



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: THE OCEAN SCHOOL
DBN (i.e. 01M001): 27Q197
Principal: CHRISTINA VILLAVICENCIO
Principal Email: CVILLAV@SCHOOLS.NYC.GOV
Superintendent: MICHELLE LLOYD-BEY
Network Leader: ROBERT HERNANDEZ

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
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>	
Simone Clark Cross Island Y	CBO Representative, if applicable	
Donna Hamlet	Member/ Secretary	
Lauren Triplet	Member/ TEACHER	
Dosley Mcneil	Member/ TEACHER	
Judy Branch	Member/ PARENT	
Daniele; Hudson	Member/ PARENT	
G.SUKKOH	Member/ PARENT	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
x	School Leadership Team Signature Page
x	The SCEP Overview
x	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

School Information Sheet for 27Q197

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05,06	Total Enrollment	523	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	30	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	93.5%	% Attendance Rate		92.2%	
% Free Lunch	92.8%	% Reduced Lunch		4.4%	
% Limited English Proficient	13.6%	% Students with Disabilities		18.4%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.0%	% Black or African American		61.7%	
% Hispanic or Latino	31.5%	% Asian or Native Hawaiian/Pacific Islander		1.6%	
% White	4.0%	% Multi-Racial		0.2%	
Personnel (2012-13)					
Years Principal Assigned to School	1.15	# of Assistant Principals		2	
# of Deans	N/A	# of Counselors/Social Workers		2	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		5.3%	
% Teaching with Fewer Than 3 Years of Experience	12.5%	Average Teacher Absences		9.2	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	3.6%	Mathematics Performance at levels 3 & 4		4.9%	
Science Performance at levels 3 & 4 (4th Grade)	82.3%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
<ul style="list-style-type: none"> • Our school leaders and staff continue implementing the Positive Behavior Intervention and Support Program (PBIS) to promote a safe school environment and foster social emotional learning. • Curriculum/Teacher Teams Planning for two periods per week and supporting teacher practice via the Danielson framework. • Our activities and resources were strategically aligned to the recommended tenets 			
Describe the areas for improvement in your school's 12-13 SCEP.			
Administration has placed an extra focus on creating a check in/ out system to help address issues of behavior			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
There were many challenges while implementing the scep recommendations			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
We fully engaged in aligning our schools scep by implementing all various goals with target percentages including			
Were all the goals within your school's 12-13 SCEP accomplished?	x	Yes	No
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	x	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
The anticipated barriers in developing the SCEP is scheduling the time to collaborate with all the school stakeholder constituents			
List the 13-14 student academic achievement targets for the identified sub-groups.			
<ul style="list-style-type: none"> -ELLs, SWD, Economically Disadvantaged, Black and Latinos students. -Monthly running record, monthly end of unit assessments 			
There will be 10% increase at or above grade level writing projects that are aligned to end of unit student projects.			
Describe how the school leader(s) will communicate with school staff and the community.			
School leaders foster a positive environment through constant communication via teacher team meetings with each grade <ul style="list-style-type: none"> -Monthly parent calendar -School website that have links for students, teachers and parents -SLT meetings -PA Meetings and forums -Monthly Faculty Conference --Quarterly surveys for parents and teachers 			
Describe your theory of action at the core of your school's SCEP.			
Our theory of action in developing this SCEP is based on the premise that by improving teaching pedagogy practice via professional and targeted professional development, our teachers will be shifting their teaching practices and therefore, design lesson plans that address the needs of all students in their classrooms. In addition, our theory is also based on the premise that if we provide the professional development and training in curriculum, assessments, student data, and social emotional learning, our students will benefit from these highly effective teachers/practices. This will yield in students reading on level and performing on grade level 3 and/or 4.			
Describe the strategy for executing your theory of action in your school's SCEP.			
We will be implementing the action plans for monthly professional development, monitoring this teaching practice and closely looking at student's products/work via inquiry teams and teacher teams in order to gauge if our theory of action is yielding the results that we set forth for both teachers and students.			
List the key elements and other unique characteristics of your school's SCEP.			
Our school is geographically located in Far Rockaway, Queens. Our school is the Far Rockaway peninsula which we border with Nassau county lines by a quarter of a mile. Hence, there is transportation but limited. Approximately 25% of our students are			

bused into our school from nearby housing developments. We are also a Title 1 school. In addition, our Student with Disabilities population is approximately 20% compared to the 6% citywide. Our ELL population is approximately 16%. We also have an onsite mental health clinic (Long Island Jewish) who has been working with our families for the past 14 years. They support students with counseling and therapy who are also at-risk. Finally, we have a partnership with YMCA and “Y” after schools who serves over 300 students five days a week from 3:30-6:00 pm with enrichment, tutoring, and homework assistance..

Provide evidence of your school’s capacity to effectively oversee and manage the improvement plan.

We have three school administrators, six instructional lead teachers representing a department (ELL, RTI, SWD, Math, ELA and technology and we have a supportive CFN#611 which support us with building capacity, compliance and delivery of the action plan.

Goal and Action Plan #1 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Strengthen the school's belief system to reflect the various ways that students learn and consistently provide multiple entry points to ensure that a diverse group of students achieve academic performance.

Review Type:	SQR	Year:	2013	Page Number:	5	HEDI Rating:	D
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Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) 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		2.3 Systems and structures for school development
	2.4 School leader's use of resources	x	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

By June 2014 teachers will provide at least one unit of instruction measured by teacher instruction. The school will provide professional development for teachers of grades K-5 using the Danielson Frame work for teaching to ensure all students are college and career ready. This professional development will support teachers in assessing student understanding, strengthening their lesson plans which embeds academic rigor and multiple entry points to ensure that all of the school's diverse student groups achieve academic progress. Progress will be monitored monthly.

Instructional Strategies/Activities

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

- **Strategies/activities that encompass the needs of identified subgroups**
 - Teachers will be provided with weekly professional development to support student learning, analyze formative and summative data to identify students areas of need and strength. In turn teachers will group students based on their academic needs to meet them at their individual levels of learning.
- **Key personnel and other resources used to implement each strategy/activity**
 - 1. All teaching personnel and school based curriculum
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 - Teacher effectiveness will be monitored by through ongoing formal and informal teacher observations using the Advance teacher observation system, lesson plan evaluation and student academic progress.
- **Timeline for implementation and completion including start and end dates**
 - 1. Ongoing throughout the school year starting 9/19/13- 6/24/14.
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 - During weekly teacher team meetings professional development is provided for teachers to navigate through formative and summative data, create student groupings, inquiry process, adjust curriculum to better meet the student's needs. The Admin Team meets with each teacher individually to discuss their teacher data reports, goals and action plans and develop strategies and action plans to reach their goals.
 - Program 2.5 will fund supervisor per session who will closely monitor use of data to achieve academic student performance.
 - Proram 3.5 will fund teacher per session who will use data to form an action plan of next steps for planning of curriculum

Budget and Resource Alignment

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

x	PF Set Aside		Tax Levy	x	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.							
	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Broaden the use of assessments to consistently reflect checks for understanding, and provide clear feedback for next steps in order to make effective adjustments to meet the needs of all learners.

Review Type:	SQR	Year:	2013	Page Number:	5	HEDI Rating:	D
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) 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.

x	3.2 Enact curriculum		3.3 Units and lesson plans
X	3.4 Teacher collaboration	x	3.5 Use of data and action planning

Annual Goal #2

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

By June 2014, 85% of the teachers will analyze MOSL data, which includes Fountas and Pinnell instructional levels for grades kindergarten through second grade, as well as, Scantron ELA and math student data, for grades three through five, to develop targeted instructional support for student weaknesses and to improve student performance. This will be measured by comparing and contrasting teacher lesson plan to gauge alignment and implementation. In addition, teachers will use the feedback from their informal and formal observations to develop better-targeted instructional supports via lesson plans that address students' multiple entry points. School leaders will support teachers in the development of improved pedagogical skills when utilizing formal and informal formative assessments to set short and long term individual student goals.

Instructional Strategies/Activities

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

- A. Strategies/activities that encompass the needs of identified subgroups**
1. Student will have knowledge of their independent reading levels and set independent reading level goals, allowing them to progress through the levels to meet grade level benchmarks.
 2. Teacher will support the student achieving their independent reading goals through one to one conferences as well as direct instruction targeting areas of weakness.
- B. Key personnel and other resources used to implement each strategy/activity**
1. School leaders along with grade leaders, will guide teachers during the analysis of formal and informal assessments to set long term and short term individual student goals based on student's areas of weakness and continually monitoring student progress.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. The school is setting realistic learning goals for ELL'S and SWD's and identifying students who need special interventions, adapting their learning goals to meet their needs, encouraging different notions of success and the belief that 'effort' brings improvement.
- D. Timeline for implementation and completion including start and end dates**
1. Ongoing growth model will be used from September through June to quantify targeted student goals throughout the school year

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

1. The following data sources will be used: Scantron, Fountas and Pinnell independent reading levels, formal and informal assessments.

Program 3.2 will fund teacher per session in which they develop highly aligned lesson plans aligned to the common core.

Program 3.4 will fund general supply materials for the above mentioned programs via teacher collaboration

Program 3.5 will fund the purchase of text books to support students requiring text books and other supported materials.

Program 3.5 will fund teacher per session during which teachers will analyze MOSL results and develop support material to have student meet or achieve academic standards

Budget and Resource Alignment

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

x	PF Set Aside		Tax Levy	x	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Strengthen academic tasks to ensure academic rigor is sufficiently embedded in all lessons in order to promote higher levels of thinking and cognitive engagement.

Review Type:	SQR	Year:	2013	Page Number:	4	HEDI Rating:	D
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) 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.

x	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	x	4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

By June of 2014, 75% of the school's student population will increase their volume of writing and improve the quality of narrative and informational writing pieces. This will be measured using teachers drafted rubrics based on review student portfolio

Instructional Strategies/Activities

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

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

1. The Teachers College Writing units will be aligned to the Ready Gen. reading curriculum to foster a cohesive literacy curriculum that is aligned to the Common Core standards. The Units of Study in Opinion, Information, and Narrative Writing Series provides grade by grade plans for teaching writing workshops that help students meet and exceed the Common Core State Standards. This program will aid the teachers in creating writing lesson plans that will meet or exceed the common core learning standards.

2. A team of 6 or more teachers supported by administrators will create an alignment between the Ready Gen reading program and the Teachers college writing units of study.
- B. Key personnel and other resources used to implement each strategy/activity**
1. Teachers and administrators
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Student's writing pieces will be evaluated using components of the common core aligned writing continuums in both informational and narrative writing. Upon assessing the students writing pieces, teachers will develop new "teaching points" to support student's areas of weakness.
- D. Timeline for implementation and completion including start and end dates**
1. The curriculum alignment will be completed within the month of January. We will begin to use the TC aligned writing units by the first week of February in all grades and continue through the month of June. This time period will allow us to cover four Teachers College units of study.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Units of Study in Opinion, Information and Narrative Writing Series by Heinemann.
 Program 4.2 will fund teacher per session during which teacher will learn about the cycles of the writing process.
 Program 4.5 will fund Teacher per session after school or early morning program to help target writing process.
 Program 4.2 will fund teacher curriculum in support of our writing inniative. consultants

Budget and Resource Alignment

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

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The school community willfully acknowledges that the school is a safe and respectful environment that addresses the personal and developmental needs of students.

Review Type:	SQR	Year:	2013	Page Number:	3	HEDI Rating:	D
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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	x	5.3 Vision for social and emotional developmental health
	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

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

By June, 2014, PS197 will have a 10% reduction of incidence and suspensions as evidenced by OORS data. The PBIS (Positive Behavior Intervention Supports program – Getting to the Core of Good Behavior will be utilized to continue to improve student behavior, provide teachers with strategies to help support student and family involvement through the use of social emotional behavior strategies thus maximizing instructional outcomes for diverse learners.

Instructional Strategies/Activities

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

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

- With an influx of new staff teachers PS197Q is committed to incorporating a more Developed matrix for PBIS which will include Professional Development for all new teachers. Build teacher awareness and understanding of cultural and gender issues that impact on learning and how to differentiate for noted trends, but particularly we want to build understanding and knowledge of the impact that most affects our school population; low socio – economic backgrounds have a profound effect on success at school, and ultimately their futures. We have partnered with future executives to better assist our teachers with the social economic targets for our students.

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

1. The guidance counselor will play a critical role along with the social worker in providing ongoing support to teaches in the PBIS framework in order to provide teachers

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

1. Families are invited to PS 197 every month to celebrate Spirit Day and see their children receive academic, attendance and civics awards students are also exposed to trips that highlight the PBIS matrix and core beliefs.

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

1. Ongoing throughout the school year from September 2013 through June 2014.

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

1. Our learners require a high level of collaboration among teachers--a high priority for P.S. Q197. Our classroom teachers, Science teacher, Technology coordinator, Coaches, cluster teachers, AIS providers and the all meet regularly to coordinate unit focus, assessments, and modifications. Program 5.3 will fund FE Program 5.3 will teacher per session teddy bear workshop

Budget and Resource Alignment

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

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
x	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Strengthen academic tasks to ensure academic rigor is sufficiently embedded in all lessons in order to promote higher levels of thinking and cognitive engagement.

Review Type:	SQR	Year:	2013	Page Number:	5	HEDI Rating:	D
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) 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.

	6.2 Welcoming environment		6.3 Reciprocal communication
	6.4 Partnerships and responsibilities	x	6.5 Use of data and families

Annual Goal #5

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

By June 2014, there will be a 10% increase in parental participation and engagement in school wide events and workshops. School leaders will work with the parent

coordinator and the members of the Parents Association / SLT members to canvas the needs, views and opinions of parents. Hence, structuring workshops that will be provided based on the needs of the community at large.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

1. Health nutrition workshops, ESL classes, curriculum workshops, PBIS behavior intervention workshops, absenteeism workshops, college trips

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

1. Professional development team, Principal, Assistant principals, Parent coordinator

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

1. Quarterly surveys, monthly meetings "Let's Talk About"

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

1. Starting in November 2013 thru June 2014

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

1. Title I, III and Focus school funds will be utilize to support the monthly activities.
2. Program 6.5

Budget and Resource Alignment

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

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	x	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Fountas & Pinnell (early October), Small group instruction, Special Education Services (push-in/pull-out), Wilson-Foundation. Reading eggs close reads, skill building /sight words (9) students serviced by SETSS teacher	Individual/ Small group ratio of 1:8	During the school day sessions are 45 min in duration/ afterschool
Mathematics	Go Mat (RTI), and Math Technology IXL, Academic Skill builders, (4) SETSS	Small group ratio of 1:8	During the school day sessions are 45 min in duration/ afterschool
Science	Teacher created fossil assessments, super teacher sheets.	Small group	During the school day sessions are 45 min in duration/ afterschool
Social Studies	Teacher units of study using discovery education pacing guide and video clips	Small group	During the school day sessions are 45 min in duration/ afterschool
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Reading eggs close reads, skill building /sight words (6) students serviced by SETSS teacher At-Risk counseling	Individual/ Small group ratio of 1:8	During the school day sessions are 45 min in duration

**Title I Information Page (TIP)
For School Receiving Title I Funding**

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
We provide professional developments for our teachers via our CFN, during teacher teams meeting and professional development provided by the Office of English Language Learners and Bank Street for Social Emotional Learning

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
The professional development plan addresses both targeted professional development for newly hired teachers as well for teachers who have been teacher over five years. Our CCSS workshops are delivered by the administrators, CFN #611 and the NYC Department of Education.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The funds have been allocated to support for extended time for learning via Saturday Academy and after school programs.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Teachers will incorporate aligned curriculum in and expose preschool students to emergent site words for early childhood. Mid school year, Kindergarten teachers meet with pre-kindergarten teachers to discuss kindergarten expectations, grade standards and philosophies for teaching and learning.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
<input type="checkbox"/> Collectively teachers from both grades plan inter-visitation sessions for pre-k students to visit the kindergarten classrooms to expose the pre-k students to the new classroom environment and the expectations of the coming school year.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
TA resources will help assist teachers with integration of technology web based programs such as starfall, and learn to read.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
Parent workshops are held to support Pre-k parents in the process of registration and academic expectations of kindergarten. Teachers will assist our early childhood students through ELT for K-2 students with a heavy focus on Phonics based instruction and the Wilson Reading Program

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 parent workshops, and materials 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 shifts in the Common Core State Standards and state assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

PS197Q, 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;

PS197Q supports home-school relationships and improve communication by implementing the following:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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

Part I: School ELL Profile

A. School Information

District 27	Borough Queens	School Number 197
School Name The Ocean School		

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

Principal Christina Villavicencio	Assistant Principal Ayisha Wade
Coach Sergio Herrera	Coach
ESL Teacher M. Romero-Toral	Guidance Counselor Nechama Lax
Teacher/Subject Area Mr. Cepeda	Parent type here
Teacher/Subject Area ELA	Parent Coordinator Susie Wilson
Related Service Provider Ms. Hoffman	Other
Network Leader(Only if working with the LAP team)	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	9	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	3

D. Student Demographics

Total number of students in school (Excluding Pre-K)	526	Total number of ELLs		ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): English
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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>	1	1	1	1	1	1								6
Freestanding ESL														
SELECT ONE	1	1		1										3
SELECT ONE														0
Total	2	2	1	2	1	1	0	0	0	0	0	0	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	76	Newcomers (ELLs receiving service 0-3 years)	65	ELL Students with Disabilities	7
SIFE		ELLs receiving service 4-6 years	10	Long-Term (completed 6+ years)	1

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language	47			4						51
ESL	18		9	6		1	1			25
Total	65	0	9	10	0	1	1	0	0	76

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE SPANISH														0
SELECT ONE CHINESE														0
SELECT ONE ARABIC														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE SPANISH	5		8		12		8		7		6								46	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	5	0	8	0	12	0	8	0	7	0	6	0	0	0	0	0	0	0	46	0

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 69 Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 42 Asian: Hispanic/Latino:
 Native American: 0 White (Non-Hispanic/Latino): 82 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	18	2	1	3	3	2								29
Chinese		2		1	2									5
Russian														0
Bengali														0
Urdu														0
Arabic			1											1
Haitian				1										1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	18	4	2	5	5	2	0	0	0	0	0	0	0	36

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	1	4	4	3									13

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	3	12	5	7	2									29
Advanced (A)	7	1	4	1	4									17
Total	11	14	13	12	9	0	0	0	0	0	0	0	0	59

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	2			10
4	9	1			10
5	5	2			7
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	7		5						12
4	7		3						10
5	6		1						7
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	1	9	2	14	6			34
8									0
NYSAA Bilingual (SWD)									0

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Early literacy skills of ELLs are assessed using Fountas and Pinnell (F&P) assessments (K-5) and SCANTRON, (2-5), F&P and SCANTRON assessments (K-5) are used for all students, including ELLs in our school.
F & P is used to assess early literacy skills (ongoing) in Spanish for our Dual Language classes. We are using these assessments in place of with the new availability of the (F&P assessment kit in Spanish), we will have a Literacy Comprehension assessment that more closely aligns to our assessments in English.
F & P is intended to be used 5 times each year in October, December, February, April and June. Scantron is going to be used for both MATH and Reading three times per year. Students in grades (2-5) will be assessed for Reading and Math. Grades K-1 will use Performance Tasks, and end of Unit Assessments for both Math and ELA.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Our current NYSESLAT DATA indicates that out of 31% students fall in the advanced level, 53% of students are in the intermediate level, and 16% students are in the beginning level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Using the RLAT-LAT/NYSESLAT data the school identified that most of the students are performing at the beginning and intermediate level in the Reading and Writing modality, school 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 will utilize tools such as the Frayer Model, Concept Wheels, Word Family Trees, Words of the Week, and continue working with Vocabulary Instruction..
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Our ELLs tend to score at the same or somewhat lower level than the EPs on their grade in F&, Scantron, and End of Unit assessments. As a result, early literacy skills will be a focus for all of our ELLs, We will use the Estrellita program to help us to address students needs. 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 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 will be administered in the Spring for all ELLs in grades 3-5. The results from last years Periodic Assessment showed that ELL students are still in need of developing their reading and writing skills. Results of assessments will be 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 75 current ELLs, 27% are Beginners, 40 % are Intermediate, 33% 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 2013 NYSESLAT (for current ELLs), in the Listening and Speaking modalities student data indicates that they are at advanced level.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)

RTU is implemented in our school as an instructional approach to provide students with rigorous instruction to match their needs. RTI is implemented in grades K-2 in the area of literacy. After identifying students, the RTI teacher provides students with interventions that address areas of need. To ensure that students are progressing, at the end of the cycle data will be reviewed and analyzed in order to determine if students are making progress or not. Students were assessed based in the F&P data. Students were classified in TIERs. Students in Tiers I and II are supported by their homeroom teachers during small groups. Tier III students are pulled out in groups of 2 or in one-to-one.

Students who fall in Tier 2 the homeroom teacher is providing additional support during the regular classroom instruction. Students are taught in a small group, and teacher uses various techniques with emphasis on concepts that are difficult for students to understand.

Tier 3 intervention is also provided in addition to regular classroom instruction, students receive daily support.

Students who fall in Tiers 1 or 2 are supported as well on an individual basis by their homeroom teachers.

ELL students are grouped in tiers based in their academic needs. In order to promote student's language development school is using the WILSON program and teacher materials to help students succeed in the areas of reading and writing.

6. How do you make sure that a child's second language development is considered in instructional decisions?

During planning, preparation, and instruction teachers are implementing effective strategies such as visuals, technology, interactive word walls, charts, graphic organizers, vocabulary is translated in both languages Spanish and English, in addition during instruction teachers explain students in their primary language. During Guided Reading and Read Aloud teachers are reinforcing the listening and speaking skills in both languages to support students language development.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

Dual Language Program:

PS 197Q currently has a 50:50 Spanish/English Dual Language Program in grades K-5 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.

Our 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 schedule above.

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

In analyzing NYSESLAT scores by modality, we will continue to focus on developing Reading and Writing skills through differentiated instruction.

School data reveals that students are still lacking the necessary language and effective skills to be proficient. Teachers are working in strategies and skills to effectively implement during the reading and writing workshop. Teachers are using different strategies such as pre-teaching and scaffolding to support students language development with special emphasis on the reading and writing process. As the majority of the students have not yet internalized teachers still need to use them and support students. READY GEN PROGRAM provides some support for students to develop the four modalities. The school 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 Vocabulary Instruction.

Content performance data shows that 0.01% of ELLs scored at Level I on the NYS Science Assessment, 6.25 % scored at Level I,

0.01% at Level III, and 6.25% at level II. On the NYS MATH Assessment, of 69.0% scored at Level 1, and 31% scored at level 2. 81.5% of students scored in ELA at level 1 and 18.5% performed at level 2.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Parents of newly enrolled students are required to complete the Home Language Identification Survey (HLIS) as part of the registration process in our school. A certified ESL teacher, Ms. Romero, administers the HLIS and conducts the initial oral interview to the parents in English and in the native language (if its necessary). Using the parent and students responses, the school identifies who may be eligible for the Language Assessment Battery (LAB-R) to determine eligibility for ESL/bilingual services. Within 10 days of registration the LAB-R test is administered to the eligible students. Students who come from a home where a language other than English is spoken (as determined by the HLIS) and whose raw score falls below a certain threshold on the LAB-R are entitled to bilingual/ESL services. Wihtin a week after the test is administered, a letter is issue to the newly students' parents to notified the eligibilty of the student to receive any ESL/Bilingual services. Parents of entitled students are invited to an orientation video of the different ESL/Bilingual programs offer by the DOE. We offer translation services in Spanish during the conference. During orientation the ELL parents receive information about the core curriculum, learning standards, expectations for students and assessments. We use the "EPIC Tool Kit Forms" to assure parents understanding of the Bilingual/ESL programs. The Parent Coordinator, Ms. Susie Wilson , and the ESL Coordinator Teacher, Ms. Maria Romero, certified ESL teacher, explains in detail the different types of programs and addressed parents' questions and concerns. A variety of orientation brochures in defferent languages are available to assure parents' understanding. After the orientation, the parents completes the "Parent Survey and Program Selection Form" available also in the 9 native languages offered by the DOE. This orientation will take place during the first semester that the student is identified as an ELL. If a parent cannot attend to the orientation meeting, within a week of the meeting, the selection form is send home with a school personnel (Parent Coordinator and/or the ESL Teacher Coordinator) to assure that the forms are signed and returned to the school. When the forms are returned to the school, the ESL Coordinator receives them, makes a copy for her records and gives a copy to Assistant Principal Ms. Barreto, who is in charge of the ESL Program for filing in room 205.
Our school offers a Freestanding ESL Program and Dual language programs for students in grades K-5. If the ELL's parent select another type of ESL/Bilingual program, we offer choices of schools who are offering those programs. Students who passes the LAB-R receive a "Non Entitlement" letter and remain in the monolingual classes. Parents of students who did not achieved a proficiency level in the NYSESLAT test, receive a letter of "Continued Entitlement Letter" and continue receiving ESL services. Students who scored at proficiency level (tested out) in the NYSESLAT receive a "Non Entitlement/Transition Letter" and continue with support services for two more years, Ex. Testing Accomodations.
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.
After parents watch the orientation video, the ESL Coordinator and the Parent Coordinator makes available to parents who need clarification about the program. Parents are introduced to the programs that our school offers. If parents opt for ESL or for DUAL Language they are informed about the process, where the student will be placed if he or she is not in the program yet.
Parents are informed that in order to place students in a bilingual setting, it requires that the school open bilingual classes when there are 15 or more ELLs of the same language in two contiguous grades. In addittion, If any parent requiers a Bilingual setting the parent is informed that the school does not have a bilingual program in the native language of the student, but parents will be informed of a school where such a program exists.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are

returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

After parents completed the HLIS they are informed of the child's eligibility for ELL services. Parents are sent the Entitlement letter home by mail, the coordinator also contact parents by phone, and a copy of the letter is also sent with the student. The school invites and provide parents of newly enrolled ELLs with information on the different ELL programs that are available. Parents are explained that the state requires that any ELL student must be placed in the appropriate program within ten days of enrollment.

Our school uses translated materials (brochures, DVDs), and if the school does not have a translator the school will contact the Translation and Interpretation Unit if needed. Schools inform parents throughout the year in a number of ways, including one-on-one meetings, phone conversations, or through informational packets. ELL parents receive information in a timely manner. If a parent does not attend to the meeting, after 10 days a Placement Letter will be sent to the parent which will inform them that they will be placed in a Transitional Bilingual Program. All letters are placed in a binder and kept in room 205.

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.

The ESL coordinator explains to parents that based on the option the students will be placed in ESL or Bilingual Class. Parents participate in a meeting either in a group or in a one-to-one conference. Parents are explained in detail about the process of placement their kids in the program. After parents identify the option for the child, the ESL Coordinator enters the information in the ELPC Screen in within 10 days.

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

Parents, teachers, and students will be informed by letters and by calls about the NYSESLAT Exam.

Teachers who will participate in the testing, they will be trained about the changes in testing if needed. Letters and schedules will be sent home for the assessment. All students identified as ELLs will be assessed during Spring. Students will be assessed first with the Speaking Modality, which begins at the beginning of April, then students will be assessed with the Listening Modality followed by the Reading and Writing Modalities.

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

Most of the parents option for the Dual Language program., followed by ESL, and a minimum percent opted for a bilingual program. Our school offers both ESL and Dual Language Programs. For Bilingual the school let parents know that the Coordinator will look for a school

Part V: ELL Programming

A. Programming and Scheduling Information

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

Dual Language classes are self-contained with one teacher per grade K-5, following a split day model. (See part IV:C)

The ESL Program is primarily push in and pull-out in order to provide all mandated minutes for ELLs in this program. It is taught by one ESL 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.

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 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 Dual 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. Fountas & Pinnell (twice yearly), and ongoing classroom assessments.

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, Words Their Way, Share Reading, and readalouds,

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.

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)?

Mandated ESL minutes are delivered mostly through pull-out instruction. Students are pulled for either 45 minute blocks 4x's

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 Words Their Way, readalouds, and share reading.

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

Students in Dual Language classes are being exposed to content areas, Social Studies and Sciences, in Spanish. To help students develop the language 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. All classrooms have a leveled library and computers which are used for students in different grades and of various proficiency levels. Our school library also includes workbooks and textbooks for newcomers to advanced students, content area support at various proficiency levels and languages, fiction and non-fiction texts. In addition, students bring their content area and classroom materials to their ESL lessons. We provide translated content area books (if available in the language) for beginners and intermediate ELLs in Math, Science and Social Studies. The QTEL model, the CALLA model and other research based models that are discussed during monthly staff conferences and ESL professional development. We also use Spanish language library books, Spanish-English dictionaries, translation, phonics and content support software.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Teachers use various types of formal and informal assessments to determine the level of performance of their students. F&P determines the reading, writing, listening, comprehension and speaking. Go Math program allows students to be assessed in Spanish. Students are also exposed to Science and Social Studies in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Paste response to question here:
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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.

For Long Term ELLs

There is an emphasis on content area language instruction, literacy and skill development. ESL teachers in conjunction with the classroom teacher identify the long-term ELLs' specific needs. The ESL teacher will support classroom instruction and differentiate instruction to address each ELL' needs and accomplish classroom goals. Our long term ELLs also receive frequent

support and instruction in the area of test preparation. Classroom teachers and ESL teachers coordinate their instruction to provide test-taking skills. The ESL teachers reinforce the skills with consistent and frequent practice.

We find these efforts meet the needs of long term ELLs and support their achievements on assessment. At this moment our school does not have identified any SIFE students.

All newcomers are been placed in a dual class, they are supported by their homeroom teachers who spea

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

Teachers used the QTEL and TPR Instructuiona strategies to support ELL-SWD. All students are exposed to the ELA and MATH Common Core standards as well as to the READY GEN

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

The classroom teacher delivers the curriculum in both whole and small group instruction to support student's to achieve their IEP goal's criteria. In addition, teachers uses differentiated instruction based in teachers observation, formative and summative data, and based on their present levels of performance. 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:	Spanish		
Social Studies:	1		
Math:	1		
Science:	1		

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

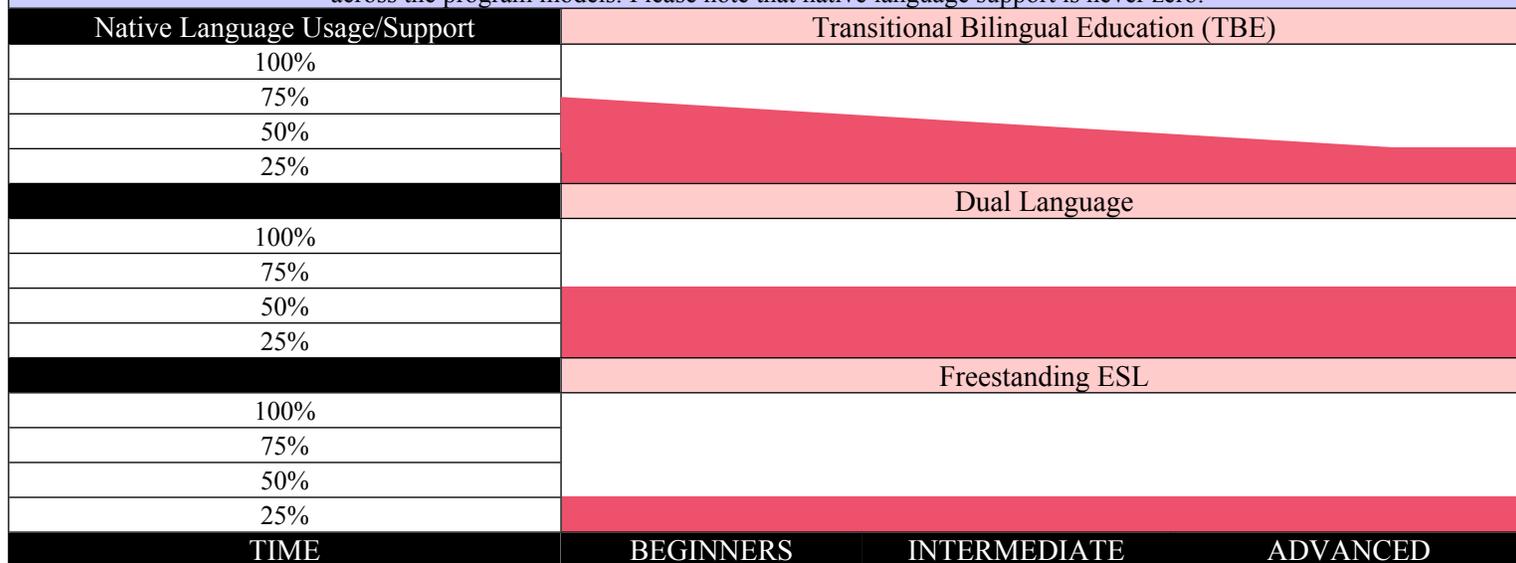
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

ELLs participate in targeted intervention in the areas of ELA and Math throughout the regular school day by their homeroom provider at varying times. All ELLs and former ELLs are invited to participate in our ongoing extracurricular and curricular activities, including Saturday School, AIS Support, 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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

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 Pearson Inform (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

11. What new programs or improvements will be considered for the upcoming school year?

READY GEN and GO MATH

12. What programs/services for ELLs will be discontinued and why?

None

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELL students are exposed to the same curricular for math and Reading. They are also allowed to participate in any extra curricular school activities.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Ready Gen, Go Math, Science and Social studies are presented using the Fiction and Nonfiction National Geographic trade books. Reading EGGS is provided to students in grades K-3 to promote their reading and comprehension skills

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Dual Language Teacher use Spanish in daily basis and based on student's need.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Students curriculum and materials are determined by grade level. During instruction teachers determine and identify strategies to modify and scaffold instruction based on student's reading performance levels. Teachers are able to use libraries in their Native Language, dictionaries are also available for students and for educators. In addition, during common planning teachers are supported by supervisors in identifying best strategies to prepare students to become successful. Teachers are also informed and invited to watch and use the resources posted in ARIS, and iother resources posted by the NYCDOE.

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

Parents will be invited to attend to a school meeting. They will be informed about the curriculum and resources the school can offer to the students. In addition, parents will be informed of the After-School Program and its focus. Parents will also be informed of the different types of NYS assessments, the NYSESLAT that their children will have to take. Parents and children will be invited to visit the school building, they will learn the different areas of our school.

When informing about the extra curricular and after school programs, parents will have a clear picture. The Title III After-School Program will take place on Thursday and Friday for grades (K-2). The Saturday Academy program will focus on grades 3-5. Four teachers will support our students. Classes will focus on reading and writing skills utilizing parts of READY GEN, as well as other supplementary materials such as WordsTheir Way, Fiction and Nonfiction National Geographic trade books, to support the needs of individual students. For Reading students will attend to the Library to work with READING EGGS program. The 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. After school and Saturday Academy

18. What language electives are offered to ELLs?

None

19. For schools with dual language programs:

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

Dual Language Program:

PS 197Q currently has Spanish/English Dual Language Program in grades K-5 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. The program is done by one day in English and the other in Spanish. This model allows for both languages to be used, 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

Students in Dual Language classes are being exposed to content areas; Social Studies and Sciences in Spanish.

To help students develop the language 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.

C. Professional Development and Support for School Staff

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

PS 197 provides professional development with the use of both in- house and external training opportunities in order to enhance teacher's skills, which later will be implemented during instruction towards supporting student's achievement. At PS 197 we have a 12% of Spanish speakers; therefore, the target audience for professional development encompasses mostly all members of our school, it includes classroom teachers, cluster teachers/specialists, and support staff. Internal support will be continuously provided by the ESL team (it is composed by the ESL teacher, Dual Language teachers, and a school supervisor). PDs focus is meant to develop our best teaching practices as well as to support other professionals in the building. Strategies and Skills are provided during common planning sessions and per session opportunities. Also, the school provides training by using external sources such as conferences or institutes offered by the OELL and our Network. The minimum 7.5 hours of ELL training for all new staff (including non-ELL teachers) is provided on a rolling basis and its is also offered

as a per session training after school. The purpose of training sessions is to provide insight into the identification process and varying needs of ELL sub-populations. In addition, a variety of instructional strategies are introduced or reviewed during these sessions. The strategies learned during these sessions will support educators and other members to meet the needs of ELLs with which they work. There are different resources that the school will use during professional development sessions: among those we will use, The QTEL strategies to support learners to the achievement of the Second Language, the RTI for ELLs will also be used to support Dual Language teachers as well as General Education teachers. The school will continuously include other relevant resources to aid teachers in understanding the various ELLs culture. All agendas will be kept in the PD ESL binder.

D. Parental Involvement

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

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 will be offered two nights per 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 Scantron, Common Core Standards, NYSTILL , NYSESLAT , ELA and MATH assessment procedures and requirements. 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 and translation service is provided.

Parents of ELLs will be offered to come to a 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.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: 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	Principal		1/1/01
Ayisha Wade	Assistant Principal		1/1/01
Susie Wilson	Parent Coordinator		1/1/01
Maria Romero-Toral	ESL Teacher		1/1/01
Jacqueline Pattison	Parent		1/1/01
Hector Cepeda	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Sergio Herrera	Coach		1/1/01
	Coach		1/1/01
Nechama Lax	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q197 School Name: The Ocean School

Cluster: 6 Network: 611

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 Ocean School PS 197Q goal is to provide parents with an appropriate, efficient and timely set of information data in a language they can understand orally and verbally. In order to accomplish our goal, our school has used classroom home language surveys in every grade. These surveys allow our school to identify the different spoken, written, and reading languages students use at home.

Our school also surveys students' parents to inquire as to whether or not the parent or guardian needs a translation services for notices sent home from school and from individual teachers. The school also takes an inventory of the HLIS for ELLs and Dual Language students at the beginning, middle and end of the year. We also use data from the NYSESLAT reports to assure that parents are provided with the appropriate translated form. We then analyze the data to identify the number of parents that speak languages other than English and then determine if there is a need for translated notices and information about a child's academic performance, ways to support parents in furthering the development of students academic achievement and to enhance the parents' understanding of academic core standards, and core assessments.

The school also shares information to parents on the best ways to address communication needs that we use in the implementation for the Language allocation Plan for the school. The parent team and the ESL Teacher confer with the parents by telephone, and in one to one conferences on their individual communication needs. The Parent coordinator and the Parent Teacher Association president also discuss and provide feedback to the Parent team to further improve the communication between the school and the home.

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.

Our school is located in the Far Rockaway section of Queens. Our school community consists of a predominately African American and Hispanic population. Approximately 15% of our students are recent immigrants. The majority come from Central America and the Dominican Republic. The school is comprised of 51% Blacks, 40% Latino and 9% others. The school use classroom surveys, and inventory of languages from the HLIS and the RLER report to assess the oral language needs of parents. We found that the major language spoken at home is Spanish, and a few parents speak Chinese.

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.

PS197Q has staff members who speak Spanish and English and can communicate to parents in Spanish. Written translation is available in Spanish, but when translation is needed in Chinese, the Translation Interpretation Unit is contacted to support school translations if needed. All notices of events, monthly calendars are translated to Spanish at the beginning of each month to ensure timely provision of translated documents to all parents. During our ELL parent orientation materials and the video orientation is provided in parent's native languages. Written translation services are provided by in-house school staff, parent volunteers and the Language Interpretation Unit. The ESL Teacher, paraprofessionals and school aides who are native speakers of Spanish translate these documents as a needed basis. The school assures that a Spanish translator will be available to parents during special events such as PTA meetings, Family Literacy and Math Nights and Parent-Teacher conferences.

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.

Oral interpretation services will be provided by in-house by school staff. Since our school offers DUAL Language Program, the major language students are learning is Spanish, besides English. The school also has teachers to interpret in Spanish during school activities or during any special event. The notices announcing special events are translated into the parents' preferred native languages, and sent home with anticipation. Interpreters are always available to answer questions or concerns that parents may have. We utilize the Language and Interpretation Unit for written translation and oral interpretation services. The use of translated services enhance parents understanding of their child's academic performance and how to help children improve in their academics. Informing parents in their native language allows the school to encourage more parents participation as well as to attend PTA meetings, Parent-Teacher conferences, and open school week. During any of these meetings teachers, paraprofessionals, and school aides

are available to support parents and students.

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>.

The school administrators makes sure that school calendars and notices are translated in a timely manner to ensure that parents who need them actually receive them on a timely basis. Teachers are requested to notify the office prior to a parent meeting where a translator is needed. In this manner, we may provide a school employee, parent volunteer or translator so that translation services will be provided. As per A-663 we will provide each parent whose primary language is a covered language and who require assistance service with a copy of the Bill of Parent Rights and Responsibilities. These copies are available in the the school's main office, and the parent coordinator's office.

2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 30.

Part A: School Information	
Name of School: The Ocean School	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: 73
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: 6
of certified ESL/Bilingual teachers: 3
of content area teachers: 3

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:

The Ocean School plans to support ELL students in ELA and MATH. The school will implement an After school and a Saturday school program for grades K through 5th. The program is designed to help our ELL students to achieve the core common standards. Students will have the opportunity to increase their English proficiency and improve their core academic content knowledge. Teachers will implement and use strategies to support students in the development of language and to become successful readers.

The school's goal will be to move ELLs from beginning to an Intermediate Proficiency Level in the NYSESLAT, move them from level 1s and 2s in the ELA assessment and to decrease the number of Long Term ELLs in ELA. Progress will be measured by using formative and summative assessments (MOSL, beginning inventories, quizzes, end of units of study, Performance Tasks, Fountas and Pinnel Reading Records, and one-to-one conferences). Data analysis will determine which skills should be emphasized before, during, and after the lessons.

2. Title III funds will be used for Interventions, enrichment, and supplementary activities, which will take place during after school days and on Saturday from 8:45 to 12:45. Students will be exposed to different types of resources, strategies, technology support as well as teacher made materials. These activities will support students in the development of the language.

3. Approximately 50 students in grades K-5th will be invited to participate in the After school and on Saturday Academy. The main focus of the academy is to supplement students with specific reading skills to support their needs for reading comprehension. Teachers will promote or build student's background knowledge, by teaching explicit vocabulary, use the cloze reading comprehension strategy, and QTEL strategies. These skills will improve ELLs' comprehension skills and put them on the path to becoming successful readers and to master the skills needed in the NYS ELA and the NYSESLAT Assessments.

The school has also analyzed data from Acuity, and the 2013 NYSESLAT which indicates that students are lacking on the Reading and Writing Modalities. Students are performing in the beginning or intermediate level in both English and Math and in addition, Diagnostic assessments and -Benchmark ELA assessments, SCANTRON, and Running Records, end of the unit assessments, portfolio pieces, Performance Tasks, and teacher made assessments, show that ELLs struggle in reading and writing modality. During the after school and Saturday academy teachers will collect and analyze data to determine students' progress as well as the effectiveness of the program.

P.S.197 will provide intensive English Language Instruction sessions, which will supplement ELLs skills whom during the 2013 NYS ELA assessment scored at levels 1 and 2, and at the beginning or

Part B: Direct Instruction Supplemental Program Information

Intermediate level in the NYSESLAT modalities. Newcomers, beginner ELLs, and Intermediate ELLs in testable grades will be invited to participate in the academy.

P.S.197 provides services as mandated by CR Part 154, according to the student's proficiency levels achieved on the previous NYSESLAT and LAB-R exams future NYST. Students who speak other languages than English, did not become proficient in the LAB-R and they will be served either in a Free ESL standing Program or a Dual Language Program. Newcomers are placed into an ELL program according to parental choice.

LTELLs will continue participating in all programs available during the school year, until they passed the NYSESLAT, with a particular emphasis on reading and writing skills. Progress will be monitored in order to ensure placement in the program that best meets the needs of individual students.

ELLs who have been identified as having special needs will receive ESL services in addition to other related services such as SPEECH, OT/PT, Counseling, and Adaptive PE. These services will be provided in student's home language, when required by the IEP. Most of Self Contain classes have bilingual paraprofessionals, whom provide services for one or more students.

Dual Language classes are self contained with one teacher per grades K-5, following a split day model. The ESL program is primarily pull-out in order to provide all mandated minutes for ELLs program. The ESL teacher, Ms. Romero provides services to K-5 students.

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

There are:

Kindergarten:	1 DL
Grade 1	1 DL
Grade 2	1 DL
Grade 3	1 DL
Grade 4	1 DL
Grade 5	1 DL

The instructional approach used to meet the needs of ELL students includes the Workshop Model, used for Literacy and math, and content area lessons. Academic Language is formally taught and daily practiced. PS 197 follows the COMMON CORE ELA and COMMON CORE MATH Standards, and follows the new READY GEN and GO MATH programs. The focus is in supporting students to develop their oral and written communication, as well as socialization and cultural awareness. Within the content areas the primary goal is the use interactive WORD WALLs for both MATH and ELA. In addition, TPR and QTEL strategies will continuously to be used in various contexts to support students achievement of the Second Language.

2. Dual Language:

Specific strategies and techniques are used in all content areas to deliver mandated ESL minutes. Strategies are geared towards ELLs achievement in all subject areas, but particularly within the literacy block. Beginner and Intermediate students receive their additional minutes during small group instruction. All ELL students participate in the 90 minute, daily ELA block. Scaffolding strategies are implemented during this time to support learning and help students reach their independent levels. Native Language, Spanish, is provided in all subject areas in accordance with our 50:50 model. Content areas are taught in both languages. Cluster classes are taught in the Native Language when a bilingual teacher is in a cluster position.

Part B: Direct Instruction Supplemental Program Information

ESL Program:

PS197 provides mandated ESL minutes through the Pull-out instructional program. Students are pulled for 45 or 90 minute block based in their NYSESLAT levels of performance. Beginner and Intermediate students are pulled out for a 90 minute block 4 times per week. Advanced students participate in a 45 minute block 4 times per week as well. All ELL students receive ELA instruction from their classroom teacher within the ELA block. NLA materials are made available to all students who speak Spanish to support their learning.

SIFE students are supported during AIS/RTI, counseling, after school Title III programs, and Saturday Academy. Students will be served until they reach their Proficiency Levels. Students who became proficient, services will be provided when space permits. Modifications and accommodations will be provided for both ELLs and Proficient students.

Beginners, Intermediate, and SIFE students will be exposed to the "RIGOR" program to help them decode and be able to construct sentences. In addition, the ESL teacher will provide instruction to ELL students based on age and grade appropriate content in a linguistically appropriate manner.

3. PS 197 has 2 Dual Language teachers (Spanish/English) in grades K, 1,2, and 5th, and 1 ESL /bilingual teacher. 5 teachers are fully certified and two of them are in the process of becoming fully certified.

4. All ELLs receive content area instruction in their classrooms. There is a focus on building content knowledge and vocabulary during ESL instruction using the "RIGOR" program, Words their Way, and Oxford Picture Dictionary for the Content Areas, and read alouds. In addition, materials such as dictionaries (Chinese, Spanish, Haitian), reading and math books (Spanish) are provided in students home language.

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:

PS 197 provides professional development with the use of both in-house and external training opportunities in order to enhance teacher's skills, which later will be implemented during instruction towards supporting student's achievement. At PS 197 we have a 12% of Spanish speakers; therefore, the target audience for professional development encompasses mostly all members of our school, it includes classroom teachers, cluster teachers/specialists, and support staff. Internal support will be continuously provided by the ESL team (it is composed by the ESL teacher, Dual Language teachers, and a school supervisor). PDs focus is meant to develop our best teaching practices as well as to support other professionals in the building. Strategies and Skills are provided during common planning sessions and per session opportunities. Also, the school provides training by using external sources such as conferences or institutes offered by the OELL and our Network. The minimum 7.5 hours of ELL training for all new staff (including non-ELL teachers) is provided on a rolling basis and it is also offered

Part C: Professional Development

as a per session training after school. The purpose of training sessions is to provide insight into the identification process and varying needs of ELL sub-populations. In addition, a variety of instructional strategies are introduced or reviewed during these sessions. The strategies learned during these sessions will support educators and other members to meet the needs of ELLs with which they work. There are different resources that the school will use during professional development sessions: among those we will use, The QTEL strategies to support learners to the achievement of the Second Language, the RTI for ELLs will also be used to support Dual Language teachers as well as General Education teachers. The school will continuously include other relevant resources to aid teachers in understanding the various ELLs culture. All agendas will be kept in the PD ESL binder.

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:

1-ELL Parent Workshop - To provide suggestions on how to help children at home. Create a book Club where parents will be able to develop the habit of reading, so they can practice with their kids at home. Parents will be provided with tools that will be used at home to help children to develop the basic language skills.

ELL parents will be invited to participate in school activities and projects. Educational trips will be offered to parents. At the end of February, parents will be invited to visit different cultural activities through out the city. These trips will allow parents to learn about the different aspects of various cultures and the impact in our communities.

Create a Bilingual Storytelling Hour - Parents will learn about different cultures by listening to stories in English and the different native languages(if possible), and show them how to make some simple books using basic supplies with children at home.

During the Months of December and January parents will participate in two learning sessions. a)parents will review/ learn about the four NYSESLAT Modalities, which they can practice and use to support their children at home in the development of the skills of listening, speaking, and reading through performances of songs of the season. Parents will be introduced to the new changes in our school standards, and learn about the COMMON CORE STANDARDS for both ELA and MATH and the impact it has in our student learning.

b) Parents will participate in a "Coffe Hour" where they will have the opportunity to review the ARIS and the Scantron sites. Parents will participate in a mock testing exam, so that they will have a better idea of the changes in the NYS ELA and MATH assessments.

Part D: Parental Engagement Activities

ELL Parent Year-End Meeting - Provide parents with suggestions and ideas on how to help their children at home and provide them with the appropriate materials (when available) needed to accomplish the task. To provide suggestions on how to help their children during the summer months

3-Parents will be encouraged to participate in various school activities. Meetings will be schedule based on necessity as well and on parental response to surveys. Our PTA in conjunction with the Parent coordinator, and the ESL teacher will hold a Family Literacy and Math Nights sessions. Parents will also be invited to participate in Reading and Writing and Math nights. The skills or strategies presented to parents will allow them to used at home. The school will support additional instructional support to bridge and foster the home/school partnerships that will help address the learning needs of our Second Language Learners. The School and the School Parent's Association will seek out opportunities to organize programs to support parents.

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

In response to parent surveys and direct requests made to school staff, the school will offer classes for our parent population through a series of activities in English and Spanish. A Saturday program will begin on December 2013 and will be taught by one of our staff members. Parents who attend to this class will benefit because they will be able to communicate with school staff about concerns related to their children's education and how can they assist their children in their learning process. P.S. 197 Parent Association will offer parentsworkshops in various areas such as how to use ARIS Parent Link in order to be updated with their kids academic progress.

For parents who attend to these workshops if they speak another language the school will try to offer translation services for them to be able to participate in these sessions.

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"> Per session Per diem 	8,400	One ESL teacher, one ELA and one Math teacher will support students during the Saturday program/or after school. 70 hours X 40 X 3
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional 	2,800	After school materials targeted to address ELL students. Notebooks, binders,

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.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	11,200	