

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

**School Name:** PS 197 KINGS HIGHWAY ACADEMY  
**DBN (i.e. 01M001):** 22K197  
**Principal:** ROSEMARIE BARBIERE NICOLETTI  
**Principal Email:** RNICOLE@SCHOOLS.NYC.GOV  
**Superintendent:** JULIA BOVE  
**Network Leader:** MATT MELCHIORRE, IA

**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
Rosemarie Nicoletti	*Principal or Designee	
Lucille Mauro	*UFT Chapter Leader or Designee	
Nicole Brown-Courtney	*PA/PTA President or Designated Co-President	
Joy Licari	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
Edith Areizaga	Member/ Parent	
Lana May	Member/ Parent	
Maria Enriquez	Member/ Parent	
Danielle Glanvill	Member/ Parent	
Elizabeth Corso	Member/ Teacher	
Lucia Prisco	Member/ Teacher	
	Member/	

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

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

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

## CEP Checklist

### ***All Schools***

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

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

By June 2015, 40% of students in grade 4 will answer questions to demonstrate understanding of an informational text, referring explicitly to the text as a basis for the answers as measured by Performance Assessments using a Teacher's College CCLS aligned rubric.

### **Comprehensive Needs Assessment**

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

- Our needs assessment is based on the results of analysis of the spring 2014 NYSELA Exam.
- In examining ARIS specific questions and student responses on last year's grade 3 exam, many of our students in our current grade 4 struggled with asking and answering questions to demonstrate understanding of an informational text, referring explicitly to the text as a basis for the answers. (For example, the following percentages of students answered a question that required explicit text evidence correctly: 29%).
  - Based on this data, we conclude that students in grade 4 need support in asking and answering questions about informational text and referring explicitly to the text for answers in order to improve reading and writing and meet the expectations of the Common Core Learning Standards in Literacy.

### **Instructional Strategies/Activities**

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

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

1. All teachers will participate in Professional Development on crafting questions in informational texts, with an emphasis on using text based evidence.
2. Teacher teams will meet to address planning questions, prompts, activities and discussions that require students to demonstrate understanding of informational texts and identify supporting text evidence. They will utilize learning progressions to create multiple access points of entry into the curriculum for SWD and ELLs.

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

1. Principal and Assistant Principal work with teachers to plan professional learning activities that will support this goal.
2. All teacher teams (inquiry, grade level, and vertical teams)

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

1. During observations, administrators will focus on Domain 3B on the Danielson Framework, in order to evaluate teachers' ability and progress toward Highly Effective Rating on the rubric for questioning and discussion.
2. At the beginning of each writing unit, teachers will develop a Pre On Demand writing task that incorporates questions and requires text based evidence to assess the needs of the students. Each unit will be followed by a rating on a published piece to determine progress and set goals for the upcoming unit. Additionally, a performance task will be administered in the winter and in the spring to determine what skills transfer to students' ongoing writing.

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

1. Beginning October 2014 and ending April 2015, teacher observations will occur a minimum of 3x followed by feedback and collaboration around ratings and progress.
2. Beginning September 2014 and ending June 2015, performance tasks will be administered in winter and spring. The spring task will be used to determine growth toward our annual goal.

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

1. Title I resources are used to purchase TCRWP staff development for teachers and administrators including online resources. Per-diem

substitutes allow teachers to meet with TC staff developers 2 periods 10 x over the course of the year, and for teachers to attend workshops at TC.

- Monday Professional time is designed by Vertical and Grade level teacher teams. Tuesday Data Inquiry Teams meet together after parent engagement. Parent ELA workshops are arranged on Tuesdays and evenings to help families support their children at home.

**Strategies to Increase Parental Involvement**

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

Title I funds are used to provide parent evening workshops in order to provide support for their children's success on the ELA.

Teachers College provides parent workshops that offer literacy strategies for families to implement at home.

**Budget and Resource Alignment**

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

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

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## Goal and Action Plan #2

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

### **Annual Goal #2**

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

By June 2014, 50% of teachers will align teaching practice, with the Common Core Learning Standards (CCLS), adjust instruction in response to student learning needs, build student independence, and provide targeted feedback, where students assume responsibility for their learning, self-assess, and set goals for next steps as measured by an improvement of one performance level on the Danielson component 3D.

### **Comprehensive Needs Assessment**

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

- 1. At Initial Planning conferences, teachers met with administrators, reflected on their teaching practice using the Danielson Framework, and set personal professional goals for the school year. Administrators collected data on a spreadsheet to identify trends regarding teacher needs. Based on these trends, the preponderance of goals fell under competencies 3B and 3D of the Danielson rubric. Based on teacher observations, administrators decided that lesson plans need to be refined to include strategic planning for small group instruction based on student data 1E.
- 2. Based on recommendations from our Quality Review, the following were areas for improvement:
  - 1.2 Deepen and refine teaching practices and academic tasks to provide relevant entry points that extend student thinking and improve students' cognitive capacity for all learners.
  - 2.2 Promote greater reliability in the alignment of teachers' practice of on-going checks for understanding to consistently measure student mastery toward goal attainment and adjust curricula and instruction to accelerate learning for all students.

### **Instructional Strategies/Activities**

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

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

1. A minimum of 4 classroom observations to observe practices across competencies 1E, 3B, and 3D of the Danielson Rubric. Following observations, teachers and administrators meet to reflect on lessons, collaborate to match the low inference notes with the HEDI ratings, and provide specific feedback, using the Danielson Framework.
2. All teachers complete two self-reflections regarding their practice within the domains of the Danielson Rubric.
3. All teacher teams (Inquiry, Vertical, and Grade level) will evaluate student assessments student work, developed during the 14-15 school year.

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

1. Administrators will work together with teachers in order to reach a normed understanding of teaching practices and how they align with the Danielson Framework.
2. Teachers and administrators will work with the talent coach to implement the teacher effectiveness rubric.
3. All teacher teams (Inquiry, vertical and grade level).

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

1. By the end of the 2014-15 school year, school leaders and teachers will agree with the calibrated rating 75% of the time as to whether teacher practice, as observed in training videos, represents HE, E, D, or I across competencies 1E, 3B and 3D.
2. Self-reflections will be used throughout the school year, and at post observation conferences, to measure the alignment between teacher practice and effective and highly effective ratings, in the targeted competencies.
3. Teachers and administrators will conduct an analysis of the baseline and formative TC Assessment Data and compare it to the external assessments

(NYSELA), to evaluate the alignment between the internal and external assessment data with a target of no more than a deviation of one level in the scoring alignment.

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

1. Beginning September 2014 through June 2015 teachers will be observed both formally and informally, a minimum of 4 times per year (on a rolling basis throughout the year).
2. All teachers and administrators will engage in beginning and end of year assessments and reflections to evaluate progress toward Highly Effective in the specified competencies on the Danielson Framework as evidenced by self-assessments, formal and informal observations and artifacts.
3. Inquiry teams will meet weekly and grade level teams will meet at least weekly, throughout the 2014-15 school year, to plan instruction that incorporates strategies to strengthen student independence in order to promote success on the NYSELA and create a greater alignment between student performance in internal assessments and performance on NYSELA .

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

1. Prep periods are used for teachers and administrators to meet together following observations. At these meetings the lesson is discussed, we collaboratively match low inference data to ratings of competencies on the Danielson Framework, and identify next steps.
2. Prep periods are used to work with teachers to reflect on personal practice using The Framework for Teaching by Charlotte Danielson (provided to all teachers) September 2014 and April 2015.
3. An SBO vote was conducted in order for teachers to have a Data Inquiry Period once a week where they look at student work; share best practices and make strategic adjustments to planning and instruction. Each grade level team has 1 common prep with colleagues on the grade built into the regular program.

***Strategies to Increase Parental Involvement***

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

Workshops on CCLS for parents are planned and implemented by our teachers and Parent Coordinator. TC letters with suggested leveled reading materials are sent to families. School communications are sent via letters, emails, and phone calls through School Messenger.

***Budget and Resource Alignment***

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

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

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### Goal and Action Plan #3

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

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

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

By June 2015, 50% of teachers will be able to develop high quality questions aligned with CCLS and Citywide Expectations, that cause students to think, reflect and deepen their understanding, and improve discussion techniques in order to promote the development of cognitive capacity for all learners as measured by an improvement of one performance level on the Danielson component 3B.

#### **Comprehensive Needs Assessment**

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

1. In our November 2013 Quality Review, an area identified for improvement was (1.2) Deepen and refine teaching practices and academic tasks aligned to entry points that extend student thinking and participation in order to improve cognitive capacity and close the achievement gap for all learners.
2. An analysis of student performance on the NYSELA on ARIS, with regard to specific questions and corresponding strategies on Engage NY, showed that our current grade 4 students did poorly on determining a theme of a story, drama, or poem from details in a text; summarize the text.

#### **Instructional Strategies/Activities**

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

##### **1. Strategies/activities that encompass the needs of identified subgroups**

1. Teachers and Administrators will work with staff developers from Teachers College support questioning and discussion techniques.
2. Monday Professional Learning Periods and Chancellor's Professional Development days will provide teachers with opportunities to work in teacher teams to craft and/or evaluate questions using tools such as Webb's Depth of Knowledge, Hess Cognitive Rigor Matrix, CCLS, Citywide Instructional Shifts in ELA, and Competency 3B from the Danielson Framework.
3. The use of the Danielson Framework, competency 3B, will be used to support and evaluate teachers' use of questioning in instruction through frequent cycles of observation resulting in formative, actionable feedback.

##### **2. Key personnel and other resources used to implement each strategy/activity**

1. Teachers College Staff Developers will work with teachers to enhance their ability to develop DOK levels 3 and 4 questions in mini-lessons, and guided or strategy group instruction in order to engage students in high level critical thinking and require them to provide evidence from the text to support theories or ideas.
2. Administrators, coaches and teachers will work together throughout the school year using CCLS, Citywide Expectations, along with other tools such as the Danielson Framework 3B, Depths of Knowledge, and the Cognitive Rigor Matrix to support teachers' questioning.
3. Administrators will work together with teachers in order to reach a normed understanding of teaching practices and how they align with the Danielson Framework competency 3B.

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

1. Teachers, administrators and staff developers will conduct an analysis of the baseline and formative TC Assessment Data and compare it to the external assessments (NYSELA), to evaluate the alignment between the internal and external assessment data with a target of no more than one level deviation in the scoring alignment. School leaders and teachers will agree with the calibrated rating 75% of the time as to whether teacher practice with regard to questioning, as observed in training videos, represents HE, E, D, or I across competency 3B.
2. School leaders and teachers will develop or compare questions and rate them as levels 1, 2, 3, or 4 according to Depths of Knowledge Scale at Monday Professional Learning periods and Chancellor's conference days.
3. School leaders and teachers will agree with calibrated rating 75% of the time following classroom observations, at a post observation conferences as to whether teacher practice with regard to questioning represents HE, E, D, or I, across competency 3B on the Danielson Framework.

##### **4. Timeline for implementation and completion including start and end dates**

1. TC Staff Developers visit our school 20 days beginning September 2014 and ending June 2015.
2. Monday Professional Learning periods and Chancellor’s Conference Days throughout the 2014-15 school year.
3. Each teacher will meet with an administrator for feedback following observations a minimum of four times a year between October 2014 and May 2015.
4. September 2014 through June 2015.

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

1. Upper and lower grade teachers meet with Staff Developers at our school 10 days each, for 2 periods each day or 90 minutes. Coverages are provided by substitute teachers. Teachers attend 30 PD workshops at TC. Substitute teachers cover classes. PD is differentiated to meet the needs of new and experienced teachers.
2. Vertical and grade teacher teams create agendas for professional learning. Chancellor’s Conference Days are 2-3 days per year.
3. Following observations, teachers meet with administrators during prep periods for a minimum of 3x per year.
4. Teachers are encouraged to arrange inter-visitations to observe specific teaching strategies. Credit is given to teachers in domain 4E if this is conducted 15 days prior to an observation.

**Strategies to Increase Parental Involvement**

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

Parents are invited to workshops at TC where they are supported with ways to build comprehension for example through questioning that is aligned with CCLS. Workshops are provided for parents during the Parent Engagement time on Tuesdays. Title I money will be used to provide evening workshops for families.

**Budget and Resource Alignment**

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

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

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## Goal and Action Plan #4

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

### **Annual Goal #4**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

- 1. Strategies/activities that encompass the needs of identified subgroups**  
1.
- 2. Key personnel and other resources used to implement each strategy/activity**  
3.
- 4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**  
1.
- 5. Timeline for implementation and completion including start and end dates**  
1.
- 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**  
1.

### **Strategies to Increase Parental Involvement**

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

### **Budget and Resource Alignment**

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

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

## Goal and Action Plan #5

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

### **Annual Goal #5**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>1. Strategies/activities that encompass the needs of identified subgroups</b>
1.
<b>2. Key personnel and other resources used to implement each strategy/activity</b>
3.
<b>4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>5. Timeline for implementation and completion including start and end dates</b>
1.
<b>6. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

### **Strategies to Increase Parental Involvement**

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

### **Budget and Resource Alignment**

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

### Academic Intervention Services (AIS)

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

**Description**

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<b>ELA</b>	Wilson Reading Program--Researched based structured multi-sensory decoding program. Used for children who require RTI services.	Small groups up to 5 children.	Wilson Reading is given to children during the school day.
	Quick Reads--Research based comprehension and fluency program. Used for children who require RTI services.	1:1	Quick Reads is given to children during the school day.
	Great Leaps--Research based decoding and fluency program. –	1:1	Great Leaps is given to children during the school day.
	Acuity--Technology based program in reading that addresses comprehension.	1:1	During the school day.
	Study Island ELA--Technology based program targeting specific reading skills and aligned to the Common Core.	1:1	During the school day.
	Brainpop--Technology based program targeting sight words, grammar, spelling and comprehension.	1:1	During the school day.
	Acuity—Technology based program in reading that addresses	1:1	During the school day.
		1:1	During the school day.

	comprehension.		
<b>Mathematics</b>	<p>Mathematics Acuity--Technology based math program.</p> <p>Study Island Math-Technology based program aligned to the common core.</p>	<p>1:1</p> <p>1:1</p>	<p>During the school day.</p> <p>During the school day.</p>
<b>Science</b>	Harcourt Program-- Differentiated in class instruction provided within the core curriculum	Small Groups	During the school day.
<b>Social Studies</b>	<p>Maps Globes and Graphs-- Targets geographic skills</p> <p>PBS Kids—Video clips used to deepen understanding.</p> <p>Braninpop—Technology based program targeting different areas of the social studies curriculum.</p>	<p>Small groups</p> <p>1:1 or Small groups</p> <p>1:1 or Small groups</p>	During the school day.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p> <p>Guidance Counselor---Counseling, crisis intervention, community building projects and character education.</p> <p>School Psychologist- Students who are at risk are seen for ERSA. Counseling for a limited amount of sessions.</p> <p>Social Worker--Targets students who are not mandated, but who exhibit at risk behaviors.</p>	<p>1:1 or small groups</p> <p>1:1</p> <p>1:1 or small groups</p> <p>1:1</p>	During the school day.



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

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

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

**Title I Status**

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

**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.
<ul style="list-style-type: none"> <li>• Teachers and administrators observe demo lessons of potential teaching candidates and use the Danielson Framework in order to identify the best candidates for specific teaching assignments.</li> <li>• Professional Development given by Teachers College within the school day and at the College at no cost to teachers.</li> <li>• Develop a common lens for instruction, curriculum by setting clear expectations, discuss what's working and what needs to be improved, and provide evidence-based applicable feedback.</li> </ul>

**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).
<ul style="list-style-type: none"> <li>• Teacher's College Reading and Writing Project provides support in Literacy to Administrators, Teachers and Paraprofessionals.</li> <li>• Administrators met with teachers in September 2014 to develop individual goals for the school year that are in line with CCLS, Citywide Expectations and the Danielson Framework.</li> <li>• The use of the Danielson Framework for enhancing professional practice will be used in short frequent cycles of classroom observation.</li> <li>• During Chancellor's Conference Days, PD for teachers and paraprofessionals addresses CCLS, Citywide Expectations, and the Danielson Framework.</li> <li>• ELA and Math Ambassadors attend professional development workshops at the Network to support teachers with planning and instruction in all core areas and share at Faculty conferences and Chancellor's Conference Days.</li> <li>• Teachers use Mondays and Tuesdays to look at student work to plan interventions for their students.</li> </ul>

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<p>Money is set aside as appropriate for students in temporary housing.</p> <p>Title I Funds are used appropriately</p> <p>10% PD</p> <p>05% HQ</p> <p>01% PI</p>

**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.).
Families are invited to all school functions including assembly programs. PK students perform at our Spring Gala. PK students are invited to have lunch in the lunchroom in the spring semester. PK students participate in all cluster programs such as art, PE, music, Technology, etc. Parents are invited to a kindergarten event in order to familiarize them with how to be prepared for the demands of Kindergarten.

**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.

A MOSL team was chosen to work alongside administrators to determine the assessments our school would implement this year.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

**PS 197**  
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**Rosemarie Barbieri Nicoletti**, Principal

**Serenity Saint Jean**, Assistant Principal

**PS 197 Parent Involvement Policy**

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

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

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**PS 197 Parent Involvement Policy**

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 Teacher Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, such as, literacy, math, technology and the arts;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication and leadership skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Teacher Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

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

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Rosemarie Barbieri Nicoletti, Principal

Serenity Saint Jean, Assistant Principal

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

PS 197 School-Parent Compact

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

## **III. Student Responsibilities:**

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

**DBN: 22K197**

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$319,675.95	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$108,761.00	X	See action plan
Title III, Part A	Federal	\$16,072.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,823,445.00	X	See action plan

**<sup>1</sup>Explanation/Background:**

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the

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

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

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

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

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

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.



**Department of English Language Learners and Student Support**

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

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

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

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

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

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

Part A: School Information	
Name of School: Kings Highway Academy	DBN: 22K197
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 120
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 9  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: 8

Describe the direct instruction supplemental program here and include the

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

Begin description here: In order to ensure the success of our ELLs, we intend to implement an after school program taught in English by qualified teachers, that all ELLs will be invited to attend two days per week. This program will be very specific to the needs of those students who are involved in the ESL program during the school day and are required to take examinations in the academic content areas. The work will be grounded in literacy, math, social studies, science, and the arts. It will include test preparation. We anticipate about 77 ELLs to participate in the program.

The program will focus on all ELLs and former ELLs in grades two, three, four, and five with a maximum class size of 15 students in each class. We will have a total of 6 classes: two on Grade 2, two on Grade 3, two on Grade 4, and two on Grade 5. There will be 14 after school sessions on Wednesdays and Thursdays focused on academics and serviced by content area specialists in literacy, math, social studies, and science.

A licensed ESL teacher will work closely with content area teachers and students. She will co-teach alongside the two grade content teachers with both classes of the same grade level for half of the session at a time.

The ESL teacher's schedule will follow as shown below:

Wednesday Grade 2- 2:20pm-3:20pm

Wednesday Grade 3- 3:20pm-4:20pm

Thursday Grade 4- 2:20pm-3:20pm

Thursday Grade 5- 3:20pm-4:20pm

The students' schedule will follow as shown below:

Grade	day	2:20-3:30	3:30-4:20
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2	Wed	ESL	Content
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### Part B: Direct Instruction Supplemental Program Information

3	Wed	Content	ESL
4	Thurs	ESL	Content
5	Thurs	Content	ESL

The programs will run for 120 minutes, two days per week. It will take place from 2:20 P.M. until 4:20 P.M. for 14 after school sessions. Programs will begin on February 11, 2015 and will run through May 2014. In the academic program, fifty percent of the time will be focused on mathematics and fifty percent will be focused on literacy and reading in the content areas, specifically science and social studies. Each teacher will focus on assisting their students to meet the performance standards for that child's particular grade. In addition, the teachers will focus on expanding and enriching each youngster's English academic vocabulary. This program will incorporate test preparation. In mid-April through May, we transition to a stronger focus in the arts and technology content areas.

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

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

Note: teacher per session (with fringe) = \$51.51 and Supervisor (with fringe) = \$52.84

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

### Part C: Professional Development

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

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

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

PS 197 is a Teachers College Reading and Writing Project School (TCRWP). With Title I funds, we purchase professional development through Columbia University. Staff Developers work with teachers and students at our school throughout the year for a total of 20 days. All our teachers attend workshops

### Part C: Professional Development

at Teachers College, Columbia University. Workshops include use of TC assessment tools, utilizing assessment to drive instruction and approaches to differentiate instruction in reading and writing for our varied levels of ELLs, and general education students. This year, staff developers will do sessions specifically around meeting the needs of our English Language Learners.

Mondays 2:30pm -3:00pm

November 3rd The various levels and types of ELLs, Expectations, 10th Engaging Newcomers, 17th Check-in: Moving Forward, 24th Cultural Differences and Social Needs with our ELLs

December 1st How to use Collaboration, Teamwork, and Partnerships effectively, 8th Classroom Setup: How this affects ELLs' Learning, 15th Learning Goals and Lesson Objectives, 22nd ELLs Greatest tool: Prior Knowledge

January 5th TPR: total physical response, 12th Paraprofessional's role in helping ELLs, 26th Discipline and Praise

February 2nd Differentiating, Common Core and your ELLs, 9th Paraprofessionals: behavior management, 23rd Scaffolding, 30th Paraprofessionals: scaffolding, not helping

March 2nd Making and Using Realia Effectively, 9th Giving Effective Feedback, 16th Creating Rubrics based on achievement, 23rd Paraprofessionals: Using visuals, voice cadence, and intonation as learning tools, 30th Addressing Advanced ELLs' Needs

April 13th Vocabulary Building and Grammatical Structures, 20th Test Prep and ELLs, 27th Content Areas

May 11th Parent Communication, 18th Workshop: What are some of the struggles we are still facing as a school and in our own classrooms?

June 1st Collaborating with teachers vertically and horizontally, 8th Achievement mentality over "Catching up", 15th Preparation for next year: what types of Charts and classroom visuals are most effective? 22nd Reflection: What worked? What do we need to do for next year's ELLs?

### 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: We have many families who are new to our country. We decided to provide classes as a way to help parents support their children academically through homework help and improved communication between school and parents. Therefore, we have designed ESL classes for parents. They are arranged in 2 levels according to proficiency, beginner and advanced. They are held

**Part D: Parental Engagement Activities**

weekly for 1.5 hours each session. Classes began in November 2012 and will consist of 10 sessions each (total 20 sessions). Lessons cover all aspects of English grammar including tenses, prepositions, articles, vocabulary, and everyday usage, We have integrated aspects of reading, writing, and conversation into each lesson. The provider is our Parent Coordinator. She holds a CELTA (Certification for English Language Teaching to Adults) from Teaching House from the University of Cambridge. Parents are notified by flyers both in English and alternative languages. She has also held seminars for parents about the Common Core and other topics that relate closely to their child's education at PS197. A monthly calendar includes reminders for these classes as well as all school events (PTA meetings, concerts, fairs, carnival, field day, etc.) School messenger is used to disseminate information as well. This program is of no cost to Title III as it is provided by our Parent Coordinator.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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



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

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

## Part I: School ELL Profile

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

District <b>22</b>	Borough <b>Brooklyn</b>	School Number <b>197</b>
School Name <b>The Kings Highway Academy</b>		

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

Principal <b>Rosemarie Nicoletti</b>	Assistant Principal <b>Serenity Saint Jean</b>
Coach <b>Phyllis Ashenberg</b>	Coach <b>type here</b>
ESL Teacher <b>Leila Reyes</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Amanda Forster ESL</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Danielle Hamilton</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Julia Bove</b>	Other <b>type here</b>

### 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.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>543</b>	Total number of ELLs	<b>107</b>	ELLs as share of total student population (%)	<b>19.71%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	107	Newcomers (ELLs receiving service 0-3 years)	96	ELL Students with Disabilities	13
SIFE	2	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	96	2	5	11	0	8	0	0	0		107

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>96</b>	<b>2</b>	<b>5</b>	<b>11</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>107</b>
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	4	5	2	2	4								22
Chinese	1	0	0	0	0	0								1
Russian	13	8	6	4	6	5								42
Bengali														0
Urdu	3	0	0	4	1	2								10
Arabic	1	2	0	0	3	0								6
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian	2	0	0	0	0	0								2
Other	4	6	8	1	3	2								24
<b>TOTAL</b>	<b>29</b>	<b>20</b>	<b>19</b>	<b>11</b>	<b>15</b>	<b>13</b>	<b>0</b>	<b>107</b>						

## 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)	20	8	1	3	8									40
Intermediate(I)	8	5	7	4	3									27
Advanced (A)	21	6	5	6	2									40
Total	49	19	13	13	13	0	0	0	0	0	0	0	0	107

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	3	0	0	9
4	4	2	0	0	6
5					0
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	2	2	4	0	1	0	0	1	10
4	5	0	2	1	0	1	0	0	9
5									0
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	0	1	0	3	1	1	1	9
8									0

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

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:**

- 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.  
To assess the early literacy skills of English Language Learners (ELLs), P.S. 197 uses the Teacher's College Reading and Writing Project of Columbia University (TCRWP). This tool assesses Concepts of Print, Letter / Sound Identification, High Frequency Words, and Independent Reading Levels in fiction and nonfiction texts. The data shows that ELL general education students' literacy levels grow

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Data pattern across proficiency levels (on the LAB-R and NYSESLAT) and grades revealed that most beginner and advanced ELLs are in Kindergarten. Number of beginner ELLs decreases as they move up grade levels, with the exception of the newcomers enrolling at our school each year. Most advanced students score out of the program in kindergarten. From the first grade on, the number of advanced ELLs remains almost the same. As for Intermediate ELLs, their proficiency does not seem to change across grades.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The NYSESLAT combined modality report is not available as of 11/15/2013.

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?

4a. The patterns across proficiencies and grades demonstrate that most beginner and advanced ELLs are in Kindergarten. Number of beginner ELLs decreases as they move up grade levels, except for the newcomers enrolling at our school each year. As for Intermediate ELLs, their proficiency does not seem to change much across grades. Patterns across proficiencies and grades reveal that out of 13 proficient students, 5 of them were in second grade. On the one hand, ELLs who come with knowledge of math, science, and social studies from the country of their origin, show high results when they take state tests in their native languages. On the other hand, students with limited content knowledge in their native languages does not benefit from the translation provided during testing.

4b. The school leadership and teachers analyze the ELL Periodic Assessment results and collaborate with ESL teachers to define the skills and strategies needed for further advancement of ELLs. The periodic assessments are aligned with New York State English as a Second Language (ESL) Standards and New York State English Language Arts (ELA) Standards as appropriate. Detailed score reports are posted at <https://www.pearsoninform.com/login/ny-nycdoe> and give detailed information regarding the strengths and needs of students in their acquisition of English language skills. The periodic assessment program enables teachers to identify an individual student's learning needs and provide feedback to the student. Schools will also be able to use the reports for professional development at teacher conferences and workshops.

4c. The ELL Periodic Assessment results help the school to determine the kind of education students have in their native language, how they are able to transfer their knowledge from their native language to English, and which of their modalities of language are strongest and weakest. 25% of the resources in the classroom are native language support, such as bilingual dictionaries, glossaries, and oral interpretation which are helping students to demonstrate their knowledge in content area and literacy.

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](#).)

To provide ELLs with rigorous, culturally responsive instruction, a strong RTI model is in place.

Classroom teacher administers Universal Screening to all students 4 times a year. The screening data will assist in monitoring student progress. If a student is initially identified as at-risk based on results from an initial screening in the fall, the student continues to be progress-monitored in the general education setting by the classroom teacher. Instruction is differentiated for that student during core instruction in the classroom during a six-week period.

RTI team meets to identify which students are not responding to the intervention provided by the classroom teacher. Classroom teachers bring evidence that shows what they have tried within the classroom setting. These students will be referred for RTI. The referred student is kept in Tier 1 (Core Instructional Program) with interventions and differentiated instruction to be provided for up to six weeks by the classroom teacher with progress monitoring.

If it is determined the student failed to respond to the intervention provided in the general education setting, the student is referred for Tier 2. In addition to Tier 1, that student receives small group supplemental instruction for 20-30 minutes 3-5 days per cycle. Students' progress will be evaluated within 6 to 9 weeks. A recommendation will be made for the students to remain in Tier 2, go back to Tier 1, or move to Tier 3. Parents of the students will be informed that the student is receiving a very intensive reading intervention in a group of no more than 1:3.

The problem solving team will reconvene within 3 to 6 months to evaluate the progress of students. These students either move to Tier 2, remain in Tier 3, or get referred for special education.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Through certification, PD training, personal experiences, and professional experience, the ESL teachers have become fully acquainted with the second language acquisition process. All teachers -- classroom, specialists, and content cluster -- utilize ESL teaching and literacy techniques and methods in their classes because, doing so, scaffolds and differentiates for their other mainstream students, as well. Some of our teachers are bilingual, which gives them the insight to incorporate language development into their teaching. Diagnostic assessments tell us where each ELL is at the beginning so we know what direction we need to incorporate into our upcoming plans. Language acquisition usually has a consistent pattern. From the diagnostic assessment, we can then map out the ELLs progression from the beginning and then modify it as we go according to the formative assessments along the way. If the ELL is a newcomer, then they will have to start from the beginning in their literacy process with phonemic awareness, then phonics, fluency, vocabulary, and finally comprehension. ESL specialists understand that receptive skills are acquired much sooner than productive skills. Beginners can identify words with their meanings and construct simple sentences. Intermediate ELLs have all the basic grammar and vocabulary but take literary text literally and need to work on their more advanced literacy skills. Advanced ELLs all have the greatest amount of trouble with their writing skills. The ESL staff focuses on complex literacy skills with the advanced students to read as writers and write as readers so they may acquire more native-like qualities to their language. It is also known that the native language may interfere with certain aspects of the English language. Fortunately, at PS 197, the two ESL specialists have a diverse knowledge of several languages. Along the way, the ESL teachers will take into consideration all other aspects of the students' background, such as previous school experience, any interrupted schooling, what country they came from, if the ELL's family goes back to their home country often, how they are settling into the new school and new country, the families' emphasis on education, socioeconomic status, how they interact with their peers, etc.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Not Applicable.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
The results of the tests ELLs take (NYSESLAT, ELA, Math, Science, etc.) show the success of the programs used for our ELLs at our school. For example, in the NYS Science test 14 out of 22 ELL students in grade 4 demonstrated levels 3 and 4; in the NYS Math Test, 18 ELLs demonstrated level 2, and 12 ELLs demonstrated level 3 out of 36 students in grades 4 and 5.

## Part IV: ELL Identification Process

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

- 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](#).)  
Procedures for identifying and placing new English Language Learners, including pre-kindergarten students moving to kindergarten, include five major components: registration, identification, parent orientation, program selection, and program placement. ESL teachers are responsible for identifying and placing new ELLs.  
The identification process begins with screening which includes administering the Home Language Identification Survey (HLIS) and conducting the informal oral interview in English and in the native language. The importance of attentive engagement with parents during the home language identification process cannot be stressed enough, as it is the process that initially determines whether a child may require ESL services. At enrollment, a trained ESL pedagogue (and an interpreter, if needed) meets with parents to make an initial determination of the child's home language. This process is formalized through a HLIS that parents complete to show what language the child speaks at home. A HLIS is completed in the native language of the parents. Based on the established criteria, we determine which of the students are required to take the Language Assessment Battery - Revised (LAB-R). These children are identified as "Potential ELLs". Based on the hand-scored results of the formal initial assessment (LAB-R), the students are identified as ELLs (those who belong to beginning, intermediate, or advanced levels of English language proficiency) and non-ELLs (those who are identified as proficient). All ELLs are eligible and mandated to receive bilingual or ESL services.

The LAB-R is administered only once to a student to determine eligibility for bilingual or ESL services; it must be administered within the first ten days of school. Students who speak Spanish at home and score at or below proficient on the LAB-R are administered a Spanish LAB to determine language dominance.

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.  
Throughout the school year, the K-5 ESL certified teachers provided parents with support from the students' registration to the students' graduation/discharge.  
Upon the students' registration, an interview is conducted with the parent and the child.  
Within the students' first ten days, the Home Language Identification Survey (HLIS) is reviewed for eligibility.  
In September, an Orientation Meeting for the Parents of the newly enrolled ELLs is held by the two ESL teachers. This orientation meeting is held for every newly admitted students' parents throughout the school year. The parents are provided with information on the different ESL programs (Transitional Bilingual Education, Dual Language, Freestanding ESL) using the translated materials (brochures and DVDs, which are now available on the internet in the native languages of the parents of ELLs) and are offered translation and interpretation services, including document translation and onsite interpretation services, as needed.
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 [\[see tool kit\]](#).)  
Arming parents with notifications and information, and maintaining a dialogue with them are at the heart of informed parental choice. Our ESL teachers notify parents of their child's eligibility for services and provide information and service options. The parents are also informed of their child's placement. The ESL teachers distribute letters to classroom teachers who have the students put their letters (Entitlement Letters, Placement Letters, and Parent Survey and Program Selection Forms in their native languages) into their folders to be brought home, signed, and brought back to the classroom teacher who gives it back to the ESL teachers. Copies of the letters are made to make sure everything is on file. The Program Selection Forms are usually returned by all the parents to ESL teachers. In regards to any unreturned letters, the parents are contacted by the ESL teacher to see if it was received. If it was not, another is sent to be filled out and returned. For the past few years to parents of all newly admitted ELLs returned the Program Selection Forms indicating the Freestanding ESL Program as their first choice. We keep the copies of the forms on file for several years.  
Our ESL teachers make every effort to stay close contact with ELLs' parents, from administering the HLIS, to informing them of their child's eligibility for ESL services, to collecting the forms that indicate the parent's program choice for their child. Throughout the year, parents are informed in a number of ways, including parent workshops and meetings, one-on-one meetings, phone conversations, and through mail.
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.  
Procedures for identifying and placing new ELLs, including pre-kindergarten students moving to kindergarten, include five major components: registration, identification, parent orientation, program selection, and program placement, ESL teachers are in charge of identifying and placing new ELLs.  
The identification process begins with screening which includes administering the Home Language Identification Survey (HLIS) and conducting the informal oral interview in English and in the native language. The importance of attentive engagement with parents during the home language identification process cannot be stressed enough, as it is the process that initially determines whether a child may require ESL services. At enrollment trained and certified pedagogues meet with the parents to make an initial determination of the child's home language. This process is formalized through a HLIS that parents complete to show what language the child speaks at home and in their community. A HLIS is completed in the native language of the parents. Based on the established criteria, the ESL teachers determine which of the students are required to take the Language Assessment Battery - Revised (LAB-R). These children are identified as "Potential ELLs". Based on the hand-scored results of the formal initial assessment (LAB-R), the students are identified as ELLs (those who belong to beginning, intermediate, or advanced levels of English language proficiency) and non-ELLs (those who are identified as proficient). All ELLs are eligible to receive bilingual or ESL services.  
The LAB-R is administered only once to a student to determine eligibility for bilingual services or ESL services. It must be administered within the first ten days of school. Students who speak Spanish at home and score at or below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance.  
Transitional Bilingual Education and/or Dual Language programs, which include the native language arts (NLA) component, will be used upon the availability of the required numbers of students and the parents' choice.
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.  
There are several steps involved to administer all sections of the NYSESLAT. An orientation session is scheduled for the test administrators. ELLs are informed about the NYSESLAT a few days before its administration. Test notifications are sent to the ELLs'

parents. SWDs are provided with testing accommodations accordingly. The speaking section is individually administered to students and scored in locations separate from other students by an indifferent teacher. The school will obtain RLER report and LAT reports before the test administration to make sure all the test eligible students take NYSESLAT. Our school chooses its own test day within the test administration time period. Our school follows subtest administration sequence suggested by the department. Session 1 is speaking, session 2 is listening, session 3 is reading, and session 4 is writing.

Each teacher, responsible for administering NYSESLAT, submits the names of the absent students. Our school staff checks these children's presence on a daily basis. Moreover, we contact with parents of absentee ELLs to emphasize the importance of taking all the subtests of NYSESLAT. Once the student has returned to school, the test is immediately administered.

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. *D*

P.S. 197 provides parents of newly enrolled ELLs with information on the different ELL programs that are available. Our school couples parents' choice with program availability, which determines program placement for ELLs. Based off of our ELLs' parents' input, our ESL department makes recommendations that would help each parent and child. Parents cannot withdraw their children from ESL services if they are eligible to receive them.

The review of the Parent Survey and Program Selection forms for the past few years provides the following numbers. In 2011 - 2012 (18 parents), 2012-2013, and 2013-2014 (40 parents), all the parents requested the Freestanding ESL Program as their first choice, except for one parent who chose the dual language choice. Our ESL teachers supported this parent by recommending them to the one school in the Brooklyn borough that has a program that he might be interested in. As a result of the lack of parents' desire to have transitional or dual language programs, P.S. 197 offers Freestanding ESL. There for our school is fully aligned with our parent requests. According to ASPIRA, a school that has 15 or more parents that are interested in a dual language program for their children must create the dual language program if all the students are within 2 consecutive grade levels and have the same home language.

Our school enters parent choice as indicated on the Parent Survey & Program Selection Form in the designated screen in ATS (ELPC) as forms are completed. ELLs are put in the parents' program of choice within 10 days of enrollment.

If a parent's choice is not currently available in the school, our school informs the parent that their choice is not available at the school, and the parent is provided with the following two options: 1. keep their child enrolled at the current school in an available program, if the parent chooses this option; 2. Transfer their child to a different school where the parent's choice is currently available by contacting the OELL. While the school awaits the transfer, the child is temporarily placed in an ESL program available at school, until the transfer is completed. Once the child's program has been determined, our school sends parent a placement letter indicating the program in which their child has been placed.

Using parent information, as well as properly maintaining and storing it, ensures that our school honors parent choice and follows the mandates of providing a parent orientation. Our school continuously monitors whether or not it is meeting parents' needs as indicated on these forms.

# 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])?

All English Language Learners (ELLs) are very well integrated into our school. The school provides ELLs with a Freestanding English as a Second Language (ESL) program, which provides instruction in English, emphasizing English-language acquisition.

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The two ESL teachers have split the students so that one teacher is teaching the Kindergarten and first grade students, and the other teacher is teaching grades 2 through 5. This way, they have approximately the same number of students in total. From there, the two ESL teachers use a combination of pull-out and push-in classes to satisfy all required instructional time. All classroom teachers' schedules were gathered and coordinated so that an appropriate schedule could be made to see all children at times that would not interfere with their content area classes. The ESL instruction is delivered through small group instruction with a focus on English language objectives, emphasizing reading and writing strategies.

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

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.

English language learners are held to the same high expectations outlined in the CCLS. The standards state that "it is possible to meet the standards of speaking, listening, reading, and writing without displaying native-like control of conventions and vocabulary." (Standards for English Language Arts and Literacy in History/Social studies, Science, and Technical Subjects/introduction.)

ESL strategies and learning materials used are aligned to CCLS and reflect the shifts in ELA/Literacy evident in the CCLS. Activities in content areas are scaffolded to increase complexity and rigor. Questions are text-based, and academic vocabulary is present in all the materials. Students are required to write from many different prompts. Progress assessment is ongoing, both formally and informally.

Content area instruction is provided to all ELLs. The students are grouped according to their English language proficiency level, language development, and academic needs to address their weaknesses and strengths effectively. The instructional approach used to teach literacy to ELLs is based on Balanced Literacy, which means developing literacy skills by incorporating a number of activities, including read-alouds, shared reading, guided reading, independent reading, interactive reading, phonics, spelling, shared writing, guided writing, modeled writing, interactive writing, and independent writing. ESL strategies are used to provide ELLs with the educational tools of communication in social and cultural settings, and achieve academically in all content areas. All students are receiving their mandated services. ESL strategies and learning materials used are aligned with NYS Standards.

Progress assessment is ongoing, both formally and informally. Instructional shifts deem that there will be a stronger emphasis on Informational Reading and Writing. Therefore, P.S. 197 has strived to make informational texts a highlight in the literacy workshop. There is a Science cluster teacher and a Social Studies cluster teacher who either push in or pull out whole classes, which is supplemented by field trips appropriate to their grade level and the topics previously covered that school year thusfar. Bilingual and monolingual picture dictionaries are available to the students, which are organized by topic or theme, such as numbers, family members, feelings/emotions, etc. ESL teachers balance between English structures and content-specific vocabulary throughout their instruction of math, social studies, language arts, and science.

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

ELLs are evaluated only in English; they are not evaluated in their native language because the school provides only the Freestanding ESL program at this time. However, our ELLs are provided native language support via our bilingual and trilingual staff, mainly in Spanish and Russian.

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

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

Each modality is assessed with diagnostic, formative, and summative assessments. The diagnostic assessments consist of the LAB-R, the previous year's NYSESLAT, and additional informal assessments performed by the ESL teacher, such as one-on-one conversations, writing samples, or observations of student interactions. Formative assessments occur daily, weekly, monthly, and quarterly. These formative assessments are everything from conference notes to presentations, from portfolios to TC reading level assessments, and from pair-and-share during read alouds to the assessments held after every lesson. Each of these formative assessments either assesses their reading and writing skills or their listening and speaking skills. Every ESL lesson has a focus on, at least, one of the modalities. Each modality is focused on in an alternating pattern, so that all are covered on a regular basis. The summative assessments are the ELA exam and the NYSESLAT at the end of the school year. ELA measures reading and writing abilities and the NYSESLAT assesses all four modalities.

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).

New ELLs, SIFE (Students with Interrupted Formal Education), Long-Term ELLs and Special Education ELLs are part of the Academic Intervention Program, which is aimed at learning math vocabulary, problem solving, as well as literacy skills. This year, the school has 96 newcomers (ELLs receiving service 0-3 years), 11 ELLs receiving 4-6 years, 13 Special Education ELLs, and 2 SIFE students. While teaching these students, our teachers modify the academic materials to make them more comprehensible to the learners. We teach our students to use charts, graphs, timelines, and Venn Diagrams. Teachers repeat the main points, speak slowly, a pause for comprehension checks.

SIFE students require rigorous early literacy instruction in conjunction with oral proficiency skills. SIFE students are typically behind their peers in general and basic academic skills. Therefore, the alphabet and phonetic skills are targeted first. Listening skills are critical to their language acquisition. Minimal pairs are a great technique to see how carefully they can hear and separate phonemes. Digraphs and blends are used afterwards. Storytelling is a strong instructional method to get SIFE students used to listening to others and re-create their own stories. All four modalities must be addressed as any other sub-group. The main aspect that differs a SIFE student from any other mainstream student is the lack of literacy skills.

Newcomers receive the most support out of all the students. They receive the highest level of scaffolding. Vocabulary words are introduced strategically based on importance to the text. Then, grammatical structures are covered through the texts. Newcomers receive translators for non-ELA tests for the first two years upon entry. These students often work with a partner to improve their oral communication skills. Games, pictures, manipulatives, modelling, songs, and videos are all great realia to get ELLs to make connections with language and the meaning. For newcomers, instructional materials that support the learning of ELLs are those materials that are rich in visuals, maps, and include content from a multicultural world, and focus on English language development. Teachers use of realia to demonstrate and explain. Language acquisition instruction is linked to content instruction in Social Studies, Science, and Math and includes the use of illustrated word walls. Upper grade ELLs, literate in their home language, use bilingual dictionaries and monolingual picture dictionaries.

For students who have been in ESL services for 4-6 years, heavy reinforcement of reading and writing skills is constantly emphasized. These ELLs are usually first generation Americans who speak English and their home language at home, but their literacy skills require more focused attention. Programs have been developed to improve their understanding of idiomatic phrases and other English expressions, which may not come naturally to them. This is also developed through content area instruction and via articulation with the mainstream teacher. Most ELLs test out of ESL after 3 years, but for students that receive services for 4-6 years are given concentrated instruction in content areas and advanced reading and writing skills. Our Advanced ELLs often need extra attention with the skill of re-telling and informational texts. Teaching these students to read as writers and write as readers is key. Learning to write expressively for

their own personal enjoyment is a strategy to have these students write with more interest and passion.

Although P.S. 197 does not have any students with more than 6 years of service, the ESL teachers would target the ELL's more advanced and complex skills in content areas. The ELL would be in the upper grades, having been in ESL services for so long. Therefore, listening to speeches about historical moments, reading primary documents and comparing perspectives would force the ELL to connect all four components of their language acquisition. Through channeling content and vocabulary through so many mediums, it will enrich the ELLs ability to use more diverse, varied, and higher leveled language.

All subgroups of ELLs have certain common needs that must be addressed, including those who recently tested out. Former ELLs receive accommodations after they test out of ESL. Former ELLs receive time and a half in ELA testing for the year after they tested as proficient, as well as bilingual glossaries/dictionaries. In many cases, the former ELLs may be less proficient in their reading and writing skills than their mainstream classmates. Classroom teachers will notice if the reading and writing support is necessary and will put them in the respective reading or writing small groups. The former ELLs may receive extended day services. Former ELLs still need to expand their vocabulary, practice and experiment with using a variety of complex sentence structures, and use complex literacy skills to approach native-like language development. The Common Core Learning Standards guide the teachers in the former ELLs achievement. When former ELLs fulfill these standards, they are on par with their native-speaking peers.

ELLs with disabilities receive differentiated instruction that follows the Common Core State Standards developed for English Language Arts, including English Language Learners. To assist ELLs in meeting high academic standards in order to become proficient and literate in English, emphasis is placed on instructional environments that are language rich and require students to both understand spoken and written words and be able to express that understanding orally and in writing. Vocabulary learning takes place through meaningful participation in the content areas. Support services specifically target explicit literacy instruction across all content areas. Typically, these students perform below grade level in reading and writing, and as a result, struggle in all content areas that require literacy. These students have different needs from those of newly arrived ELLs, and as such, they need to be in a separate group from the newcomers. Long-term ELLs with disabilities need to focus on literacy in English rather than on the development of oral language. Content instruction focuses simultaneously on content and literacy learning.

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?

Particular consideration is given to identifying students in need of improvement and students with special needs. An Individual Education Plan (IEP) is in place for all Special Education ELL students. Instruction is organized around task and learning groups. All teachers who serve Special Education ELLs have the required qualifications and language competences.

At P.S. 197, we serve 13 ELLs who are also students with disabilities (SWDs), 8 of them receiving ESL services for 4-6 years and the remaining 5 are receiving 0-3 years. All ELL-SWDs use grade-level materials to provide access to academic content areas and accelerate English language development. The grade and the instructional goals are indicated in the Individual Education Plan (IEP) of every ELL-SWD. The instructional strategies are similar to those used for general education students. Scaffolding is one of the ways to meet their needs.

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?

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

### Courses Taught in Languages Other than English

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

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

**Class/Content Area**

**Language(s) of Instruction**

**Class/Content Area**

**Language(s) of Instruction**

### 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

Native Language Arts:					
Social Studies:					
Math:					
Science:					

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

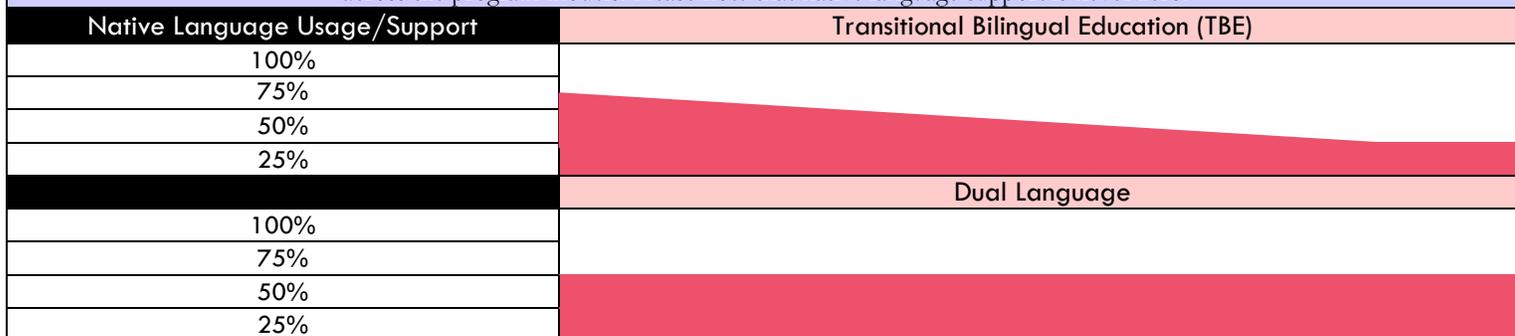
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

### Native Language Usage and Supports

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.

The school provides targeted intervention program for ELLs in ELA, Math, and other content areas. Newcomers, SIFE students, Special Education ELLs, and Long Term ELLs are the targeted subgroups. Content word walls are put up in all classrooms for all ELLs, organized by the related content area. Sentence starters and sentence frames are used for newcomers and some SWDs. For ELA, the Reading Recovery Program is designed to help students become better readers and writers by developing effective strategies that they will use independently. They learn how to predict, confirm, comprehend, hear sounds, represent meaning in print, and monitor and check their own reading. The Great Leaps Reading Program is used to help students learn to improve upon various reading difficulties and increase reading fluency. The program consists of three parts: learning sounds of letters, working with phrases and reading different stories that help to increase fluency. The Wilson Reading Program is a complete curriculum for teaching decoding and encoding (spelling) beginning with phoneme segmentation. High interest non-fiction texts used in the Quick Reads Program are designed to be read quickly and enable students to focus on meaning and word recognition. The program builds vocabulary, fluency, comprehension, and background knowledge.

For Math, the Great Leaps Math Program focuses on building fluency in basic mathematical operations, such as addition, subtraction, division, and multiplication. It uses concrete manipulatives and representational strategies (student drawings) to help the students understand math operations. Goals in the programs are age appropriate. Math intervention includes an emphasis on math definitions and vocabulary, problem-solving practice, as well as student participation in negotiating meaning for mathematical situations and in mathematical practices that require output from students. Students will develop mathematical reasoning by making conjectures, presenting explanations and constructing arguments.

For Social Studies, ELLs receive instruction in analyzing primary documents and other pertinent information.

Science interventions include activities for eliciting students' prior knowledge about scientific concepts, such as brainstorming, making semantic maps, starting K-W-L charts, and making visual representations.

Content-specific bilingual glossaries are utilized for each content area.

Students with disabilities and at-risk students are afforded services from the school psychologist, the guidance counselor, speech therapists, and RtI coach.

ELL data, which outlines the individual progress of ELL students, is discussed and used to determine the next steps for these students.

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

The ELL population represents 19.71% of the students at P.S. 197. Mainstream classes are heterogeneously grouped in grade level configurations and ESL instruction is delivered through a combination pull-out / push-in model. Freestanding ESL students are taught English with native language support, where necessary. Pull-out ESL students spend the entire school day in an English-speaking classroom supplemented by English-focused instruction in a small group or with a partner. The ESL teacher plans with the mainstream teacher to ensure content alignment.

When P.S. 197 has SIFE students, the program targets early literacy skills, and the development of oral language proficiency. The alphabet and phonetic skills are taught first. A great deal of emphasis will be placed on listening and speaking so that the student will understand the basic sounds of English.

ESL instruction addresses four modalities: listening, speaking, reading, and writing. ESL lessons incorporate essential elements of the Balanced Literacy Model. ESL instruction promotes phonemic awareness, coding, and decoding skills using multi-sensory activities from the Wilson Reading and Writing System. ESL lessons are focused on learning and expanding English language vocabulary, including content area instruction and vocabulary, and develop listening, reading, and writing skills. Special attention is given to promoting higher order thinking skills. Big books and student books published by Prentice Hall Regents ESL, ESL student and activity books by Scott Foresman, Addison-Wesley' Reading Program, nonfiction and fiction series, Amazing English, an integrated ESL Curriculum, and other materials are used in ESL lessons. ESL teachers plan in collaboration with mainstream teachers providing scaffolded instruction for their ELLs. These scaffolds are temporary. The process of constructing them and then removing them when they are no longer needed is what makes scaffolding a valuable tool. Mainstream teachers build scaffolds to make the child integration into the classroom easy and successful. These scaffolds are pulled back and the role of independence is handed to the student as they become more skilled. Teachers scaffold academic language and complex content to support students' participation in content areas. Math instruction for ELLs is focused on enhancing math terminology and reasoning while solving problems and interpreting tables and graphs. ELA instruction promotes reading accuracy and fluency, reading comprehension, and writing skills. All teachers in our school know that assessment and instruction go hand-in-hand in order to be successful in the classroom. Results from LAB-R in the fall, NYSESLAT from the previous Spring, the future NYSITELL, and informal assessments are all analyzed and used in planning mini-lessons, read-alouds, guided reading, shared reading, independent reading, centers, on-demands, and

projects.

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

For the upcoming school year, P.S. 197 will consider programs similar to those that were used in the previous years. We are planning a wider use of the Smartboards in all the programs offered in school. P.S. 197 has subscribed to BrainPop and BrainPopJr, Destiny Library access network, and Study Island.

Since ELLs are held to the same high expectations outlined in the Common Core Learning Standards (CCLS), Getting Ready for the NYSESLAT The New Edition has been purchased because it is aligned to the CCLS in ELA where appropriate. Differentiated items are included throughout the book so that ELLs can build on prior knowledge as they approach greater rigor.

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

P.S. 197 is not discontinuing any of its current programs this year.

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 are afforded equal access to all school programs, including after school and supplemental services.

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

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

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

BrainPop is used for the advanced upper grade ELLs and ELLs with disabilities because it has more advanced language and mature topics. The BrainPop series is an animated educational site for kids, which explains difficult concepts in Math Science, Social Studies, and ELA in creative and demonstrative ways which is most beneficial for studies with disabilities and lower linguistic intelligence. BrainPop Jr. is used for lower level ELLs including newcomers because it has reduced language for content areas and literacy skills. BrainPopESL is used for newcomer students because it targets specific grammatical structures they need and teaches them sight words.

PBSkids.org provides videos for Social Studies and Science content with captions and audio enhancement. This site is used for intermediate ELLs who have a variety of vocabulary and some knowledge of basic sentence structure but require instruction in more advanced language.

Newcomers are able to use their native language to complete math assignments and have access to translating programs, such as Google Translate.

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

The school library has a collection of books for ELLs both in English and their native languages. Students are taught to use glossaries, bilingual dictionaries, and technology to enhance their independent learning. Our Freestanding ESL program provides native language support via our bilingual and trilingual staff in Spanish, Russian, Arabic, Haitian-Creole, Albanian, and Georgian. Furthermore, children widely use bilingual dictionaries and glossaries in math, science, and language arts.

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

Required services support correspond to ELLs' ages and grade levels. This is accomplished through continual articulation with classroom teachers. Books are leveled A through Z and they are available between the two ESL classrooms. The ESL teachers are aware of student levels and use materials accordingly. The mainstream teacher, speech therapist, and RtI teacher are aware of their levels and appropriate materials are used. When the Committee on Special Education develops an IEP for ELLs with disabilities, it considers the language needs of the student as they relate to the student's IEP, as well as the special education supports and services a student needs to address his or her disability, such as speech therapy, occupational therapy, and adapted physical education. Therefore, students will receive counseling (individual or group) based upon individual needs and conflict resolution skills where needed. Students are referred to outside agencies for further interventions -- individual or family. Parents of students will be provided with lists of local community agencies. All students will be provided with related services as indicated on their IEP. They will be provided small group, targeted instruction via Title I, Title III programs in ELA, ESL, and Math. Teachers will tailor instruction based upon the student's individual needs. Regular assessment and analysis of the student's progress will be

provided. Conferences among professionals are conducted to review student's cumulative records and recommends interventions.

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.

Newly enrolled ELL students and their parents get guidance from the school administration before, at the beginning, and throughout the school year. In September, an Orientation Meeting for the Parents of the newly enrolled ELLs is held. Parent brochures and booklets are available in the native languages of the parents of ELLs. For parents who are still unclear about certain policies and procedures, the ESL teachers reach out to these parents to clarify and elaborate on what the classroom teachers were not able to get across. Some policies and procedures that often cause confusion are the homework policies, possible homework support, uniforms, the school day schedule, holidays, available translation services, and report cards.

18. What language electives are offered to ELLs?

There are no language electives offered at this elementary school.

19. For schools with dual language programs:

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

Not applicable.

## C. Professional Development and Support for School Staff

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

Our ESL personnel includes two completely ESL-certified teachers. They participate in meetings and workshops offered by the Office of ELLs (OELL). Workshops are conducted during the school year in the areas of literacy, math, science, and ESL. These are conducted by our ESL teachers, literacy coach, principal, and assistant principal. Teacher's College staff developers come to P.S. 197 every month. One comes for Pre-Kindergarten - Grade 2, and another comes for Grade 3 - 5, and another comes for the special education teachers.

1. Professional development for ELL teachers, classroom non-ESL teachers, and teacher assistants includes challenges and strategies associated with teaching ELLs. They are: New York State - LEP identification process; English proficiency levels of ELLs; essential elements of effective program models for ELLs; ESL methodologies and description of classroom practices; second language acquisition; instructional scaffolding used with ELLs; the critical components of reading instruction for ELLs, etc. ELL support specialists, as well as professors of the City University of New York (CUNY), are invited to provide professional training, as needed.

The PD calendar is as follows:

September - Academic Vocabulary

November - Using Data for Planning and Instructional for ELLs

January - Using Common Core Learning Standards for ELLs

March - Developing English Language Acquisition with Content Area Instruction

May - Getting Ready for next school year

2. All teachers of ELLs, including the ESL teachers, are encouraged by administrators to attend off-site workshops, seminars, and conferences related to ELLs and SWDs.

Staff developers from Teacher's College come to P.S. 197 about once a month to fine tune the teachers' techniques and lesson focuses in reading, writing, and social studies, which addresses CCLS.

Our administration ensures that ELLs are represented and fully considered in our school's CCLS policies. All teachers are aware of the demands of CCLS assessments for ELLs and adjust their instruction accordingly.

At P.S. 197, the entire staff team has faculty conferences about once a month where CCLS, Danielson's Framework, and Citywide Expectations are discussed and explored to further support all students, including ELLs.

3. The transition from elementary to middle school is done smoothly by providing the staff with the choice of middle schools suitable for our ELLs. Brochures informing the parents of ELLs of the nearest middle schools are distributed. These brochures are available in English and in the native languages of the parents of our ELLs.

4. All teachers are required to keep track of all on-site and off-site PDs, which are kept in an individual teacher evaluation binder that each teacher has for themselves.

## 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?

Interviews, meetings, and telephone calls reveal the different needs of our non-English speaking parents. Our school continues to build strong relationships with our students' parents in order to best support the children's academic and social progress. With the implications of the newly increased expectations, it is important to maintain strong connections with the parents in order to ensure the success of our students academically, socially, emotionally, and prepare them for college and careers. Our school website, School Messenger, school-wide e-mails and parent letters also serve to foster effective communication to families. Oral interpreters are also made available. There are translated signs near the primary entrance of P.S. 197 in the languages represented by the school community indicating the office/room where the translated version of the Parent Bill of Rights can be obtained. There is a Language Identification Card available in the office to help non-English speaking parents identify their language and to provide over-the-phone interpretation services.

P.S. 197 receives information on workshops sponsored by NYC Division of Family and Community Engagement and classes given by the Office of Adult & Continuing Education, which is then relayed to parents by the staff. Interested and active parents enjoy participating in these classes, workshops, and organizations. This school also recommends community board meetings, which address the needs of their neighborhood and addresses community concerns. In addition, the parent coordinator distributes fliers about child care programs, medical insurance offices, and employment opportunities. Translated fliers and notifications are translated into the necessary languages. Our parent coordinator and other staff regularly meet with the parents of ELLs, along with an interpreter if needed, to discuss their needs and concerns to promote family engagement. The following events are held at P.S. 197 for ELL and non-ELL parents: Family Game Night, Movie Night, Spring and Winter Gala, Math PJ party, Carnival, Field Day, Family Literacy Night, TC Parent Literacy Workshop, PTA Fall Harvest Event, PTA Breakfast, Social Studies and Science Fairs, Book Fair, Lego Robotics, Common Core Workshops, ELA and Math Test Prep Workshops, Grade 5 parent workshops to support parents for middle school choice, and ESL workshops.

To promote family engagement, we have held night adult ESL lessons for beginners, intermediates, and advanced learners. Our school also hosts various events in order to inform parents and highlight student's work, such as Common Core Workshop, ELA Test Prep Workshops, Grade 5 parent workshops to support parents for middle school decision, Family Literacy Nights where teachers demonstrate helpful tips for parents who struggle with assisting their children in reading.

School staff and teachers of ELLs regularly meet with the parents of ELLs to discuss their needs and concerns. The information for all school and city events is distributed in English and in the native languages of the parents of ELLs. Our parent coordinator, classroom teachers, and teachers of ELLs reach out to our ELL parents. Translation services are provided. The following languages are readily available on-site: Urdu, Russian, Haitian-Creole, Chinese, Spanish, and Tadjik. P.S. 197 will allocate 50% of its total Title I or Title III funds for translation and interpretation services for ELL parents. These funds help support the federal and state requirements that the school communicates whenever feasible with parents in their home language.

## 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.

## Part VI: LAP Assurances

**School Name: The Kings Highway Academy**

**School DBN: 22K197**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rosemarie Nicoletti	Principal		12/2/13
Serenity Saint Jean	Assistant Principal		12/2/13
Danielle Hamilton	Parent Coordinator		12/2/13
Leila Reyes	ESL Teacher		12/2/13
	Parent		1/1/01
Amanda Forster ESL	Teacher/Subject Area		12/2/13
	Teacher/Subject Area		1/1/01
Phyllis Ashenberg	Coach		12/2/13
	Coach		1/1/01
	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: 22K197 School Name: The Kings Highway Academy

Cluster: 2 Network: 602

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

### **Part A: Needs Assessment Findings**

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

P.S 197 Home Language Report(RHLA) 2013-2014 revealed 295 students who are from bilingual or trilingual families. These students speak the following primary languages : Russian - 108 students, Spanish - 61 students, Urdu - 25 students, Albanian -14 students, Uzbek - 12 students, Georgian - 12 students, Arabic 12 students, Ukrainian - 8 students, Tadjik - 7 students. The rest of them speak French, Cantonese, Haitian-Creole, Fulani, Hebrew, Polish, Romanian, Serbo-Croatian, Turkish, Bosnian. Part 3 of the Home Language Identification Survey gathers information which is used by our school to communicate with our parents in the language of their choice. Some of our parents are fluent in both languages and choose English as the language of their choice.

Parent orientations with the newly enrolled parents throughout the year helps our staff to assess our schools written translation and oral interpretation needs. Using the above mentioned data and methodologies, our school determines within a few days of the student's enrollment the primary language spoken by the parent of each student enrolled at school. But newly arrived immigrants families need help with understanding school system, home work policy, report cards or letters about their children's entitlement/non entitlement for different services available at school. They also have difficulty communicating with the teachers of their children during open school nights or other necessary meetings with the guidance counselor, nurse, parent coordinator or other school staff.

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.

Most of the documents such as: HLIS, Parent Guide, Entitlement/Non Entitlement letters, program selection forms and surveys are translated in 9 major languages. As for the parents speaking Uzbek, Tadjik, Georgian, Serbo-Croatian, Bosnian, Turkish, interpreters are required to help them make sense of all the above mentioned documents. Furthermore, Oral interpretation is required during parent teacher conferences twice a year, during parent orientation and IEP meetings throughout the year.

Newly admitted ELLs' parents need clarification about the home work, school uniform, grading policy, different services available at school, discipline issues, ARIS log in, Middle school choices.

As for the written translation need, they are letters and notices for the parents about scheduled meetings, discipline, health or promotion issues of their children.

Our staff is aware of the language resources available to our school. They have a list of our school's bilingual staff, the languages they speak, and the numbers they can be reached at. All school based staff is familiar with the Language Identification Card (for example, I speak(language) card) that allow parents to identify their language needs to them.

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

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

Written translation services identified in part A will be provided to the parents by our school staff in Russian, Spanish, Chinese, Arabic, Haitian Creole, Ukrainian, Georgian, Albanian. Uzbek and Tadjik written translation need is provided by our parent volunteers. The identified services are mostly provided before or after school time, during lunch or prep time.

In case there is a need of contacting outside vendors to provide parents with the translated documents, certified ESL teachers are aware of the procedures of obtaining the translated document, and the importance of its timely delivery to the parent. Written translation services will enhance parents' understanding of academic standards, assessments and tests. It will inform parents about supplementary education services and other educational programs.

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.

To meet identified needs indicated in Part A, our school will provide oral interpretation service to the ELL parents to ensure their access about their child's educational options, to increase parents capacity to improve their child's achievement in their new country.

During parent teacher conferences bilingual paraprofessionals and parent volunteers are asked to help with the translation. Sometimes parents choose their relatives or neighbors for help and we honor their choice. As for IEP or promotion meetings, bilingual staff is informed beforehand about the upcoming meeting and the content of it. Oral interpretation is also provided over the phone, if the parent is busy and cannot meet the teacher at school. If a certain language interpreter is not available, school staff is familiar with the over-the-phone translation services in more than 150 languages.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:

<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

P.S. 197 will be responsible for providing each parent, whose primary language is a covered language and who requires language assistance, with a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding Translation and Interpretation Services. Translated versions of this document in the covered languages are available at

<http://schools.nyc.gov/RulesPolicies/ParentBillOfRights/default.htm>

Our school will post signs in five covered languages needed in our school, Russian, Spanish, Urdu, Arabic, Chinese, indicating the availability of interpretation service, in the conspicuous location at or near the primary entrance. Signs in Georgian and Uzbek will be written by our bilingual staff. Our school staff is familiar with the over-the-phone interpretation service. Language Identification Cards are displayed at every entry point of the school. This card facilitates the language identification process by instructing LEP parents to identify the language from a list of translated instructions.

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