

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

25Q194

School Name:

WILLIAM H. CARR JHS 194

Principal:

JENNIFER MILLER

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Junior High School School Number (DBN): 25Q194
School Type: NA Grades Served: 6-8
School Address: 154-60 17th Avenue; Whitestone, NY 11357
Phone Number: 7187460818 Fax: 7187467618
School Contact Person: Ann Lippert Email Address: Alippert@schools.nyc.gov
Principal: Jennifer Miller
UFT Chapter Leader: Carol Dipasquale
Parents' Association President: Dina Ingram
SLT Chairperson: John Fazakas
Student Representative(s): Not Applicable

District Information

District: 25 Superintendent: Danielle DiMango
Superintendent's Office Address: 30-48 Linden Place; Flushing, NY 11354
Superintendent's Email Address: DDiMang@schools.nyc.gov
Phone Number: 7182817605 Fax: 7182817690

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 609 Network Leader: Michael Dantona

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jennifer Miller	*Principal or Designee	
Carol Dipasquale	*UFT Chapter Leader or Designee	
Dina Ingram	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
John Fazakas	Member/UFT	
Donna Groeneveld	Member/ UFT	
Elizabeth Yarmy	Member/UFT	
Kristen Denicker	Member/UFT	
Ann-Marie Figueira	Member/ Parent	
Susan Yagerman	Member/Parent	
Frieda Christofides	Member/Parent	
Vicki Poulos	Member/Parent	
Katina Slattery	Member/Parent	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Overview

1. JHS 194 is comprised of 1,081 students. The student population is comprised of 50.37% female students and 49.63% male students. The ethnic composition of JHS 194 is as follows: 33.58% White, 32.84% Asian, 30.98% Hispanic. We have 7% ESL students and 12% Students with Disabilities.
2. At JHS 194, our mission statement reads: *our mission at 194 is the belief that to develop and maintain a community of life-long learners it is essential to educate the "whole student". While we strive to challenge every student through rigorous instruction and engaging tasks, we also look to support each individual's passion and talents with a diversified arts program. We believe that it is necessary for students to learn how to work collaboratively and support each other through success and difficulty. We further believe that in order for any individual student to be successful, he or she needs to develop genuine tenacity, resilience, independence and tolerance. Our mission at JHS 194 is to ensure every child has the support necessary to demonstrate GRIT and attain their greatest success.*

To support our community in fulfilling our mission, JHS 194 applied for and was accepted to be part of the Learning Partners Program. This school year, we have also organized various partnerships with outside organizations to help us engage all students' with rigorous instruction, as well as to support all students and their individual needs. Some of the partnerships we have this school year are: LEAP – who work specifically with our 6th grade ELA teachers and our 6th grade honors and general education classes; the NY Historical Society partnership for our 7th grade social studies; Magic Box, who will work with 194 staff for an afterschool program; Arts Connection, who will support our Students with Disabilities and ESL students through an after school and Saturday program; Jazz at Lincoln Center, who hosts special performances for our 8th grade; City Center, who works with our 8th grade.

This school year, to support the social and emotional well-being of our students, we have obtained an onsite social worker from the Child Center of New York who works within our school community two days a week. We have further looked to building our school culture and community this school year by having staff attend training from LSCI and on Restorative Circles. Additionally, during our annual Respect for all Day/Career Day, Rachel's Challenge came and presented to our entire student population.

3. To support the education of the "whole-child" we added to our already diverse fine and performing arts department, with the addition of a 7th grade offering of history through film and an 8th grade offering of photography.
4. Our school has shown significant growth in the area of closing the achievement gap, and attained an "exceeding target" on the School Quality Guide. Based on the Quality Review from 2013, our area of focus is on the instructional core and student progress to ensure all students are successful.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- Percentage of level 3 and 4 based on the 2014 NYS Math exam was 53%, which was an increase of almost 7% from 2013.
- Percentage of level 3 and 4 based on the 2014 NYS ELA exam was 47%, which was an increase of just under 2% from 2013.
- Based on review of cohort data for the 2014 ELA exam, grade 6 had a 5% increase of level 4 students, grade 8 had a 9% increase of level 4 students and grade 7 had a 10 % decrease in level 4 students.
- The Quality Review from 2013 provided our school with the Area of Focus on instruction and curriculum.

After analyzing data from the New York State ELA assessments in grades 6-8, the School Quality Guide and the Quality Review, we identified the need to increase the rate of progress of all students that meets or exceeds our peer schools as evidenced on the ELA state exam. We further agreed that a review of the school’s ELA curriculum would support this goal, to ensure that Common Core Learning Standards were being addressed in all grades, as a means of providing all students with rigorous instruction.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, ELA teachers will collaborate to plan and implement targeted instructional strategies that will result in an increase in students performing at levels 3 and 4 from 45.6 % to 50%, as evidenced by the NYS ELA assessment.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> - ELA curriculum review and revision - Use of MOSL baseline to identify student, grade level, and school wide needs - Use of Word Generation to support vocabulary alignment across the school, to support increased reading levels of all 	Teachers of ELA Entire student population	September 2014-June 2015	Assistant Principal, ELA, Model Teacher, Teaching Staff

<ul style="list-style-type: none"> students and achievement in all subjects - Myon Reader – online reading program 			
<ul style="list-style-type: none"> - Achieve 3000 – online program to support growth in students’ reading levels - Saturday Academy – provide instructional support for ESL students - Arts Connection grant – partnership to provide enrichment and foster engagement for ESL and Students with Disabilities 	ESL and Students with Disabilities	Sept 2014- June 2015	Maureen Robins, Assistant Principal, ESL teacher, ELA department
<ul style="list-style-type: none"> - Quarterly family newsletter - School Wide Calendar - PTA website - Datacation – Online gradebook and communication site - Saturday classes for parents of students who attend Saturday Academy - Workshops for parents on topics of interest and need, as determined through sign-up sheets at the PTA meetings 	Entire School Community	Nov 2014- Feb 2015/ Jan 2015- May 2015	Staff and PTA
To facilitate establishing trust among the staff, the Learning Partners Program will be a means to support collaboration. Teachers will be given opportunities to complete inter-visitations with their colleagues and work alongside administration. Additionally, to support trust building with our students and families, JHS 194 will look to ensure open communication and provide opportunities for families to participate in events at the school	Staff	September 2014-June 2015	Principal, Learning Partners teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Teachers, technology, Monday afternoon time to support teacher professional learning, use of LPP funding and Citywide Instructional Funds to support time for teachers to participate in activities

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	NA	Title I Basic	NA	Title IIA	X	Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

PTA grants

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By January 2015, there will be an increase in reading levels of 75% of the entire students, as measured by Myon and Achieve 3000. By February 2015, there will be a minimum of 50% of students attaining a grade of 80% or higher on their report cards in ELA and/or ESL.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	N/A	Yes	N/A	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

N/A

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ul style="list-style-type: none"> - For each grade, we have an Assistant Principal and Dean, housed on the floor for students. - We have two guidance counselors for the school, with one for grades 6 & 7 and one for grade 8. - We host a Respect for All/Career Day every November, to foster a community of Respect and promote College and Career Readiness for all our students. - This year we have established a partnership with Child Center of NY, that allows JHS 194 to have an onsite social worker to support students’ social and emotional well-being two days a week. - We have implemented advisory periods for classes across all grades to support the idea of every child being known by at least one adult in the building. - We have provided opportunities for staff to attend training from LSCI, Restorative Circles, and Respect for All Regulations. - We will host training for parents on the Discipline Code, Cyber-Bullying, and on Respect for All through a partnership with the LBGT of Long Island. - There has been a decline in incidents thus far this school year, from 51 suspensions to 19 suspensions, as evidenced by our OORS data. - There has been an increase in attendance so far this school year, by 0.5%, with our average yearly attendance currently at 96.9% - We believe that if students are safe and are in attendance, they will have the opportunity to engage in instruction across classrooms. - The data within our needs assessment revealed that our school community prioritizes increasing school-wide attendance and reducing school-wide suspensions. This priority is in alignment with the Supportive Environment element within the Capacity Framework. 	

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, student and staff partnerships at JHS 194 will support all students through advisories, before and after school activities, and student council to facilitate a safe and inclusive environment, which will result in an increase in attendance to 96.5%, while also decreasing our yearly suspensions by a minimum of 20%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			

7. Strategies to increase parent involvement and engagement			
8. Activities that address the Capacity Framework element of Trust			
LSCI training Restorative Circle training partnership with LGBT of Long Island to support Respect for All training of staff and parents	Staff and Parents	September 2014-June 2015	Guidance and Deans
At-risk guidance provided for students as needed	Students	September 2014-June 2015	Guidance
<ul style="list-style-type: none"> - Quarterly family newsletter - School Wide Calendar - PTA website - Datacation – Online gradebook and communication site - Saturday classes for parents of students who attend Saturday Academy - Workshops for parents on topics of interest and need, as determined through sign-up sheets at the PTA meetings 	Parents	September 2014-June 2015	Principal, Staff, and PTA
In looking to build trust among students, advisory groups have been established for 75% of our classes. Additionally, our school attained a grant from Morningside to support the Restorative Circle training that the Guidance Counselors, Deans, and Assistant Principals attended in the summer. Through Restorative Circles, staff and students will work together to find ways to increase communication and thereby increase trust among all participants. Parent workshops will be held throughout the year, based on input from PTA executive board, to support parents in understanding ways they can support their child during the middle school years.	Staff, Students and Parents	September 2014-June 2015	Staff and PTA

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Advisory periods programmed for students and staff; dean positions; outside partnerships; Tuesday afternoons for parent engagement as per the UFT contract

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	N/A	Title I Basic	N/A	Title IIA	N/A	Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
N/A									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.
By February 2015, the attendance data will demonstrate school-wide attendance rate of 97.0% and OORS data will evidence a 20% decline in all school incidents.

Part 6b. Complete in February 2015.

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?	N/A	Yes	N/A	No
12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
N/A				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

13.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ul style="list-style-type: none"> - Based on the NYC School Survey, trust and culture have increased. - As a school community, it is a continued focus and goal to establish a climate where all teachers are truly supportive of each other, as this will improve student performance. - The NYC School Survey shows that teachers agree that they work together on teams to improve instructional practice, however, the survey also evidenced that professional development needs to be sustained and coherent, as well as provide targeted support in content areas. - As a result of the needs assessment, we have identified creating sustained professional development opportunities for our teachers that is targeted to their needs, as a priority for the IS 194 school community and directly corresponds to the Capacity Framework. 	

Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p> <p>By June 2015, teachers will have forged professional learning partnerships with their colleagues in school and with other schools to evidence an increase of 3% in Systems for Improvement, as evidenced by the 2014-2015 NYC School Survey.</p>

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Learning Partners Program	Entire School Community	2014-2015 School Year	Principal and Learning Partners Team
TDC – Teacher Development Coach	New and Lead	Six Weeks Cycles Running	Model teacher and Department lead teachers

TEPD – Professional Learning Opportunity provided by the Danielson Group on Effective inter-visitations	Teachers	Through Year	
Professional Learning on Monday	Entire School Community	December 2014 – March 2015	TEPD team
Professional Development targeting Danielson Component 3C	Entire School Community	2014-2015 School Year	Assistant Principals and PD Committee
	Teachers	February-April 2015	Administration, PD Committee, Lead Teachers
N/A	N/A	N/A	N/A
<ul style="list-style-type: none"> - Quarterly family newsletter - School Wide Calendar - PTA website - Datacation – Online gradebook and communication site - Saturday classes for parents of students who attend Saturday Academy - Workshops for parents on topics of interest and need, as determined through sign-up sheets at the PTA meetings 	Entire School Community	2014-2015 School Year	Principal, Staff, and PTA
Through all of the professional learning supports attained for this school year, teachers will continue to establish trust among each other and with administration. Teachers will grow into leadership roles and work together to complete inter-visitations and foster a community of professional learners.	School Staff	2014-2015 School Year	Principal and Learning Partners Team

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Learning Partners Program, Teacher Development Coach

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	N/A	Title I Basic	N/A	Title IIA	N/A	Title III	N/A	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Learning Partners Program grant

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

By January 2015, a review of all observations completed will evidence that at minimum of 75% of teachers attained effective or higher in component 3C of the Danielson Rubric, demonstrating an effective and coherent professional learning cycle.

Part 6b. Complete in February 2015.

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	N/A	Yes	N/A	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
N/A					

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

23.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
24.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
	<ul style="list-style-type: none"> - Based on feedback from our Quality Review in 2013, we attained a developing rating in 1.4, which refers to maintaining a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults - Based on feedback from our Quality Review in 2013, next steps included for us to build on feedback strategies to ensure next steps are supported by a system aligned to professional development needs, in order to further a culture of professional growth and teacher reflection - Based on the NYC School Survey, 11% of teachers who took the survey do not feel supported by the Assistant Principals and 4% do not feel support by the Principal - We have established a Professional Development committee, that meets to discuss effectiveness of professional learning and assess next steps - We have established a model teacher position for ELA, to support staff in the ELA department and school-wide - Based on the needs assessment data, we have identified supporting teachers in providing support to their colleagues, as a priority for bolstering effective leadership practices at I.S. 194.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, we will have at minimum, 35% of our teaching/support staff engaging in or facilitating professional learning opportunities for their peers as evidenced by professional learning calendars, Agendas, and minutes.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Learning Partner Program	Entire School	Entire School Year	Principal and Learning Partners Team

Model Teacher	Supporting developing teachers and those in need of support	November 2014 – June 2015	Principal
Teacher Development Coach	New teachers and lead teachers	Six Weeks Cycles Running Through Year	TDC personnel
Teacher Leadership Program	Teachers	October 2014 – May 2015	Teacher Leaders, Professional Development Committee, Inquiry Team Teachers
Book Studies Inquiry Team	Teachers	November 2014 – June 2015	
Quarterly family newsletter School Wide Calendar PTA website Datacation – Online gradebook and communication site Saturday classes for parents of students who attend Saturday Academy Workshops for parents on topics of interest and need, as determined through sign-up sheets at the PTA meetings	Entire School Community	2014-2015 School Year	Principal, Staff, and PTA
N/A	N/A	N/A	N/A
The Professional Development committee, formed through the collaboration of the Chapter Leader and the Principal, will work together to establish a Professional Learning Plan for the school year. Teachers will become professional learners as they work together in book study groups and collaborate on best practices to drive instruction in the classroom. Through collaboration, trust will be fostered among the teachers and staff.	Teachers and staff	2014-2015 School Year	Model Teacher, Professional Development Committee

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Substitutes for teachers to attend professional developments and school visits; purchase of books for the book studies; per session for Inquiry Team

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	N/A	Title I Basic	N/A	Title IIA	N/A	Title III	N/A	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Learning Partners Funds; Citywide Instructional Expectation Funds

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, 25% of teachers will be engaged in leadership roles within the school and their colleagues, as evidenced on the Learning Partners Baseline survey.

Part 6b. Complete in **February 2015.**

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?	N/A	Yes	N/A	No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

N/A

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

-Based on the 2013 -2014 NYC School Survey there was an 83% overall satisfaction rate for school culture
 -88% of teachers were satisfied with school culture
 -87% of parents were satisfied with school culture
 -75% of students were satisfied with school culture
 45% of parents responded on the NYC School Survey that they have been invited to an event at the school less than two times throughout the school year, 44% of parents that took the survey admitted they never attended a PTA meeting.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, PTA in collaboration with the administration will foster community interaction with the goal of increasing parent satisfaction with school culture evidenced by an increase from 87% to 90% satisfaction rate as per the 2014-2015 NYC School Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
- Guest speakers at PTA meetings to address varied issues for Middle School Parents - PTA meetings to be held both AM and PM to support parent schedules - Parent workshops	Parents	2014-2015 school year	PTA
- Quarterly family newsletter - School Wide Calendar - PTA website	Parents and School Community	2014-2015 School Year	PTA and Principal

- Datacation – Online gradebook and communication site - Saturday classes for parents of students who attend Saturday Academy - Workshops for parents on topics of interest and need, as determined through sign-up sheets at the PTA meetings			
- Parent workshops to be held during the year based on parent feedback - Host community events where parents can participate with their son or daughter at the school (i.e. Paint Nite)	Parents and Students	October 2014-May 2015	PTA and Administration
Through increasing opportunities for parents to receive support in topics of their choosing, JHS 194 will look to increase parent participation in the school community and foster trust among all constituents.	Parents	2014-2014 School Year	PTA and Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

PTA, students, administration, community members, Datacation

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	NA	Title I Basic	NA	Title IIA	NA	Title III	x	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Donations by PTA members

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

40. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, a school created parent survey will be utilized to evaluate the progress towards meeting our goal.

Part 6b. Complete in **February 2015.**

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	N/A	Yes	N/A	No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

N/A

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	NYS ELA exam and teacher feedback	RTI and AIS	Small group	During the school day
Mathematics	NYS math exam and teacher feedback	AIS	Small group, peer tutoring, online program	Before school/After school and during the school day
Science	Teacher feedback	N/A	Small group	During the school day
Social Studies	Teacher feedback	N/A	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher input and review of student progress in classes	At-Risk counseling	Small group or one-to-one	During the school day

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
N/A

2b. 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).
N/A

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).
N/A

Part 4: SWP Schools Only

4a. 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.).

N/A

4b. 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.

N/A

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

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

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

¹Explanation/Background:

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

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

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

1. 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.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.
10. **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.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

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

The 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. The 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 the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

The 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;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



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: William H. Carr/JHS 194	DBN: 25Q194
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 78
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
 # of certified ESL/Bilingual teachers: 3
 # of content area teachers: _____

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Saturday Academy will feature targeted opportunities in Listening and Speaking and Reading and Writing to help students grow with targeted opportunities in the language modalities to raise academic achievement through ESL best practices and methodology in core areas. The Saturday Academy will include eleven language-rich three hour sessions (9a.m.-noon with a half an hour prior to the session at 8:30 for breakfast. The dates are: November 15, November 22, December 6, December 13, December 20, January 10, January 24, January 31, February 7, February 28 and May 16. The language of instruction is English. Because we are a recipient of the English Language Learner and Special Education Arts Grant, we will have a teaching artist exclusively teaching ELLs on five Saturdays. There is no cost to Title 3 for the teaching artists with drama. An ESL licensed teacher will support the teaching artist. The culminating performance as a result of the work accomplished on Saturdays will be included in a showcase of drama in May. There will be one supervisor onsite. No other supervisor will be onsite.

The seventy eight (78) English Language Learners performed on these levels with the 2013-2014 NYSESLAT: 35 Advanced; 13 Intermediate; 20 Beginner. For Saturday Academy, students will be cross graded and heterogeneously mixed by NYSESLAT level. The schedule will be as follows:

November to January 10

Group A	Group B
9:00-10:30 Flight project (small group vocab instruction)	Garden project (with small groups working on Achieve 3000)
10:30-12:00 Garden Project (with small group working on Achieve 3000)	Flight project (small group vocab instruction)

Starting January 17 the schedule will be as follows:

Group A	Group B
9:00-10:30 Flight project (small group Achieve 3000)	Free-style drama and improvisation
10:30 to 12:00 Free style drama and improvisation	Flight project (small group Achieve 3000)

The program is designed to group students heterogeneously for maximum growth in oral (listening and speaking) language development and homogeneously for targeted skill building areas in reading and writing. Our goal is to create meaningful and purposeful opportunities for language acquisition through STEM and the arts over the term of the 11 sessions. The Flight project offers ESL/math teacher project-

Part B: Direct Instruction Supplemental Program Information

based learning about the evolution of flight through the work of the Wright Brothers. There are creating model airplanes with paper plates, paper trays, toothpicks and glue, tracking the speed of flight, and will create a group compilation with entries by all how-to book create model planes. All students will be reading articles on the subject and this will be differentiated from the NASA website, Achieve 3000 and the biography of the The Wright Brothers: How They Invented the Airplane by Russell Freedman, a non fiction book which incorporates original photographs. These materials will enhance critical reading and analysis skills.

The Garden project will focus herbs, gardening, soil, the water cycle, and food. Students will create terrariums in class and plant seeds in recycled water/soda/milk containers so they will be able to be planted in the school garden in the spring.

Because we received a Grant for the Arts for English Language Learners/Special Education students, the garden phase of the program will cease in mid January when a teaching artist in theater will begin working with the students as explained above.

The culminating projects -- the how to book, the herb garden, and the work resulting from the time with drama -- will be showcased in May when JHS 194 offers its Spring Arts Celebration and on Saturday, May 16, 2015. We will also be documenting the process of this work with our ELL students who take video/media electives during their regularly school day.

Subgroups:

Newcomers

Grade 6	19
Grade 7	16
Grade 8	12

Middle Year ELLS

Grade 6	10
Grade 7	1
Grade 8	5

Long-term ELLS

Grade 6	2
Grade 7	5
Grade 8	4

Part B: Direct Instruction Supplemental Program Information

Special Education ELLs

Grade 6	7
Grade 7	5
Grade 8	3

Students with Interrupted Formal Education (SIFE)

Grade 6	1 (former)
Grade 7	1
Grade 8	1

Former ELLs

Grade 6	7
Grade 7	8
Grade 8	8

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: Professional development at JHS 194 addresses the schoolwide instructional focus of engagement and engagement as made visible through discussion. To support our teaching staff, including our teachers who support English Language Learners, teachers will be engaged in book study from November to February. In addition, teachers have attended and will continue to attend offerings by city-wide ELL instructional office (several days throughout the year), network supported professional development featuring the work of Maryane Cucchiara and Dr. Lily Wong Filmore (a series of three days, October, January, March), and professional development days offered by Achieve 3000 (total of two days September and January) and MyOn.com (one day in October). The common thread through these various offerings is the importance of engagement -- listening and speaking to enhance learning. Of particular interest is the work presented by Cucchiara in language study, generative word study, TPR (total physical response), and deconstructing/reconstructing/juicy sentence creation. The staff, in addition, continues to explore technology as a means to engage learners in language study and to take advantage of heightened ability for students to receive auditory and visual support through programs such as Achieve 3000 and MyOn.

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: Parent engagement provides a challenge for us because many parents work long hours and frequently on weekend. Our open door policy of invited parents to accompany their students is one way we hope to break down borders and welcome parents. We communicate with parents regularly in their home language through Skedula, our on-line grading and email program, personal invitation, and phone calls. In addition, the Assistant Principal will offer a breakfast meeting to assist parents on exploring ways to support their students with curriculum, testing mandates, and reportcards. Student classes will be open to parents who wish to explore and participate in the activities offered to the Saturday Academy students. In January, parents will be invited to experience drama with their children and we The literacy ESL teacher will follow up with these invitations and ensure parents know they are welcome to attend and participate. Finally, parents will be invited to a showcase of work in May. Parents will be notified through translated written invitations, translated emails on Skedula, and phone calls by ESL teachers who are fluent in Spanish and English and Korean. Translation services will be accessed to support all translation needs.

Anticipated dates for parent events:

November 22 -- Review of NYSESLAT components and students scores. Thanksgiving overview and snack conducted by ESL/Literacy teacher

December 6 - What your student needs to succeed; exploration of the parent activities on Achieve 3000. Holiday snack and session conducted by Assistant Principal

January 10 -- make a terrarium day

January 31 -- parents invited to participate with their children in drama activities

February 28 -- parents will be invited to view the culminating activities of students

May 16 -- parents will be invited to view the culminating activities of the students which will be integrated in to the school-wide arts showcase.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	5,099.49	per session for 3 (math, ELA, ESL) teachers for 10 three-hour sessions (3 X 33 X 51.51)
<ul style="list-style-type: none"> • Per session • Per diem 	2,034.34	administrator (only Saturday program)

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: <u>\$11200</u>		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		during this period of time for 11 3.5 hour sessions (38.5 x 52.84)
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	Included with Achieve 3000
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	1,916.03 <u>Supplies included are for in-class project making, materials for culminating project, including supplies for airplane making, bilingual glossaries, seeds and soil for herb garden in classroom</u> <u>556.93 for bilingual dictionaries</u> <u>\$299.00 for 20 copies for The Wright Brothers: How They Invented the Airplane by Russell Freedman</u> <u>\$310.00 for 20 terrarium kits</u> <u>\$51.60 for 20 packets of seeds for a "culinary herb garden"</u> <u>\$698.50 for 50 2.5 cu ft of potting soil</u>	_____
Educational Software (Object Code 199)	1,400	purchase of the on-line differentiated reading program, Achieve3000.
Travel	_____	_____
Other	250 500	Parent involvement food materials for terrariums for January 31 and February 28
TOTAL	 11,199.86	_____

**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 25	Borough Queens	School Number 194
School Name William Carr		

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 Jennifer Miller	Assistant Principal Maureen Robins
Coach type here	Coach type here
ESL Teacher Ana Nyarady	Guidance Counselor Maria Sampedro, Diane Ventura
Teacher/Subject Area Alex Cho	Parent type here
Teacher/Subject Area type here	Parent Coordinator Anne Lippert
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team)	Other type here

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.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1046	Total number of ELLs	67	ELLs as share of total student population (%)	6.41%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Discrete ESL class							10	13	25					48
Pull-out							9	6	4					19
Total	0	0	0	0	0	0	19	19	29	0	0	0	0	67

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	67	Newcomers (ELLs receiving service 0-3 years)	41	ELL Students with Disabilities	7
SIFE	4	ELLs receiving service 4-6 years	19	Long-Term (completed 6+ years)	7

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									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	41	4	1	19	0	5	7	0	1	67

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	41	4	1	19	0	5	7	0	1	67
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*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
TOTAL	0																			

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	
TOTAL	0										

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							7	10	8					25
Chinese							5	10	13					28
Russian														0
Bengali														0
Urdu														0
Arabic							1							1
Haitian														0
French														0
Korean							1		2					3
Punjabi														0
Polish														0
Albanian									1					1
Other							3	1	5					9
TOTAL	0	0	0	0	0	0	17	21	29	0	0	0	0	67

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)							3	3	16					22
Intermediate(I)							4	1	5					10
Advanced (A)							12	15	8					35
Total	0	0	0	0	0	0	19	19	29	0	0	0	0	67

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	10	14	1		25
7	9	6	0	1	16
8	13	5			18
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									0
4									0
5									0
6		8		6		2		1	17
7		10		4		2		2	18
8		11		5		5			21
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
JHS 194 uses the following assessments: teacher-made unit-based pre, mid, and post assessments, city-wide mosels, Scantron Performance Assessments, and Achieve 3000 (Literacy and Science)
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The chart reveals that grade 8 English Language Learners are skewed toward the beginners whereas grades 7 and 6 are heavily weighted toward the advanced learner. In addition the numbers reveal that about half of our ESL population resides in the eighth grade.

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 [AMAQ tool](#))

The 2013 NYSESLAT combined modality sets analysis breakdown has not been released by SED as of 12/6/13.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. Students are offered tests in their native language but often have already attained a higher level of literacy in English than in the native language. Students are regularly assessed to monitor growth in both language and content acquisition.
 - b. While school leadership and teachers do not implement the ELL periodic assessments provided by NYC, we implement the Scantron Performance Series to bench mark learners achievements at the start of the school year. We also use Achieve 3000 to consistently monitor students growth in reading, writing, vocabulary acquisition, and fluency. Teachers monitor and regularly assess students for listening and speaking in classroom discussion and cooperative learning activities.
 - c. School does not administer Periodic Assessment.
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](#).)

N/A

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

Content instruction is differentiated by presenting materials in different modalities so that academic language and tier III discipline specific words can be acquired. Data used to assist targeted instruction include Achieve 3000 which has been expanded for use in social studies as well as ELA; we have also purchased science Achieve 3000 for our English Language learners to expand their acquisition of science content and vocabulary. Both of these programs offer consistent and detailed data regarding skill needs and student growth.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A

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

According to the 2012-2013 school report card, 50.7 percent of our ELLs were in the 75th growth percentile or higher in English Language Arts and 38.7 percent in math.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. When parents register their students who might be English Language Learners, a trained pedagogue conducts an informal

interview in English and administers the HLIS. If it is determined that the interview needs to be conducted in a language other than English the supervisor contacts a translator who conducts the interview in the native language. A licensed English as a Second Language pedagogue administers the assessments such as the LAB-R. For Spanish speakers that score eligible on the LAB-R, the Spanish Lab-R is administered. Once it is determined that the student is eligible for services, parents are provided with the ELL Brochure and then is offered an opportunity to view the parent choice video. Parents are aware of the program options available to them at the time of registration. ELL students are evaluated in the spring during the NYSESLAT testing period. They are tested as per proficiency level and tested by grade.

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.
Parents are advised during initial intake that we currently we only have a Free Standing ESL program at our school. They informed that the other programs are dependent on the number of Language Learners that we have that speak the same language and that once we reach those numbers a program may become available. They are also informed that if they feel strongly about their choice and would like to have their child in the chosen program, we can provide them with a list of schools that offer such program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Entitlement letters are given to the students to bring home to parents. The ESL teacher follows up with a phone call and invites the parents to view the Orientation video. At that time, the parent is presented with the Program Selection form and it is then filled out. The ESL teacher files the Parent Selection forms and maintains these records.
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.
Students are place in a Freestanding ESL program by grade. They are in a class with other language learners who receive instruction by the ESL teacher four to eight times a week depending on the student's level.
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.
The students are divided into grades to take the test. Students with IEPs have the test administered in accordance with their IEPs. Testing is done in three days with each modality administered on one of the days.
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. **①**
After viewing the Orientation video and discussing options with the ESL teacher, 100 percent of parents opt for the Freestanding ESL as their first choice. There are no other programs currently offered at JHS 194 and the program is in alignment with parent choice.

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])?

Departmentalized.

English Language Learners (Beginners, Intermediates, and Advanced) follow a departmentalized schedule and receive instruction from licensed content specialists who often are fluent in a second language. ESL strategies are infused throughout content instruction and teacher work to facilitate the acquisition of academic vocabulary by partnering those words with student friendly language.

English Language Learners participate in a free-standing ESL program. Beginner and Intermediate English Language Learners are integrated into one class with general education learners that move together as a group across major subject areas (math, ELA, Science, and Social Studies. This class received four periods of instruction from an ESL teacher. Beginners and Intermediates are pulled out for an additional four periods. So, in addition for the 8 periods with an ESL teacher, these students receive a full eight periods of ELA instruction. Advanced ELLs are placed in classes appropriate to their learning needs. ELLs who excel in math were placed in a math honors class. All English Language Learners are able to participate in at least one period of an elective from Fine and Performing Arts which includes a choice of dance, drama, video, public speaking, music, or art.)

Instruction is offered in multiple modalities. Visual supports are often accompanies to support delivery of instruction. Smartboard computers allow the use of film and film clips; power point presentations which offer combined audio, visual and multilingual support; graphic organizers; exit tickets designed to encourage English Language Learners to express their learning and offer an ability for the teacher to continually assess learning and to build in systems where students may begin to assess themselves; checklists that have appropriate examples and models to support learners and their needs as expressed by the data. A school-wide emphasis on vocabulary instruction encourages all teachers to partner student-friendly vocabulary with academic vocabulary in oral and written language. In addition, this same focus of partnering student friendly language with academic language is being infused into feedback loop with the use of explicit verbal feedback from students to students and from teacher to student as well as newly designed school-wide rubrics.

Pull-out

Advanced students are pulled out in groups four times a week by the ESL teacher. The pull out groups are designed to support the Advanced level ELLs by providing scaffolded access to the complex text common core demands while offering essential skills that students need to be successful in reading non fiction text across disciplines. One example might be viewing a brief video to support the building of background knowledge and practice note-taking skills. Reinforcing the ELA curriculum allows ELLs to revisit text through the lens of language acquisition, focusing specifically on word meaning and function.

The integrated ELL class is also supported by the program Achieve 3000 and technology such as laptops and i-pads to support.

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)?

Beginner and Intermediate ELLs receive 360 minutes and Advanced students receive 180 minutes of instruction as per the New York State mandates.

English Language Learners receives eight (8) periods a week of English Language Arts from an ELA teacher and eight (8) additional periods with the ESL specialist. Advanced Students are pulled out for four periods of week in exchange for an elective period or another non academic subject.

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

Students are immersed in the English language as the program we offer is a free-standing ESL program. Immersion enables our students to accelerate English language acquisition and academic vocabulary in the content areas. Teachers strive to offer multiple entry points and incorporate practices of Universal Design for Learning in their unit plans and curriculum. All ELA units are common core -aligned and math employs the CMP3 program.

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

Students have access to native language state assessments

Student glossaries and dictionaries are available

Students may be partnered with a student fluent in the same language but more able in speaking English

Students have multiple opportunities to write sustained pieces and receive immediate instruction and constructive feedback

Students engage in multiple conferring opportunities with ESL teacher and with teachers who speak a second language fluently.

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

Students are evaluated through classroom questioning and discussion (Danielson 3D) for listening and speaking. Students are assessed every unit across the content areas with pre, mid, and post assessments. Student reading and math levels are benchmarked by October 31 and will be reassessed in May. Supporting the assessment of student growth in reading and writing is the initial assessment on Achieve 3000 and the monitoring of the percentage correct on the multiple choice questions and writing responses of the daily articles. Consistent use of entrance and exit tickets are embedded in daily instruction.

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).

Discussion as it relates to questioning and discussion (Danielson 3B) and student engagement (Danielson 3C) is a focus for all groups. Daily instruction incorporate the use of ipads, as well as the Achieve 3000 online reading program. Achieve 3000 differentiates non fiction reading material to match the independent level of each learner. All levels of language learners are strongly encouraged to participate in our Saturday Academy, a program designed to develop language while fostering a sense a community within the ELL population.

For SIFEs, teachers address, through continual formative assessment and small group instruction, gaps that surface in assessments.

Newcomers and Beginners are also provided with the tools necessary to develop language: glossaries, hand-made individualized reference guides, and picture dictionaries. They receive small group instruction and are offered a partner who, during non instructional periods, translate and assist in creating social bonds. Additional technology supports include use of ipads in daily.

Intermediate learners engage with the same complex text with appropriate supports such as exploration of word families, visual or technological scaffolds, and graphic organizers. Teachers target small group instruction as indicated by item-skills analysis on the new York State English Language Arts Exam and the most current NYSESLAT.

Advanced learners receive instruction that focuses on reading, writing, and speaking fluency as well as high level vocabulary acquisition.

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?

Strategies implemented across the disciplines include: use of paraphrasing, partner talk, think-pair-share, wait-time in questioning, reading and rereading activities, use of visuals and visual partnered with voice overs and captions. Additional instructional strategies include close reading, analysis of academic vocabulary and concept words, exploration of nuances and functions of

vocabulary. In grade level/ cross-discipline curriculum planning, teachers are working to develop a common language to support connection between subject areas notably in vocabulary and concept words. For example, teachers are beginning to implement connection for concept words such as "claim" which in science might appear as "hypothesis." Teachers have been planning lessons to include multiple entry points including use of video, readalouds, shared reading, and partnering student-friendly language with academic vocabulary.. Strategies offered through the Achieve program and in the Expeditionary Learning manuals support teachers of ELL-SWDs.

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?

All subject areas plan collaboratively and aim to implement rigorous common texts geared to challenge student thinking, provide them with practice to engage with complex text and develop perseverance. A school wide initiative to develop "grit" in students was launched this year to support students to take on challenges even though, at first, they might not succeed. There is an increasing shared conversation from the arts and elective teachers to their academic counterparts to support multiple entry points, active learning, and increase speaking and listening opportunities. ELL-SWD students are integrated into the school's general program in health and physical education periods. Content-based teachers scheduled to instruct the ICT classes have either a bilingual extension or an ESL license. In addition, several teachers are fluent in second language of Spanish, Korean, Chinese, and Greek, the predominant languages of our ELLs.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	0	0	0
Social Studies:	0	0	0
Math:	0	0	0
Science:	0	0	0

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

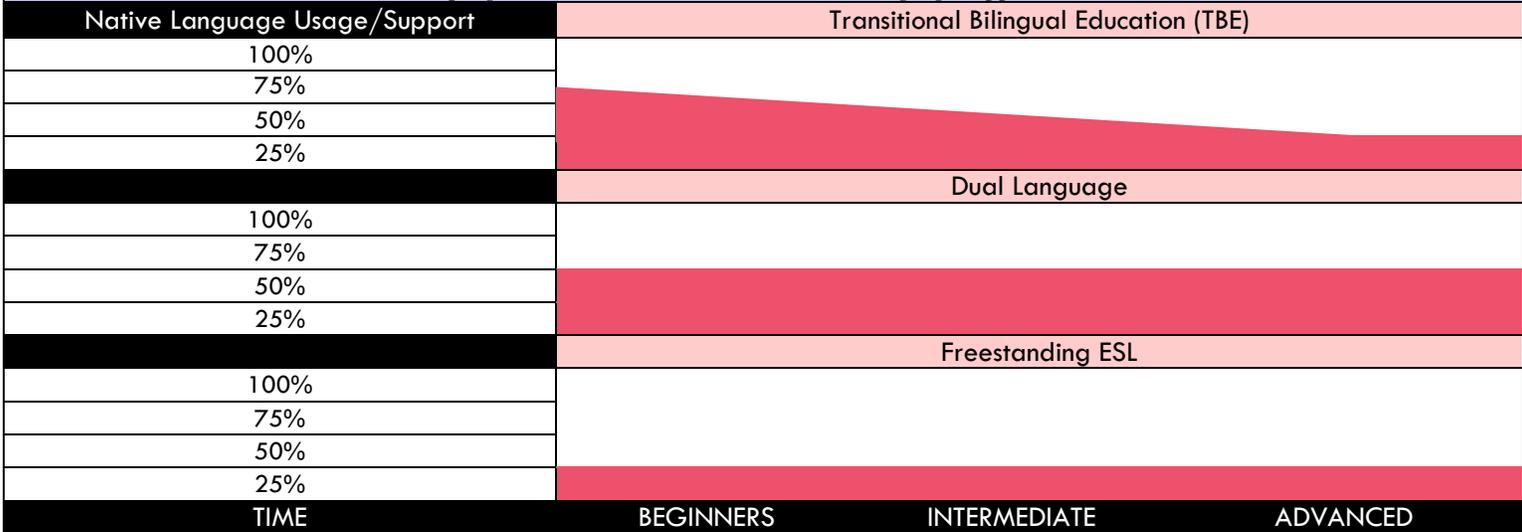
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
The range of intervention services include our extended day program, Saturday Academy, use of Achieve, SETSS, in-school homework assistance during the school day to all students and homogeous instructional groups within aste response to question here:
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
We are seeing that we are successful in guiding our ELLs to proficiency from the data in our NYSESLAT scores and proficiency in the modalities. Eight out of eighteen students reached profiency in listening where as our of those same 18, 11 students reached proficiency in reading and 9 reached proficiency in writing. We can assess the effectiveness of our programs by monitoring data on Achieve 3000 and by the high rate of attendance on our Saturday Academy program.
11. What new programs or improvements will be considered for the upcoming school year?
Achieve 3000 was implemented for the second half of the year in the school year 2012-2013. Data revealed positive growth in reading, writing, and vocabulary acquisition for our English Language Learners. That program was been expanded and will begin earlier in the year. The program for Science Achieve will be piloted with our English Language Learners and SWDs. In addition, the video elective with seventh grade English Language Learners will pilot a video program with an outside organization.
12. What programs/services for ELLs will be discontinued and why?
We are not discontinuing any programs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded equal access to all school progra ms. All students are invited to enter activities such as the Ezra Jack Keats bookmaking contenst, Leggo robotics club, math team, cheerleading and basketball teams. ELLs engage in the rich elective offerings including dance, drama, music, video, public speaking, and art. ELLs are participating in the Jazz at Lincoln Center as well as another arts partnership with City Center and a video arts group coming to work with students.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
JHS 194 agreed to participate in the city-wide selected ELA and math programs and materials have become available to support our students. In addition, i-pads and lap tops have been made available to the ELL classroom to ensure scaffolding of instruction, differentiation, the ability to engage with Achieve 3000 (literacy and science).
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
N/A
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Paste response to question here:
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 are partnered with students who are able to translate for them during non academic classroom time and provide homework support. Students may also partake in opportunities for lunch time homework help with a series of rotating teachers throughout the week.
18. What language electives are offered to ELLs?
One languauge is offered -- Spanish.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

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.

Teachers and administrators participate in a host of professional development across the year. We participate in frequent city-wide offerings from the Office of English Language Learners in addition to the professional development series offered by our network from expert Marianne Cucciara. Regular weekly professional development sessions focus around curriculum planning and the Danielson rubric which is of particular significance (3B, 3C, and 3D) when addressing challenges presented from NYSESLAT data around listening and speaking. Teachers also received professional development from partner organizations such as Achieve 3000 and Leap.

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?

Parents are invited to all school activities during and after school hours such as PTA meetings and parent teacher conferences. The Saturday Academy offers time for parents to engage in sessions on topics such as What is Common Core? and College and Career Readiness. General school assistance is also available. Parents have access to grading and email access to all teachers through an on-line grading program. Translation support is offered to parents who need assistance in navigating the on-line system as well as guidance support. Weekly PPT grade level teams analyse student issues and invite parents, teachers, and students into a conversation about ways to support the student to successful outcomes.

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.

Our program for our ELLs is one of rigor and high expectation. We encourage our ELLs to engage in the same challenging work as all students to foster a sense of common struggle, development of perseverance, and grit. We aim to create a community of ideas and learning and wish to convey that we maintain the same high expectations for every learner and that we offer support to help our students develop emotionally and intellectually.

Part VI: LAP Assurances

School Name: <u>William Carr, JHS 194</u>		School DBN: <u>25Q194</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jennifer Miller	Principal		1/1/01
Maureen Robins	Assistant Principal		1/1/01
Anne Lippert	Parent Coordinator		1/1/01
Ana Nyarady	ESL Teacher		1/1/01
	Parent		1/1/01
Alex Cho/Math	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	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: 25Q194 School Name: William H. Carr, JHS 194

Cluster: _____ Network: _____

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

Part A: Needs Assessment Findings

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

JHS 194 analyzes data surfaced through parent surveys, home language data, parent requests, and through experience with parent meetings conducted by the guidance counselors, deans, assistant principals and teachers. We determine, as per Chancellors Regulation A-663, within 30 days of a student's enrollment the primary language spoken by the parents of each student enrolled in the school.

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.

Findings include the range of languages spoken at home for students in our school (The major languages are Spanish, Chinese, Greek, and Korean with an increasing but small population of speakers of Pashtu and Arabic). Findings were shared at staff meetings and in weekly teacher newsletter and in e-mails to the staff, as in the example of the day prior to Parent/Teacher Conferences, about the availability of translations services with the phone number and hours of availability. The Parent Coordinator assists in sharing information to the school community regarding translation services.

Part B: Strategies and Activities

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

JHS 194 employs the Language Services Unit for written and oral services and through in-house school staff members. The school employs school messenger which offers school messages in several languages. During high school night and other evening meetings translators are on hand. The Saturday Academy which offers parent meetings also includes translators who may be in house staff.

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.

JHS 194 employs the Language Services Unit for written and oral services and through in-house school staff members. The school employs school messenger which offers school messages in several languages. During high school night and other evening meetings translators are on hand. The Saturday Academy which offers parent meetings also includes translators who may be in house staff.

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>.

JHS 194 fulfills the the Chancellor's Regulations of A-663 to the fullest extent possible. The school uses the Language and Interpretation Unit of the DOE in addition to in-house school staff for translations services. We employ the phone service School Messenger which can send school messages in specific languages. The principal allocates the funds from Title III translation services and from Translation services to meet the needs of parents who attend school functions, college and career readiness meetings for English Language Learners as part of the Saturday Academy, and all other meetings.