through decoding and sentence framing with a grammar focus, in addition to providing age/grade appropriate content in a linguistically appropriate manner for a variety of proficiency levels. (Please note: PS 197 does not currently have any SIFE students, but does have this plan in place.)

Newcomers are placed into an ELL program according to parental choice. Newcomers are afforded the same opportunities as SIFE. They participate in all programs available, including Reading Reform, and Imagine Learning, in addition to ELA/ESL Instruction.

ELLs with 4-6 years of service and LTELLs continue in the various programs we offer, until they pass the NYSESLAT, with particular emphasis on reading and writing skills. Progress is monitored in order to ensure placement in the program that best meets the needs of individual students.

ELLs whom have been identified as having special needs receive ESL services in addition to other related services such as Speech, OT/PT, Counseling, and Adaptive PE. These services are provided in their native language, when required by the IEP, pending an available provider. Many of our Special Education classes also have bilingual paraprofessionals, providing services for one or more students. Students who are recommended for a bilingual special education program, but placed in a monolingual setting are provided with alternate-placement bilingual paras. This year we are incorporating QTEL & Scaffolding Strategies into our professional development for Special Education Teachers & ELL Teachers to ensure students access to rigorous instruction. Upon review of students ELA/Math scores and reading levels, students are mainstreamed to the general education population in order to meet their specific needs at a rigorous level.

**Courses Taught in Languages Other than English **

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <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

**Native Language Usage and Supports**

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

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

## B. Programming and Scheduling Information--Continued

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?

ELLs participate in targeted intervention in the areas of ELA and Math throughout the regular school day by F-status professionals at varying times throughout the year. All ELLs and former ELLs are invited to participate in our ongoing extracurricular and curricular activities, including Mighty Milers running program, Saturday School, AIS Support, Future Leaders Program - Youth Development, Star Track, Student Government, and PBIS. In addition, our school also receives Title III funding which we use to provide an after school program for our ELLs which focuses on language development through the content areas, with particular emphasis on ELA and Math skills.

The After-School Program will focus upon the development of necessary skills for success in the classroom and on the NYSESLAT. The Title III After-School Program will take place Mondays and Tuesdays from 3:35 to 5:05 (January-May). The program will have two classes (2nd-3rd and 4th-6th) and 3 teachers (ESL, bilingual and common branch licenses). Students will rotate on a weekly basis. One class will focus on reading and writing skills utilizing Imagine Learning English, as well as other supplementary materials such as Words Their Way, to support the needs of individual students. The other class will focus on Math skills using Interactive Math Activities designed by AIMS Education Foundation and other supplementary materials to meet the needs of diverse student groups. The third teacher will follow the 2nd-3rd grade student group as we have more ELLs in these grades.

Additional intervention services available in our school include Reading Reform, Math AIS, and Extended Day Instruction. Targeted interventions for Social Studies and Science are implemented through our Core Knowledge Curriculum. Cluster & classroom teachers support students in their daily content area instruction. We have a science cluster who collaborates with classroom teachers in developing a coherent curriculum through our ongoing curriculum mapping process.

Continuing transitional support is provided for ELLs reaching proficiency on the NYSESLAT through their continued participation or transition to AIS services when appropriate. In addition, the students may continue to receive ESL support where there is a demonstrated need. Classroom teachers of transitional ELLs will frequently update the ESL teacher as to the students' progress and review any concerns he/she may have. Transitional ELLs are also invited to attend our Title III after school program. Transitional ELLs are also provided with ELL accommodations such as extended time and separate location for two years after reaching Proficient level on the NYSESLAT.

PS 197Q continues to evaluate the success of our programs for ELLs on an ongoing basis, using a wide variety of information. One example of this continuous evaluation of our programs for ELLs is our change to a split-day model for our Dual Language program (see above). We look at assessment and attendance data provided through ARIS, Scantron, Acuity, and PearsonInform (Interim ELL Assessments). In addition we listen to parent feedback in regards to the variety of programs we offer and the various ways they can be involved in their child's education. We also solicit teacher feedback/observations through surveys and on-going discussions addressing various student needs and general ELL concerns at grade meetings, PD sessions, faculty conferences and informal meetings. Our school also responds to the levels of enthusiasm we see in our students. PS197Q strives to engage our children in daily interactive learning activities which allow them opportunities to develop language proficiency alongside content, while developing self-confidence and pride.

In response to teacher feedback, we will be continuing using the split-day model in our Dual Language classes. We will also be continuing to use Imagine Learning English. While originally funded through an ELL Success Grant, after reviewing teacher feedback and results, we have committed to continue funding the program.

Our school utilizes a variety of instructional materials and technology to best meet the needs of our diverse ELL population and programs. Harcourt Trophies/Trofeos (K-3), LeapFrog (K-2) and Core Knowledge supplemental materials (K-6) are used to provide a Balanced Literacy Program. Our math program utilizes Everyday Math (K-5) and Impact Math (6). Science/Social Studies content areas

use Delta FOSS Science Kits, and Core Knowledge Materials. ESL Instruction utilizes Moving Into English (1-3), Words Their Way with ELLs (K-1), RIGOR (4-6), and a variety of trade books (K-6). Supplemental and AIS Programs and Technology include Ticket To Read, VMath Live, Reading Reform, Imagine Learning English, and Wilson Reading.

Native language support is provided in Dual Language Programs in accordance with our 50:50 Dual Language model. Support is provided in our ESL and Dual Language programs through native language libraries (including online resources such as International Children’s Digital Library for lower incidence languages), oral translations, use of peers and former ELLs, and native language paras when needed. We also have content area Core Curriculum Libraries in the Native Languages which are ordered as part of the Core Curriculum and used throughout the school. Additionally, our school library also has a large selection of Native Language Materials.

As an elementary school, we do not know who our newly-enrolled ELL students are prior to the beginning of the school year, as LAB-R Testing/Identification cannot take place before September. All newly enrolled Kindergarten students are invited to an orientation in June, where the various programs are introduced. This orientation includes a time to present our Dual Language program, and applications of interest are collected at this time. Throughout the school year, as new ELLs enroll, the Parent Coordinator and ESL Teacher facilitate Parent Orientations and information sessions, in addition to regularly checking in with the student's progress in their classroom.

**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 Program:

PS 197Q currently has a 50:50 Spanish/English Dual Language Program in grades K-3 consisting of students with mixed language dominance. EPs and ELLs are integrated for instruction throughout the entire school day. When possible, cluster classes are taught in Spanish, as well as English. Over the past several years we have continued to refine our language delivery model. In Fall 2009 we began a split day model in which 50% of the day is taught in English and 50% of the day is taught in Spanish following a morning/afternoon rotation, which switches on opposite weeks. This model allows for both languages to be used in a single day, while maintaining continuity of language within each subject area on a weekly basis. See below:

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 AM	English	English	English	English	English
Week 1 PM	Spanish	Spanish	Spanish		Spanish Spanish
Week 2 AM	Spanish	Spanish	Spanish		Spanish Spanish
Week 2 PM	English	English	English	English	English

We currently use a self-contained model with both languages taught by one teacher per grade level. Within the Dual Language Program, since our EPs and ELLs are integrated, emergent literacy is taught simultaneously in both languages following the sample schedule above.

## 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.

The professional development plan includes the use of both in-house and external training opportunities in order to best meet the needs of all teachers of ELLs in our building. Because of the prevalence of ELLs in our school, the target audience for professional development encompasses all staff members at PS197, including classroom teachers, cluster teachers/specialists, and support staff. Internal PD is provided by our ELL Team (comprised of ESL teacher, Dual Language Teachers, and an assistant principal) to develop our own teaching practices as well as to provide support for other classroom teachers and other professionals in the building. These opportunities are provided through embedded PD, common-planning, and per session opportunities. In addition, external training is provided to selected staff through workshops/conferences offered by the OELL and our Network. The minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) is provided on a rolling basis and offered as a per-session training after school. This training provides insight into the identification process and varying needs of ELL sub-populations. Additionally, it provides a variety of instructional strategies to help classroom and other teachers to meet the needs of the ELLs with which they work. The Teaching of Language Arts to Limited English Proficient/English Language Learners: A Resource Guide for All Teachers, published by NYSED, is used as a resource throughout professional development. We also try to include other relevant texts and resources to aid teachers in understanding the various ELL populations. Completion records are maintained by the principal.

## 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?

Teachers and staff help with the transition of ELLs from elementary to middle school by finding appropriate programs and settings for individual students as they work through the middle school application process.

In response to parent surveys and direct requests made to school staff, we continue to offer Adult ESL classes for our parent population through an evening program taught by one of our staff. This class helps to address some parent concerns related to their role in and assistance with their child's education. It is offered two nights each week, for a total of 3 hours a week. Additionally, we offer a variety of parent workshops in conjunction with our Parent Association. Workshops include, ARIS Parent Link, Child Nutrition and Learning Leader Training. Additional workshops focusing on how to help children succeed on NYS exams and how to support children with disabilities are also offered. Parents of ELLs are invited to all parent workshops we offer, and translation is provided. Pending available funding from grant sources, we have offered Family Reading Nights. We, at PS197Q believe that by empowering the parent community with the skills necessary to be able to explicitly support their children at home, children will be more successful and engaged in learning. The series of two workshops work to establish clear and specific action steps on ways that families can support reading achievement at home. The first workshop had a focus on the parent collection of free reading materials, a modeling of how to read aloud to children incorporating reading strategies and activities to motivate and encourage literacy at home. The second workshop had a focus on reading comprehension, including asking questions, identifying with characters and retelling stories. With this additional instructional support, our school will continue to bridge and foster the home/school partnerships that will help address the learning needs of our population, while continuing to meet our overall literacy goal, which is to encourage a love and passion for reading. We continue to seek out opportunities to organize programs such as this for our parents and community.

# 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)	2	9	8	3	2	1								25
Intermediate(I)	1	1	2	6		1								11
Advanced (A)	9	1	2	2	7	3								24
Total	12	11	12	11	9	5	0	0	0	0	0	0	0	60

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	4	1		11
4	5	2			7
5	5	3	1		9
6	3	2	1		6
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	1	7			1			11
4		2	4	1					7
5	2	2	2	2	2	1			11
6	3		2		1				6
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	2	2		2				7
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 Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	2	3	1	4	7	1	1
Chinese Reading Test								

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

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

Early literacy skills of ELLs are assessed using ECLAS-2, and Fountas and Pinnell (F&P) assessments. ECLAS-2 (K-2) and F&P assessments (K-5) are used for all students, including ELLs in our school. Because of our involvement in the Estrellita Pilot, we are now using this to assess early literacy skills (ongoing) in Spanish for our Dual Language classes. We are using these assessments in place of EL SOL (as of Fall 2011). In addition, with the new availability of the SEL (F&P assessment kit in Spanish), we will have a Literacy Comprehension assessment that more closely aligns to our assessments in English. At this time we are awaiting arrival of our kits, and intend to use them twice each year in December and June. (Similar to the implementation of EL SOL in prior years). Our ELLs tend to score at the same or somewhat lower level than the EPs on their grade in ECLAS-2 and F&P assessments. As a result, early literacy skills continue to be a focus for all of our ELLs, the Estrellita program has helped us to address this. ELLs tend to perform the same or better than EPs on their grade with the EL SOL assessment (2010-2011). While EPs tend to have lower literacy skills in Spanish than ELLs, those EPs who have the additional support from parents or family members with some Spanish proficiency, have higher Spanish literacy skills than those without. We find that the results of ECLAS-2 and F&P assessments tend to follow the same trends; regardless of the program ELLs are involved in (ESL or Dual Language). As students continue to second and third grade, when taken as a whole class, encompassing ELLs and EPs, our Dual Language classes tend to outperform our monolingual classes on State and City Assessments. The ELL Periodic Assessments are administered in the Fall and Spring of each year to all ELLs in grades 3-5. The results of these assessments are discussed with students and shared with classroom teachers and administration to help plan and make instructional decisions.

In the spring of each school year, all ELLs are evaluated using the New York State English as a Second Language Achievement Test. This assessment provides information regarding each student's English proficiency, which in turn determines a student's exit from or continued eligibility for ELL Services (if scoring below the state designated level of proficiency).

Of the 60 current ELLs, 42% are Beginners, 18% are Intermediate, 40% are Advanced. Patterns across proficiencies and grades indicate that there is consistent satisfactory achievement in the areas of Listening and Speaking for most of our ELLs. On the 2010-2011 NYSESLAT (for current ELLs), in the Listening and Speaking modalities, 6% were Beginners, 17% were Intermediate, 40% Advanced, and 38% Proficient. In the areas of Reading and Writing, 44% were Beginners, 21% were Intermediate, 31% Advanced, and 4% Proficient. About 10-15% of our ELL population reaches Proficiency each year on the NYSESLAT. (These students are not included in the statistics above).

In analyzing NYSESLAT scores by modality, we will continue to focus on developing Reading and Writing skills through differentiated instruction. We will concentrate on weekly reading skills, monthly genres in writing; with an emphasis on vocabulary development throughout all content areas. Our Inquiry Team has been working on strategies for embedding vocabulary instruction into lessons. As a result of this work, we utilize tools such as the Frayer Model, Concept Wheels, Word Family Trees, Words of the Week, and Marzano's Model for Vocabulary Instruction.

Content performance data shows that 29% of ELLs scored at Level II on the NYS Science Assessment and 29% scored at Level III. On the NYS ELA Assessment, of 33 ELLs tested, 58% scored at Level I, 33% scored at Level II, and 9% scored at Level III. On the NYS Mathematics Assessments, of 35 ELLs tested, 34% scored at Level I, 51% scored at Level II, and 14% scored at Level III. Of the 35 students tested, ten students took the assessment in their native language. Five of the ten students scored at Levels II, III, and IV.

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** P.S. 197Q - The Ocean School

**School DBN:** 27Q197

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Christina Villavicencio (I.A.)	Principal		10/13/11
Diana Funtleyder (I.A.)	Assistant Principal		10/13/11
Susie Wilson	Parent Coordinator		10/13/11
Joshua Metz	ESL Teacher		10/13/11
	Parent		10/13/11
Victoria Zarate	Teacher/Subject Area		10/13/11
Paula Byck	Teacher/Subject Area		10/13/11
Katherine Gravelli	Coach		10/13/11
Elisheva Perlstein	Coach		10/13/11
Nechama Lax	Guidance Counselor		10/13/11
Patricia Tubridy	Network Leader		10/13/11
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 27Q197      **School Name:** P.S. 197Q - The Ocean School

**Cluster:** 2      **Network:** 212

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

**Part A: Needs Assessment Findings**

---

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The latest review of the data on our School Report Card indicated that our Hispanic population is 41%. Attendance at Back-To-School Night, Monthly Parent Association Meetings, and Report Card Conferences with parents indicates that a number of our parents do not speak English and require interpreters in order to successfully communicate with school staff. Discussions with the Parent Association and Parent Coordinator supported our observations.

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 discussions with the Parent Association President and Parent Coordinator to assess what our need for translation/interpretation services would be, it was agreed that all parent communications should be sent in both English and Spanish, and that a Spanish interpreter should be available at meetings, workshops, and conferences between parents and staff members. Our needs and concerns, as well as actions were reported to the community through Parents Association meetings, memos to parents, and workshops held by the Parent Association, Parent Coordinator and Family Assistant.

## Part B: Strategies and Activities

---

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

Translation services are provided by staff members and funded through the Translation and Interpretation Services funding. This funding is also used to support the translation of all English letters, memos, calendars and meeting information which are sent home to parents. Translation services are provided by our bilingual Family Assistant, school aide, and teachers. All memos are sent home in a timely manner in Spanish and English. All correspondence is translated into other languages whenever available.

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.

A staff member (Administrator, School Aide, or Teacher) is available to translate in Spanish for all meetings and workshops, as well as individual conferences with teachers, supervisors, etc. Over-the-Phone Interpretation Services are utilized for other languages, as needed. School Messenger is also utilized to send home targeted messages in a variety of languages, based on the parents preferred language entered in ATS.

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>.

PS197Q determines the primary language by one to one meetings with the parents when the child registers. We also assess the parent language by reviewing the "Home Language Information Survey" which states the language used at home most of the time. A language translation and interpretation plan is put in place to address the needs for parental notification and requirements for translation and interpretation services. Details of this plan are described in parts A and B above. Additionally, many of the system's memos are sent to the school in translated form or are accompanied by a page written in many different languages that urges parents to get the information translated. Several large posters welcoming parents to the school in a variety of languages, and providing notification of the availability of translation services are posted at building entrances.

# 2012-13 Comprehensive Education Plan (CEP)

## 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS 197	DBN: 27Q197
This school is (check one):	<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>70</u>
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>8</u> # of certified ESL/Bilingual teachers: <u>4</u> # of content area teachers: <u>4</u>

### 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: Students in grades K-5 will be organized by instructional needs and NYSELAT levels. Each class will serve approximately 15- 20 students. There will be four afterschool classes that will be addressing the needs of our lower grade k - 2 ELLs. These classes will meet Thursdays & Fridays from 2:40 - 4:10pm on January 31, 2013 thru March 20,2013. We are targeted to have a minimum of 15 sessions to run consecutively. There will be four teachers assigned to help facilitate this program. All four teachers have NYS Early Childhood Licenses with bilingual extensions.

Additionally, there will be a Saturday program that runs from the beginning of December 2012 to early April. The reasoning for this schedule is strictly correlated with the needs assessments of ELLS population. Starting 12/8/12 thru 3/30/13 the Saturday program will begin promptly at 9am and end at 1pm. There will be approximately 4 teachers assigned to various grades on Saturday. Grades 3-5 with a concentration of ELLS/SWD population targeted for additional ELA/Math support on Saturdays. There are 70 total number of ELLs students that need to be serviced. Each class may serve approximately 15-20 (ELL students, Newcomer ELLs, holdover ELLs, and former ELLs have been invited to participate in the Title III program). They will be integrated into the program according to their NYSELAT levels. Teachers will differentiate instruction and provide additional support throughout the day utilizing tactile, visuals, kinesthetics and Q-TEL scaffolding strategies . ELLs of various language proficiency levels will work together with a NYS bilingual/ESL certified teacher through a pull-out model. The program will focus on ESL and content instruction that is grade appropriate and aligned with the Common Core Learning Standards. The certified ESL/bilingual teacher will use strategies to prepare and support the learner including activating prior knowledge, developing vocabulary, modeling and scaffolding. Students will engage in grade appropriate curriculum content instruction in which language, skills and concepts are amplified, and connected to real world experiences.

### 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: The Title III for ELLs will include a professional development component throughout the duration of the 2012-2013 school year. Teachers will participate in training prior to the commencement of the program on 1/21/13. The training will include opportunities for title III teachers to become familiar with topics ranging from instructional materials, curriculum content and review student records. Teachers will also plan for instruction, develop rigorous activities that are project based through the use STEM. Students will review student work to inform instruction and review curriculum content guides to ensure high quality instruction that is aligned to standards. Two full days of training

**Part C: Professional Development**

will be provided at the beginning of the program Jan 21-22, 2013. A coach or consultant will provide the PD based on the strategies metioned above to effectively implement the program. The ESL teacher attended a professional development for the AMAO Estimator Tool which analyzes students' performance in ELA and Math, calculates the risk factors, and informs the necessary interventions for the at-risk populations. The date for this PD was 12/4/12, 12pm-3pm. On 10/12/12 the ESL teacher attended a PD for CO-Teaching on how to have a successful push in model for effective intergration of teacher pedagogy. On 10/15/12 & 10/16/12 the Dual Language teachers attened a pd for the Estrellita program describing the components of the program, benefits of implementation, & demonstration of the hands-on centers. Parent will be kept in constant notification via letters sent home, a monthly calendar and finally a student phone messaging service such as "School Messenger".

**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:

Parents of the ELLs will be invited to an informational session about how the program will service their child and/or children. The parents will be informed of the curriculum, how the program will be implemented using strateiges that will increase the cognitive vocabulary development through the content areas. We will inform them of the New Citywide Expectations and the Common Core Learning Standards that the studetns will be held accountable for their grade. We will allocate monies for Parent ESL Saturday Workshop. The ESL coordinator will organize the workshops, circulate information and provide interpretation sessions for any ELL services. Additionally there will be supplemental parent engagement workshops for ELL parents on topics ranging from phonics, balanced literacy, instrutional technology strategies and Common Core Learning standards (CCLS)relating to ELLs.

**Part E: Budget**

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

Allocation Amount: \$11200

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>		

**Part E: Budget**

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

Allocation Amount: \$11200

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