



**2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):	27Q197
School Name:	PS197Q
Principal:	CHRISTINA VILLAVICENCIO

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: The Ocean School School Number (DBN): 27Q197
School Level: Elementary Grades Served: K-5
School Address: 825 Hicksville Road
Phone Number: 718-327-1083 Fax: 718-327-3515
School Contact Person: Christina Villavicecnio Email Address: cvillav@schools.nyc.gov
Principal: Christina Villavicencio
UFT Chapter Leader: Dwight Duncan
Parents' Association President: Kilwantie Goodcharan
School Leadership Team Chairperson: _____
Student Representative(s): _____

District Information

District: 27 Superintendent: Mary Barton
Superintendent's Office Address: 8201 Rockaway Blvd, Ozone Park NY 11416
Superintendent's Email Address: Mbarton3@schools.nyc.gov
Phone Number: 718-642-5800 Fax: 718-642-5705

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: CFN 611 Network Leader: Deborah Schaefer

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 School Comprehensive Educational Plan (SCEP) 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)
Christina Villavicencio	*Principal or Designee	
Dwight Duncan	*UFT Chapter Leader or Designee	
Kilwantie Goldcharan	*PA/PTA President or Designated Co-President	
Sandra Bilbo Dent	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Mrs. Simone Clark	CBO Representative, if applicable	
Ms. Lauren Triplett	UFT/Member	
Ms.Ashly Osbourne	UFT/Member	
Ms.Daniela Pavlovic	UFT/Member	
Mrs. Jacqueline Patterson	Parent/Member	
Ms. Haven	Parent/Member	
Donna Hamlet	Parent/Member	

	Member/	
	Member/	
	Member/	

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

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

The School 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYSED’s Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

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:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- 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 SCEP Development

School Leadership Teams should engage in the following steps:

7. **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.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs

Assessment.

9. **Step 3:** 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.
10. **Step 4:** 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.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **Step 6:** 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: SCEP Overview

Develop a narrative summary that includes:

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.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

2

Our school is geographically located on the Far Rockaway peninsula, which borders the Nassau County lines by a quarter of a mile. We are a Title 1 school with approximately 25% of our students bused to the school from nearby housing developments. This school year we have experienced a population increase of 44 bringing the school register to a total of 553 students. We are very proud to have added two additional Pre-Kindergarten classes bringing a total to five classes on this grade. Our Student with Disabilities population is approximately 23% and our ELL (English Language Learners) population is approximately 18%. The school community receives additional support through an onsite mental health clinic LIJ (Long Island Jewish) that was recently (Oct 2014) awarded a federal grant to provide free mental health services for students/families with Hurricane Sandy Post Traumatic Stress. Finally, we have a partnership with YMCA (Young Men Christian Association) this program also offers after school STEM (Science Technology, Engineering, Mathematics) enrichment programs which serves over 300 of our students five days a week from 3:30-6:00 pm as well as homework assistance. PS197Q was recently awarded the Apple ConnectEd grant supported by President Barack Obama in order to address the disparity for schools with a large minority sub population with access to technology via STEM (Science, Technology, Engineering, and Math). Our project with Apple will focus on "rebuilding" our Far Rockaway community post Hurricane Sandy.

Our school has made the most growth in the area of developing student's social and emotional health. Our School-wide Positive Behavior Intervention System is an approach that serves to teach students the critical character traits that are acceptable in a community of productive citizens. In addition, the P.S. 197Q Administration has partnered with agencies (Bank Street, LIJ Coast) that are able to support our student's social emotional well-being. This approach enables teachers to be better equipped when responding to the emotional needs of students' while addressing the rigors of the Common Core Learning Standards. The Bank Street Emotionally Responsive Practice consultants that support our school provide useful strategies that help our children and teachers address unresolved issues and enhance attention and motivation for learning. The collaboration with NYU's Technical Assistance Center on Disproportionality (TAC-D) includes building the capacity of our staff in understanding the root cause and systemically addressing the disproportionate assignment of various subgroups in special education. The Young Men's Christian Association provides structured activities for the children to productively socialize during recess and afterschool programs. All of these support systems will continue to further develop our Student Social and Emotional Developmental Health (Tenet 5) by offering more direct parental involvement in our school which in turn will further our goal of more parental engagement to our entire school community.

Some of the challenges our school faces that we are continuing to work on are in the following areas:

1. Custodial Engineer – We have been waiting for a permanent custodian since 2012
2. Parent Association – We would like to broaden the Parent Association to a Parent & Teacher Association as expressed by the staff. We are still working to add capacity to the Parent Association.
3. Assistant Principals – I continue to work to identify two strong, "right fit" Assistant Principals as one of my prior Assistant Principals moved to be close to home and have had no success in either finding a replacement Assistant Principal or adding a second Assistant Principal. One of

- the issues in attracting candidates on any line to our school is its geographic location. Far Rockaway seems to be located in a hard to staff area due to transportation and distance issues.
4. Hurricane Sandy After Effects – Our school community continues to suffer attendance issues as well as issues with displacements as a direct result of Hurricane Sandy. Aside from issues stemming from poverty and from living in homeless shelters, many of our families still suffer mental & emotional hardships.
 5. Student with Disabilities – We have 23% of our student population who have Individual Education Plans. In real numbers, this means that 153 our students out of a total of 553 students have a need for mandated academic, social and emotional support.
 6. English Language Learners – We have 16% of our student population who are students with language needs. This year, we have had an influx of students from Central America some of whom are refugees and require additional support. Due to this, we have been searching and are in need of a bilingual Spanish social worker or/and guidance counselor.
 7. Resources – As already mentioned, Far Rockaway is a hard to staff location and this affects the resources available in the community as well as the resources available to come to the community. This adds to the struggle of enhancing school partnerships and bringing in a variety of services to help our school community.
 8. Mentorship for New Teachers – Mentors need to have five years of teaching experience and our new teacher staff exceeds our availability of having matching available onsite mentors.

As a Renewal School, we will begin (or expand) implementation of the following school improvement strategies during this school year:

- Expanded learning opportunities for all students, including additional instruction provided during after-school and/or summer programming provided in collaboration with community partners
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students
- Additional, focused strategies to increase parent and family engagement

We will also undergo a comprehensive needs assessment across all six elements of the Capacity Framework (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties, and trust) to inform the development of our School Renewal Plans for the 2015-16 school year.

27Q197 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	PK, 0K, 01, 02, 03, 04, 05	Total Enrollment	553	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	84.5 %	% Attendance Rate	91. 3%		
% Free Lunch	94.5 %	% Reduced Lunch	2.5 %		
% Limited English Proficient	15.9 %	% Students with Disabilities	20. 8%		
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.8 %	% Black or African American	54. 9%		
% Hispanic or Latino	37.9 %	% Asian or Native Hawaiian/Pacific Islander	1.1 %		
% White	4.8 %	% Multi-Racial	0.6 %		
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.15	# of Assistant Principals (2014-15)	N/A		
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	1		
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	3.8 %		
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4 %	Average Teacher Absences (2013-14)	8.1 9		
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	7.9 %	Mathematics Performance at levels 3 & 4	9.5 %		
Science Performance at levels 3 & 4 (4th Grade)	80.3 %	Science Performance at levels 3 & 4 (8th Grade)	N/A		
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A		
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+	N/A	% of 2nd year students who earned 10+	N/A		

credits		credits	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate	N/A		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A

Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

1. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
2. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

Part 1b. Needs/Areas for Improvement:

1. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
2. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

In relation to the Capacity Framework, our strength is in teacher collaboration and participation in professional development within a culture of respect and continuous improvement.

- Teachers Plan collaboratively during Common Planning Periods
- Participate in ongoing Math Professional Development via Ms. McFarland, consultant (Go Math Curriculum)
- Teachers Administer Common Formative third party assessments Edperformance third party Measure Of Student Learning (MOSL).
- Teachers share best practices and foster an atmosphere of collaboration and trust via classroom inter-visitations.

Our primary need is to develop a data driven culture that uses math assessments that informs instruction which will help teachers engage students to meet their individual academic needs in order to facilitate quality implementation of rigorous curricula that is aligned to the Common Core Learning Standards (CCLS). This can be evidenced by the formation of a 45 minute common plan time twice a week for teachers to share and develop

skill analysis in Math.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Grades 3-5 students will make a 30% reduction in the number of students performing at levels 1’s and 2’s in Operations & Algebraic Thinking and Measurement strands as evidenced by Scantron (Edperformance 3rd Party Local Measure) Data by June 2015.

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	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>
Upper grade teachers will be working with identified small groups of lowest performing students in Math for 45 minutes once a week concentrating on the weakest mathematical concepts addressed in both ITA Analysis via NYS Scores and Edperformance assessments.	Grades 3-5	November-June	Upper Grade Teachers 3-5
Students with Disabilities will also receive direct and targeted instruction via the SETTS teacher and academic support for tier 2 students in Math.	Grades 2-5	November-June	Upper Grade Teachers 3-5 RTI Per session after school program

Part 4 – Resources Needed

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

- Coaches
- 4th Grade Leader, Teachers
- Program Consultants – Professional Developers
- Access to a Learning Community (ARIS)
- Go Math Online Resources
- Weekly Common Planning Periods

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.

	Tax Levy	x	Title I Basic	x	Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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.

The mid-point benchmark is February 2015.

Progress Monitoring Activities as evidenced by:

Grade 3-5 analysis of student data and identifying trends in student outcomes in Fraction and number and operations strands in Math via Scantron (Eperformance MOSL third Party).

Classroom observations and teacher feedback will help to ensure that strategies developed are being implemented and aligned to CCLS skills analysis.

Part 6b. Complete in February 2015.

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

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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
4. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	D
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

5. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
6. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Our school's strength can be related to *Student Social and Emotional Developmental Health* via Supportive Environment of the Capacity Framework as evidenced by the partnerships that support and sustain the development of the social and emotional health of our students.

- Positive Behavior Intervention Support PBIS
- LIJ Coast Program
- YMCA
- Technical Assistance Center on Disproportionality TAC-D
- ERP Emotionally Responsive Practice (Bank Street)

The need lies in the Supportive Environment as evidenced by :

- Sustaining a Strong Family-Community Ties
- Parental attendance/involvement

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 1b, and should be written as SMART – Specific, Measurable, Achievable,

Relevant, and Time-bound.

By June, 2015, PS197 will have a 10% reduction in the number of incidences and suspensions as evidenced by Online Occurrence Reporting System (OORS) data. The PBIS (Positive Behavior Intervention Supports) program – Getting to the Core of Good Behavior will be utilized to continue to improve student behavior, provide teachers with strategies to help support student and family involvement through the use of social emotional behavior strategies thus maximizing instructional outcomes for diverse learners.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Due to the influx of new staff teachers PS197Q is committed to incorporating a more Developed matrix for PBIS which will include Professional Development for all new teachers. Build teacher awareness and understanding of cultural and gender issues that impact on learning and how to differentiate for noted trends, but particularly we want to build understanding and knowledge of the impact that most affects our school population; low socio – economic backgrounds have a profound effect on success at school, and ultimately their futures. We have partnered with Bank Street to better assist our teachers with the socially emotional targets for our students and awareness of reflective language and best practice for teachers. 	<p>All students</p>	<p>Sept 2014- June 2015</p>	<p>PBIs Core Committee Members: Guidance Counselor Grade leaders UFT chapter leader Setts/IEP Teacher SBST</p>
<ul style="list-style-type: none"> • Through on site consultation via Bank Street Emotional response practice at Bank Street builds on the connection between emotional well-being and learning potential to develop emotional responsive school routines curriculum and adult child interactions. 	<p>K-5</p>	<p>Sept 2014- June 2015</p>	<p>Grades K-3</p>
<p>STAR TRACK, jointly developed by the Queens County District Attorney’s Office, the UFT (United Federation Of Teachers) the Division of School Safety, and the NYCDOE (New York City Department of Education). The objective of this program is to safeguard children from violence, threats, and fears. As well to give children the tools needed to resolve conflicts peacefully on their own via inter-visitations with each other and conflict resolution strategies.</p>	<p>Grade 5</p>	<p>October 2015- June 2014</p>	<p>Grade 5 teachers , Guidance Counselor</p>

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Part 4 – Resources Needed

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

The guidance counselor will play a critical role along with the social worker in providing ongoing support to teachers in the PBIS framework in order to provide teachers with ongoing support. Also Bank Street scheduling accommodations will be needed to increase the amount of time for teacher fluency via teacher interaction.

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.

	Tax Levy	x	Title I Basic	x	Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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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 February_2015 teacher surveys will be developed in conjunction with Bank Street to determine the teacher effectiveness of social emotional practice as evidenced by teacher lessons plan.

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

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

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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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
8. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

Part 1b. Needs/Areas for Improvement:

9. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
10. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Our school's strength is in the safe environment that teachers provide in response to students' social emotional needs. This strengthens students' ability to focus on academics throughout the school day. In response to this priority our school has established a learning community that uses a variety of data sources to build instructional practices leading to multiple points of access for all students. A second focus is to ensure that all students engage in opportunities to write in a variety of genres and apply the conventions of Standard English.

Part 2 – Annual Goal

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2015, 65% of teachers will incorporate the smart board software into their Ready Gen reading curriculum via detailed Smart notebook pages allowing for differentiation via multimedia sources which teachers will use to differentiate into their lesson plans. This will be measured using teacher observation and grade team task rubrics.

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	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>
ReadyGEN Curriculum will be used in conjunction with the smart notebook suite to enhance teacher lessons incorporating multimedia sources.	K – 5	Sept 2014 - June 2015	Administration Coaches Support Service Providers
Common planning periods at least twice a week will allow time for teachers to plan and create Smart notebook lessons that are crafted on their Ready Gen Units of Study.	K – 5	Sept 2014 - June 2015	Administration Coaches Support Service Providers
Monthly parent workshops conducted by classroom teachers will allow teachers to share best teacher practices via smart board centered lessons and teacher created videos lesson plans.	K – 5	Sept 2014 - June 2015	Administration Coaches Parent Coordinator
Extended Day Inquiry centered on student performance for tier 2 students as well as Case Studies in each class centered on teacher teachers lowest performing students and Danielson alignment.	K – 5	Sept 2014 - June 2015	Administration Coaches Network Support

Part 4 – Resources Needed

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

Off-site Professional Development through Pearson
 Consultation with Teacher’s College Reading and Writing Project.
 Creating a schedule that reflects blocks of time dedicated to Common Planning across the grades.

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.

Tax Levy	x	Title I Basic	x	Title I 1003(a)	Title IIA	Title III	x	P/F Set-aside	Grants

List below any additional funding sources that will be utilized to support achievement of the goal.

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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:

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

Mid-Point Benchmark: February 2015
Progress Monitoring – Analyze the data collected from the end of unit test in Ready Gen to better align future writing tasks based on immersion of higher order vocabulary and site words, as well as a more differentiated rubrics. In order to measure level 1 student performance in selected ELA strands inference and vocabulary etc.

Part 6b. Complete in February 2015.

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

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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

11. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

12. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	D
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	D

Part 1b. Needs/Areas for Improvement:

13. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

14. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Improve teacher effectiveness by developing, implementing and modifying an individualized professional development. The leadership team and administration over the next three months (January through March) create a more specific set of instructional criteria for 1) Classroom observations, 2) Evaluation and feedback. The leadership team will work in tandem with classroom teachers to address perceived instructional concerns. The goal is to have in place a more sophisticated process for developing individualized teacher professional learning plans. This will be inclusive of a common language when providing feedback via short cycles of observations/snapshots in designing coherent instruction (Danielson Framework (1e), Using questioning and discussion techniques (3b), and Using assessment in instruction (3d)) throughout all grades in order to prepare students for college readiness.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 100% of teachers in grades Pre-K-5 will receive extensive PD aligning the Danielson Framework to the development of a structured writing unit using elements of Teachers College (TC) and the Ready Gen writing curriculum. As evidenced by teacher developed Non Fiction writing tasks that reflect and expand on the conventional writing process by student performance based writing task through the schools art residency. These writing projects will be showcased through-out the school as exemplar pieces of students work.

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	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>
Provide scheduled time for administration and Leadership Team to meet with teachers (double planning) during common planning prep to help develop effective Non Fiction writing units with the Art Residency Director.	3-5	January-June	Grade 3-5 Teachers Coaches Writing Consultants Art Residency
Provide a scheduled time for administration and Leadership Team members to discuss and analyze student Non Fiction writing samples to measure and assess student progress through the use of student directed videos detailing their projects writing process as discussed with teachers and developed within a six month time frame Jan-June.	3-5	January-June	Grade 3-5 Teachers Coaches Writing Consultants Art Residency
The enhanced writing evaluation criteria will be reviewed with all school staff in grade team meetings bi weekly, as well as professional developments sessions targeting teacher and one on one coaching sessions with administration.	3-5	January-June	Grade 3-5 Teachers Coaches Writing Consultants Art Residency

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Part 4 – Resources Needed

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

Access to writing curriculum
 Schedule Adjustments
 TC/ Math Consultant(Ms. Aresha McFarland)
 Teacher Leads (Ms. Dindial, Ms. Morgan, Mr.Herrera, Mr.Duncan, Mrs. Romero, Ms. Triplett)
 Writing consultant Teachers College (Roberto lenger Kang)
 Art residency Director (Mr. Gustavo)

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.

	Tax Levy	x	Title I Basic	x	Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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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 February 2015 an extended 3-5 Nonfiction Ocean Habitat thematic writing tasks/projects will be developed by the literacy consultant/Art Resident, and Instructional Coaches, Grade leaders to help monitor the student progress of writing tasks.

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

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

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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

15. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

16. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

Part 1b. Needs/Areas for Improvement:

17. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

18. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Although P.S. 197 provides opportunities for families and community stakeholders to engage with staff, not all families and community stakeholders are engaged in a relationship with the school that fosters academic success.

School leaders will work with the parent coordinator and the members of the Parents Association and SLT members to canvas the needs, views and opinions of parents. Hence, structured workshops will be provided based on the needs of the community at large.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 10% increase in parental/custodial participation and engagement in school wide events and workshops as measured by parental involvement attendance.

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	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>
“Let’s Talk about It” Parent Meetings - monthly	Parent/ Guardians	Sept. 2014 - June 2015	Principal
Building leaders and staff will provide quarterly school-wide events <ul style="list-style-type: none"> • Curriculum Night • Teacher Conference • P.S. 197 Dance Company performances • The Ocean School Got Talent (TACD Committee) • Family Literacy Event • Family Math 	Parent/ Guardians	Nov. 2014 - June 2015	Principal & Staff
Workshops: <ul style="list-style-type: none"> • Health & nutrition, • Emotional well being • ESL classes, • Curriculum, • PBIS behavior intervention Absenteeism 	Parent/ Guardians	Sept. 2014 - June 2015	Principal & Staff
Junior High, High School & College trips	Parent/ Guardians & Students	Feb. 2015 - June 2015	Guidance Counselor

Part 4 – Resources Needed

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

Workshops held outside of school hours, with the exception of mandatory hours for Parent Teacher conferences and Curriculum night, will be facilitated by teachers and/or consultants. Scheduling will be accommodated by the staff as will any instructional resources that are needed.

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.													
	Tax Levy	x	Title I Basic	x	Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

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 February 2015, there will be a 5% increase in parental/custodial participation and engagement in school wide events and workshops as monitored by the change in parental/custodial attendance during the above times.

Part 6b. Complete in February 2015.

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

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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)	Grades 3 Scantron ELA <2100 In combination with Fountas & Pinnell Level A-L Grade 4 Score Level 1 on ELA State Exam Grade 5 Score Level 1 on ELA State Exam	Fountas & Pinnell (early October), Small group instruction, Special Education Services (push-in/pull-out), Wilson-Fundations. Reading Eggs, close reads, repeated reads, skill building /sight words , Prek-12 Kids Plaza	Small group	During the school day sessions are 45 min in duration/ afterschool
Mathematics	Grades 3-5 CC Math Exam Score < 1.8	Go Math, Soar To Success, Math Technology IXL, Sumdog, Prek-12 Kids Plaza	Small group	During the school day sessions are 45 min in duration/ afterschool
Science	Any student scoring below proficiency (level 1 or level 2) on a NYS Science assessment in the 2014 school year will receive intervention services. If no state assessment exists, services are provided for students scoring below proficiency in classroom assessment and performance as well as recommended by the team	FOSS supplemented by Ladders, Brain Pop	Small group	During the school day sessions are 45 min in duration/ afterschool

Social Studies	Any student scoring below proficiency (level 1 or level 2) in classroom assessments and performance tasks will receive intervention services.	Teacher units of study using Discovery Education pacing guide and video clips, Brain Pop	Small group	During the school day sessions are 45 min in duration
At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	Hold overs	Reading Eggs Neurological Impress, skill building /sight words, REWARDS, Foundations (3) students serviced At Risk by SETSS teacher, National Geographic Ladders	Small Group SETSS ratio 1:8	During the school day sessions are 45 min in duration

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	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.

There are many strategies and ideas we use for staffing and retention. We are starting a selection committee, a school recruitment committee; a marketing committee; an on boarding committee; a university pipeline committee; and a school culture committee effective Friday, December 19th, 2014. As a part of our work on retention, the school culture committee will focus on enhancing all aspects of how we reward and recognize teachers. In addition, these committees will provide additional leadership opportunities which will engage our highly effective teachers. Our marketing committee, selection committee, and university pipeline committee will help us enhance our work on building a strong team. Finally, the work of our onboarding committee will help new teachers acclimate and be successful from the start. Additionally, we provide professional development opportunities for our teachers via our CFN 611 and during teacher teams meetings. Robust professional development support is provided by Ms. McFarland, our GoMath consultant using a coaching model; as well as by the Office of English Language Learners; Bank Street for Social Emotional Learning; and “Lunch & Learn” via our internal coaches. Professional Development is always differentiated for all new teachers and all new first year teachers have mentors. Many of our effective teachers have also taken part in external trainings.

We are currently one of the pilot schools selected by the Office of Teacher Recruitment & Quality to work with them and their Staffing & Retention Support Program. In our work together as of this summer, we have enhanced our work around recruitment, retention and support and building leadership capacity. This is a one year partnership that is geared towards helping us have the tools to continued making our enhancements in these areas on our own.

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).

The professional development plan addresses both targeted professional development for newly hired teachers as well for teachers who have been teacher over five years. Principal as well as assistant principals participate in Professional Development honing in on improving their leadership competencies and the use of research based educational practices. Our CCSS workshops are delivered by the administrators, CFN #611 and the NYC Department of Education.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

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.).

Our school provides a Universal Pre-K program as well as parental outreach workshops to transition pre-school children into our school community.

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.

The SLT team includes teachers who make decisions regarding school wide assessments. By meeting frequently with the MOSL (Measure Of Student Learning Committee) Administration is better able to share the decision process based on the local assessments results to improve the delivery of instruction in all testing grades.

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 (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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	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
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		FY '15 school allocation amounts.)	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	\$256,065	x	11,14,16.20.22
Title I School Improvement 1003(a)	Federal	\$16,961	x	11,14,16.20.22
Title I Priority and Focus School Improvement Funds	Federal	\$111,938		
Title II, Part A	Federal	\$158,239		
Title III, Part A	Federal	\$11,200	X	11,14,16.20.22
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$2,652,553		

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.

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

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 Christina Villavicencio	Assistant Principal Ayisha Wade
Coach Sergio Herrera	Coach
ESL Teacher M. Romero-Toral	Guidance Counselor Nechama Lax
Teacher/Subject Area Mr. Cepeda	Parent type here
Teacher/Subject Area ELA	Parent Coordinator Susie Wilson
Related Service Provider Ms. Hoffman	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	9	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	3

D. Student Demographics

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

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language	47			4						51
ESL	18		9	6		1	1			25

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	65	0	9	10	0	1	1	0	0	76
Number of ELLs who have an alternate placement paraprofessional: <u>2</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 SPANISH														0
SELECT ONE CHINESE														0
SELECT ONE ARABIC														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	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE SPANISH	5		8		12		8		7		6								46	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	5	0	8	0	12	0	8	0	7	0	6	0	46	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): <u>69</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>42</u>	Asian: <u> </u>
Hispanic/Latino: <u> </u>	Other: <u> </u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>82</u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	18	2	1	3	3	2								29
Chinese		2		1	2									5
Russian														0
Bengali														0
Urdu														0
Arabic			1											1
Haitian				1										1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	18	4	2	5	5	2	0	36						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	1	4	4	3									13
Intermediate(I)	3	12	5	7	2									29
Advanced (A)	7	1	4	1	4									17
Total	11	14	13	12	9	0	0	0	0	0	0	0	0	59

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	1	9	2	14	6			34
8									0

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.
 Early literacy skills of ELLs are assessed using Fountas and Pinnell (F&P) assessments (K-5) and SCANTRON, (2-5), F&P and SCANTRON assessments (K-5) are used for all students, including ELLs in our school.
 F & P is use to assess early literacy skills (ongoing) in Spanish for our Dual Language classes. We are using these assessments in place

of with the new availability of the (F&P assessment kit in Spanish), we will have a Literacy Comprehension assessment that more closely aligns to our assessments in English.

F & P is intend to be used 5 times each year in October, December, February, April and June. Scantron is going to be used for both MATH and Reading three times per year. Students in grades (2-5) will be assessed for Reading and Math. Grades K-1 will use Performance Tasks, and end of Unit Assessments for both Math and ELA.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Our corrent NYSESLAT DATA indicates that out of 31% students fall in the advanced level, 53% of students are in the intermediate level, and 16% students are in the beginning level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Using the RLAT-LAT/NYSESLAT data the school indentified that most of the students are performing at the beginning and intermediate level in the Reading and Writing modality, school will continue to focus on developing Reading and Writing skills through differentiated instruction. We will concentrate on weekly reading skills, monthly genres in writing; with an emphasis on vocabulary development throughout all content areas. Our Inquiry Team has been working on strategies for embedding vocabulary instruction into lessons. As a result of this work, we will utilize tools such as the Frayer Model, Concept Wheels, Word Family Trees, Words of the Week, and continue working with Vocabulary Instruction..
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
Our ELLs tend to score at the same or somewhat lower level than the EPs on their grade in F&, Scantron, and End of Unit assessments. As a result, early literacy skills will be a focus for all of our ELLs, We will use the Estrellita program to help us to address students needs. While EPs tend to have lower literacy skills in Spanish than ELLs, those EPs who have the additional support from parents or family members with some Spanish proficiency, have higher Spanish literacy skills than those without. We find that F&P assessments tend to follow the same trends; regardless of the program ELLs are involved in (ESL or Dual Language). As students continue to second and third grade, when taken as a whole class, encompassing ELLs and EPs, our Dual Language classes tend to outperform our monolingual classes on State and City Assessments. The ELL Periodic Assessments will be administered in the Spring for all ELLs in grades 3-5. The results from last years Periodic Assessment showed that ELL students are still in need of developing their reading and writing skills. Results of assessments will be discussed with students and shared with classroom teachers and administration to help plan and make instructional decisions. In the spring of each school year, all ELLs are evaluated using the New York State English as a Second Language Achievement Test. This assessment provides information regarding each student's English proficiency, which in turn determines a student's exit from or continued eligibility for ELL Services (if scoring below the state designated level of proficiency
Of the 75 current ELLs, 27% are Beginners,40 % are Intermediate, 33% are Advanced. Patterns across proficiencies and grades indicate that there is consistent satisfactory achievement in the areas of Listening and Speaking for most of our ELLs. On the 2013 NYSESLAT (for current ELLs), in the Listening and Speaking modalities student data indicates that they are at advanced level.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

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

Students who fall in Tier 2 the homeroom teacher is providing additional support during the regular classroom instruction. Students are taught in a small group, and teacher uses various techniques with emphasis on concepts that are difficult for students to undrstand. Tier 3 intervention is also provided in addition to regular classroom instruction, students receive daily support.

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

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

6. How do you make sure that a child's second language development is considered in instructional decisions?
During planning, preparation, and instruction teachers are implementing effective strategies such as visuals, technology, interactive word walls, charts, graphic organizers, vocabulary is translated in both languages Spanish and English, in addition during instruction teachers explain students in their primary language . During Guided Reading and Read Aloud teachers are reinforcing the listening and speaking skills in both lanaguages to support students language development.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Dual Language Program:

PS 197Q currently has a 50:50 Spanish/English Dual Language Program in grades K-5 consisting of students with mixed language dominance. EPs and ELLs are integrated for instruction throughout the entire school day. When possible, cluster classes are taught in Spanish, as well as English. Over the past several years we have continued to refine our language delivery model.

Our day model in which 50% of the day is taught in English and 50% of the day is taught in Spanish following a morning/afternoon rotation, which switches on opposite weeks. This model allows for both languages to be used in a single day, while maintaining continuity of language within each subject area on a weekly basis. See below:

Monday Tuesday Wednesday Thursday Friday

Week 1 AM English English English English English

Week 1 PM Spanish Spanish Spanish Spanish Spanish

Week 2 AM Spanish Spanish Spanish Spanish Spanish

Week 2 PM English English English English English.

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

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
In analyzing NYSESLAT scores by modality, we will continue to focus on developing Reading and Writing skills through differentiated instruction.
School data reveals that students are still lacking the necessary language and effective skills to be proficient. Teachers are working in strategies and skills to effectively implement during the reading and writing workshop . Teachers are using different strategies such as pre-teaching and scaffolding to support students language development with special emphasis on the reading and writing process. As the majority of the students have not yet internalized teachers still need to use them and support students.READY GEN PROGRAM provides some support for students to develop the four modaliaties. The school will concentrate on weekly reading skills, monthly genres in writing; with an emphasis on vocabulary development throughout all content areas. Our Inquiry Team has been working on strategies for embedding vocabulary instruction into lessons. As a result of this work, we utilize tools such as the Frayer Model, Concept Wheels, Word Family Trees, Words of the Week, and Vocabulary Instruction.
Content performance data shows that 0.01% of ELLs scored at Level I on the NYS Science Assessment, 6.25 % scored at Level I, 0.01% at Level III, and 6.25% at level II. On the NYS MATH Assessment, of 69.0% scored at Level 1, and 31% scored at level 2. 81.5% of students scored in ELA at level 1 and 18.5% performed at level 2.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the

HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Parents of newly enrolled students are required to complete the Home Language Identification Survey (HLIS) as part of the registration process in our school. A certified ESL teacher, Ms. Romero, administers the HLIS and conducts the initial oral interview to the parents in English and in the native language (if its necessary). Using the parent and students responses, the school identifies who may be eligible for the Language Assessment Battery (LAB-R) to determine eligibility for ESL/bilingual services. Within 10 days of registration the LAB-R test is administered to the eligible students. Students who come from a home where a language other than English is spoken (as determined by the HLIS) and whose raw score falls below a certain threshold on the LAB-R are entitled to bilingual/ESL services. Within a week after the test is administered, a letter is issued to the newly students' parents to notify the eligibility of the student to receive any ESL/Bilingual services. Parents of entitled students are invited to an orientation video of the different ESL/Bilingual programs offered by the DOE. We offer translation services in Spanish during the conference. During orientation the ELL parents receive information about the core curriculum, learning standards, expectations for students and assessments. We use the "EPIC Tool Kit Forms" to assure parents understanding of the Bilingual/ESL programs. The Parent Coordinator, Ms. Susie Wilson, and the ESL Coordinator Teacher, Ms. Maria Romero, certified ESL teacher, explains in detail the different types of programs and addresses parents' questions and concerns. A variety of orientation brochures in different languages are available to assure parents' understanding. After the orientation, the parents complete the "Parent Survey and Program Selection Form" available also in the 9 native languages offered by the DOE. This orientation will take place during the first semester that the student is identified as an ELL. If a parent cannot attend to the orientation meeting, within a week of the meeting, the selection form is sent home with a school personnel (Parent Coordinator and/or the ESL Teacher Coordinator) to assure that the forms are signed and returned to the school. When the forms are returned to the school, the ESL Coordinator receives them, makes a copy for her records and gives a copy to Assistant Principal Ms. Barreto, who is in charge of the ESL Program for filing in room 205.

Our school offers a Freestanding ESL Program and Dual language programs for students in grades K-5. If the ELL's parent selects another type of ESL/Bilingual program, we offer choices of schools who are offering those programs. Students who pass the LAB-R receive a "Non Entitlement" letter and remain in the monolingual classes. Parents of students who did not achieve a proficiency level in the NYSESLAT test, receive a letter of "Continued Entitlement Letter" and continue receiving ESL services. Students who scored at proficiency level (tested out) in the NYSESLAT receive a "Non Entitlement/Transition Letter" and continue with support services for two more years, Ex. Testing Accommodations.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

After parents watch the orientation video, the ESL Coordinator and the Parent Coordinator makes available to parents who need clarification about the program. Parents are introduced to the programs that our school offers. If parents opt for ESL or for DUAL Language they are informed about the process, where the student will be placed if he or she is not in the program yet.

Parents are informed that in order to place students in a bilingual setting, it requires that the school open bilingual classes when there are 15 or more ELLs of the same language in two contiguous grades. In addition, if any parent requires a Bilingual setting the parent is informed that the school does not have a bilingual program in the native language of the student, but parents will be informed of a school where such a program exists.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

After parents completed the HLIS they are informed of the child's eligibility for ELL services. Parents are sent the Entitlement letter home by mail, the coordinator also contact parents by phone, and a copy of the letter is also sent with the student. The school invites and provide parents of newly enrolled ELLs with information on the different ELL programs that are available. Parents are explained that the state requires that any ELL student must be placed in the appropriate program within ten days of enrollment. Our school uses translated materials (brochures, DVDs), and if the school does not have a translator the school will contact the Translation and Interpretation Unit if needed. Schools inform parents throughout the year in a number of ways, including one-on-one meetings, phone conversations, or through informational packets. ELL parents receive information in a timely manner. If a parent does not attend to the meeting, after 10 days a Placement Letter will be sent to the parent which will inform them that they will be placed in a Transitional Bilingual Program. All letters are placed in a binder and kept in room 205.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
The ESL coordinator explains to parents that based on the option the students will be placed in ESL or Bilingual Class. Parents participate in a meeting either in a group or in a one-to-one conference.. Parents are explained in detail about the process of placement their kids in the program. After parents identify the option for the child, the ESL Coordinator enters the information in the ELPC Screen in within 10 days.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test

(NYSESLAT) to all ELLs each year.

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- Most of the parents option for the Dual Language program., followed by ESL, and a minimun percent opted for a bilingual program. Our school offers both ESL and Dual Language Programs. For Bilingual the school let parents know that the Coordinator will look for a school

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

The ESL Program is primarily push in and pull-out in order to provide all mandated minutes for ELLs in this program. It is taught by one ESL teacher, providing services K- 5.

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

The instructional approaches used to meet the needs of our ELLs include the Workshop Model, used for literacy, math, and content area lessons. Academic language is formally taught and continuously practiced. We follow the literacy and language arts standards including the monthly genre focus, specializing in grammar and writing mechanics. Our focus is in oral and written communication, as well as socialization and cultural awareness. Within the content areas, vocabulary is emphasized

through the use of word walls, TPR strategies and multiple exposures in various contexts.

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

Dual Language:

Mandated ESL minutes are delivered through specific strategies and techniques geared towards ELLs in all subject areas, particularly within the literacy block. Beginner and Intermediate students receive their additional minutes through small group instruction. All ELL students participate in the 90 minute, daily ELA block, with scaffolding to support learning at their independent levels. Native language instruction is provided in all subject areas in accordance with our Dual model. Content areas are delivered in both languages. Cluster classes are taught in the Native Language when a bilingual teacher is in a cluster position. Through a DOE funded pilot opportunity, we are using Estrellita to address the early-literacy needs of our students, in Spanish. Fountas & Pinnell (twice yearly), and ongoing classroom assessments.

ESL Program:

Mandated ESL minutes are delivered mostly through pull-out instruction. Students are pulled for either 45 minute blocks 4x's a week for Advanced students or 8x's a week for Beginner and Intermediate students. All ELL students receive ELA instruction from their classroom teacher within the ELA block in addition to their ESL periods. NLA materials are made available to students to support their learning. These include bilingual dictionaries, books in their home language, and native language support embedded into technology programs such as Imagine Learning English. ELLs receive content area instruction in their classrooms. In addition, there is a focus on building content knowledge and vocabulary during ESL Instruction, Words Their Way, Share Reading, and readalouds,

Moving Into English, National Geographic Explorer magazine, and interactive science activities. QTEL Strategies are embedded throughout. ESL instruction is differentiated to meet the needs of individual students based on their proficiency levels as evidenced by the NYSESLAT modalities and teacher observation. As the Common Core Learning Standards are rolled out, there is a stronger emphasis on non-fiction texts and development of academic language necessary to succeed in the content areas. Native language resources available in the the ESL program include Oxford Picture Dictionaries for the Content Areas, Native Language Libraries, Word-to-Word Bilingual Dictionaries. Imagine Learning English also supports students in their native language.

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

Mandated ESL minutes are delivered mostly through pull-out instruction. Students are pulled for either 45 minute blocks 4x's a week for Advanced students or 8x's a week for Beginner and Intermediate students. All ELL students receive ELA instruction from their classroom teacher within the ELA block in addition to their ESL periods. NLA materials are made available to students to support their learning. These include bilingual dictionaries, books in their home language, and native language support embedded into technology programs such as Imagine Learning English. ELLs receive content area instruction in their classrooms. In addition, there is a focus on building content knowledge and vocabulary during ESL Instruction using Words Their Way, readalouds, and share reading.

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

Students in Dual Language classes are being exposed to content areas, Social Studies and Sciences, in Spanish. To help students develop the language Moving Into English, National Geographic Explorer magazine, and interactive science activities. QTEL strategies are embedded throughout. ESL instruction is differentiated to meet the needs of individual students based on their proficiency levels as evidenced by the NYSESLAT modalities and teacher observation. As the Common Core Learning Standards are rolled out, there is a stronger emphasis on non-fiction texts and development of academic language necessary to succeed in the content areas. Native language resources available in the the ESL program include Oxford Picture Dictionaries for the Content Areas, Native Language Libraries, Word-to-Word Bilingual Dictionaries. Imagine Learning English also supports students in their native language. All classrooms have a leveled library and computers which are used for students in different grades and of various proficiency levels. Our school library also includes workbooks and textbooks for newcomers to advanced students, content area support at various proficiency levels and languages, fiction and non-fiction texts. In addition, students bring their content area and classroom materials to their ESL lessons. We provide translated content area books (if available in the language) for beginners and intermediate ELLs in Math, Science and Social Studies. The QTEL model, the CALLA model and other research based models that are discussed during monthly staff conferences and ESL professional development. We also use Spanish language library books, Spanish-English dictionaries, translation, phonics and content support software.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Teachers use various types of formal and informal assessments to determine the level of performance of their students. F&P determines the reading, writing, listening, comprehension and speaking. Go Math program allows students to be assessed in Spanish. Students are also exposed to Science and Social Studies in their native language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Paste response to question here:

6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Support services for SIFE include AIS, counseling, after school Title III programs and Saturday Academy. Students are served until they pass the NYSESLAT. The use of the RIGOR program also supports SIFE through decoding and sentence framing with a grammar focus, in addition to providing age/grade appropriate content in a linguistically appropriate manner for a variety of proficiency levels.

(Please note: PS 197 does not currently have any SIFE students, but does have this plan in place.)

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

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

For Long Term ELLs

There is an emphasis on content area language instruction, literacy and skill development. ESL teachers in conjunction with the classroom teacher identify the long-term ELLs' specific needs. The ESL teacher will support classroom instruction and differentiate instruction to address each ELL's needs and accomplish classroom goals. Our long term ELLs also receive frequent support and instruction in the area of test preparation. Classroom teachers and ESL teachers coordinate their instruction to provide test-taking skills. The ESL teachers reinforce the skills with consistent and frequent practice.

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

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

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

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

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

The classroom teacher delivers the curriculum in both whole and small group instruction to support student's to achieve their IEP goal's criteria. In addition, teachers use differentiated instruction based on teachers observation, formative and summative data, and based on their present levels of performance. ELLs whom have been identified as having special needs receive ESL services in addition to other related services such as Speech, OT/PT, Counseling, and Adaptive PE. These services are provided in their native language, when required by the IEP, pending an available provider. Many of our Special Education classes also have bilingual paraprofessionals, providing services for one or more students. Students who are recommended for a bilingual special education program, but placed in a monolingual setting are provided with alternate-placement bilingual paras. This year we are incorporating QTEL & Scaffolding Strategies into our professional development for Special Education Teachers & ELL Teachers to ensure students access to rigorous instruction. Upon review of students ELA/Math scores and reading levels, students are mainstreamed to the general education population in order to meet their specific needs at a rigorous level.

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	Spanish		
Social Studies:	1		
Math:	1		
Science:	1		

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

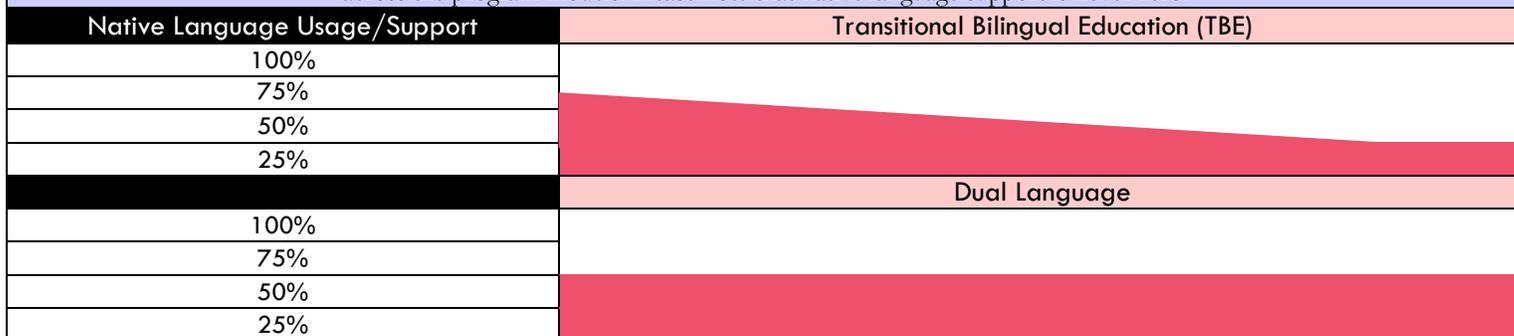
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- ELLs participate in targeted intervention in the areas of ELA and Math throughout the regular school day by their homeroom provider at varying times. All ELLs and former ELLs are invited to participate in our ongoing extracurricular and curricular activities, including Saturday School, AIS Support, and PBIS. In addition, our school also receives Title III funding which we use to provide an after school program for our ELLs which focuses on language development through the content areas, with particular emphasis on ELA and Math skills.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- PS 197Q continues to evaluate the success of our programs for ELLs on an ongoing basis, using a wide variety of information. One example of this continuous evaluation of our programs for ELLs is our change to a split-day model for our Dual Language program (see above). We look at assessment and attendance data provided through ARIS, Scantron, Acuity, and Pearson Inform (Interim ELL Assessments). In addition we listen to parent feedback in regards to the variety of programs we offer and the various ways they can be involved in their child's education. We also solicit teacher feedback/observations through surveys and on-going discussions addressing various student needs and general ELL concerns at grade meetings, PD sessions, faculty conferences and informal meetings. Our school also responds to the levels of enthusiasm we see in our students. PS197Q strives to engage our children in daily interactive learning activities which allow them opportunities to develop language proficiency alongside content, while developing self-confidence and pride.
- In response to teacher feedback, we will be continuing using the split-day model in our Dual Language classes. We will also be continuing to use Imagine Learning English. While originally funded through an ELL Success Grant, after reviewing teacher feedback and results, we have committed to continue funding the program
11. What new programs or improvements will be considered for the upcoming school year?
- READY GEN and GO MATH
12. What programs/services for ELLs will be discontinued and why?
- None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELL students are exposed to the same curricular for math and Reading. They are also allowed to participate in any extra curricular school activities.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Ready Gen, Go Math, Science and Social studies are presented using the Fiction and Nonfiction National Geographic trade books. Reading EGGs is provided to students in grades K-3 to promote their reading and comprehension skills
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Dual Language Teacher use Spanish in daily basis and based on student's need.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Students curriculum and materials are determined by grade level. During instruction teachers determine and identify strategies to modify and scaffold instruction based on student's reading performance levels. Teachers are able to use libraries in their Native Language, dictionaries are also available for students and for educators. In addition, during common planning teachers are supported by supervisors in identifying best strategies to prepare students to become successful. Teachers are also informed and invited to watch and use the resources posted in ARIS, and iother resources posted by the NYCDOE.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Parents will be invited to attend to a school meeting. They will be informed about the curriculum and resources the school can offer to the students. In addition, parents will be informed of the After-School Program and its focus. Parents will also be informed of the different types of NYS assessments, the NYSESLAT that their children will have to take. Parents and children will be invited to visit the school building, they will learn the different areas of our school.
- When informing about the extra curricular and after school programs, parents will have a clear picture
- The Title III After-School Program will take place on Thursday and Friday for grades (K-2). The Saturday Academy program will focus on grades 3-5. Four teachers will support our students. Classes will focus on reading and writing skills utilizing parts of READY GEN, as well as other supplementary materials such as Words Their Way, Fiction and Nonfiction National Geographic

trade books, to support the needs of individual students. For Reading students will attend to the Library to work with READING EGGS program. The class will focus on Math skills using Interactive Math Activities designed by AIMS Education Foundation and other supplementary materials to meet the needs of diverse student groups. After school and Saturday Academy

18. What language electives are offered to ELLs?

None

19. For schools with dual language programs:

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

Dual Language Program:

PS 197Q currently has Spanish/English Dual Language Program in grades K-5 consisting of students with mixed language dominance. EPs and ELLs are integrated for instruction throughout the entire school day. When possible, cluster classes are taught in Spanish, as well as English. Over the past several years we have continued to refine our language delivery model. The program is done by one day in English and the other in Spanish. This model allows for both languages to be used , while maintaining continuity of language within each subject area on a weekly basis. See below:

Monday Tuesday Wednesday Thursday Friday

Week 1 AM English English English English English

Week 1 PM Spanish Spanish Spanish Spanish Spanish

Week 2 AM Spanish Spanish Spanish Spanish Spanish

Week 2 PM English English English English English

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

To help students develop the language Moving Into English, National Geographic Explorer magazine, and interactive science activities. QTEL Strategies are embedded throughout. ESL instruction is differentiated to meet the needs of individual students based on their proficiency levels as evidenced by the NYSESLAT modalities and teacher observation. As the Comon Core Learning Standards are rolled out, there is a stronger emphasis on non-fiction texts and development of academic language necessary to succeed in the content areas. Native language resources available in the the ESL program include Oxford Picture Disctionaries for the Content Areas, Native Language Libraries, Word-to-Word Bilingual Dictionaries.

C. Professional Development and Support for School Staff

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

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

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

D. Parental Involvement

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

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

In response to parent surveys and direct requests made to school staff, we continue to offer Adult ESL classes for our parent population through an evening program taught by one of our staff. This class helps to address some parent concerns related to their role in and assistance with their child's education. It will be offered two nights per week, for a total of 3 hours a week.

Additionally, we offer a variety of parent workshops in conjunction with our Parent Association. Workshops include, ARIS Parent Scantron, Common Core Standards, NYSTILL , NYSESLAT , ELA and MATH assessment procedures and requirements. Additional workshops focusing on how to help children succeed on NYS exams and how to support children with disabilities are also offered. Parents of ELLs are invited to all parent workshops and translation service is provided.

Parents of ELLs will be offered to come to a Family Reading Nights. We, at PS197Q believe that by empowering the parent community with the skills necessary to be able to explicitly support their children at home, children will be more successful and engaged in learning. The series of two workshops work to establish clear and specific action steps on ways that families can support reading achievement at home. The first workshop had a focus on the parent collection of free reading materials, a modeling of how to read aloud to children incorporating reading strategies and activities to motivate and encourage literacy at home. The second workshop had a focus on reading comprehension, including asking questions, identifying with characters and retelling stories. With this additional instructional support, our school will continue to bridge and foster the home/school partnerships that will help address the learning needs of our population, while continuing to meet our overall literacy goal, which is to encourage a love and passion for reading. We continue to seek out opportunities to organize programs such as this for our parents and community.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: THE OCEAN SCHOOL

School DBN: 27Q197

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Christina Villavicencio	Principal		1/1/01
Ayisha Wade	Assistant Principal		1/1/01
Susie Wilson	Parent Coordinator		1/1/01
Maria Romero-Toral	ESL Teacher		1/1/01
Jacqueline Pattison	Parent		1/1/01
Hector Cepeda	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Sergio Herrera	Coach		1/1/01
	Coach		1/1/01
Nechama Lax	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q197 School Name: The Ocean School

Cluster: 6 Network: 611

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

Part A: Needs Assessment Findings

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

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

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

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

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

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

Part B: Strategies and Activities

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

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

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

are available to support parents and students.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<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: The Ocean School	DBN: 27Q197
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 90
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 4
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 title III Ocean School will support 100 ELL students in ELA and MATH . The school will implement an After school program for grades K through 5. The program is designed to move ELL students to achieve the common core standards. Students will have the opportunity to increase their English proficiency and improve their core academic content knowledge. Teachers will implement and use strategies to support students in applying the L2 language skills in all four modalities. Students will be prompt to apply this knowledge while developing their academic language in different content areas.

The goal is to move ELLs from the beginning to the Intermediate and/ or to Advanced Level of proficiency on the NYSESLAT assessment. Teachers will prepare students who have performed below level in the ELA and Math for the up coming Test. Progress will be measured by using formative and summative assessments (MOSL, beginning inventories, quizzes, end of units of study, Performance Tasks, Fountans and Pinnel Reading Records, and one-to-one conferences). Data analysis will be used to determine which skills should be emphasized before, during , and after the lessons.

2. Titile III funds will be used for enrichment and supplementary activities. It will take place during After school days and on Saturdays. Both programs focus on the development of stduents skills in reading, writing, and Math.

After school classes will contain up to 20 students per class in grades 3-5, they will be taught by a bilingual teacher. Students were selected based on their level of performance, All who perform on level 1 and 2 on the ELA, Math, and for those who performed on the beginning or intermediate level on the NYSESLA TEST. Teachers will prepare students for the NYSTATE ELA, Math, and the NYSESLAT Assessment. The classes will meet for two hours on Wednesdays and Thursdays (2:45-4:45pm) from December 10 to March 18, 2014.

After school classes will contain up to 15 students per class. Students in grades K-2 will be invited to participate in the academy. Classes will meet for two hours per day on Wednesdays and Thursays (2:45-4:45) from February 4 , 2015 to March 12, 2015, for 9 sessions in total. Three bilinguak teachers will participate

Saturday classes will contain up to 15 students for students who performed on level 1 and 2 on the ELA

Part B: Direct Instruction Supplemental Program Information

and Math, and for students whom in the Reading and Writing in the NYSESLAST performed in the beginning or intermediate levels. The classes will meet for three hours on Saturday starting on January 10 through March 21st, from 9:00-12:00. There will be 10 sessions. One ESL and Three bilingual teachers will instruct students during these sessions.

Students will be grouped per grade level. In within the grade, teachers will scaffold instruction and use Tier II interventions to support students' needs. Students will be exposed to different types of resources as well as teacher made materials. These activities will guide students in the implementation and the use of the language in and out of classroom.

3. Approximately 100 students in grades K-5 will participate in the After school and 60 students Saturday Academy. The main focus is to supplement students with specific reading skills to enhance their reading comprehension. Educators will promote and build on students' prior knowledge through the explicit teaching of content area vocabulary. Enriched vocabulary knowledge will allow students to deepen their reading comprehension, which will put them on the path to becoming successful readers and mastering the skills needed in the NYS ELA ,and the NYSESLAT Assessments.

As data from the 2014 NYSESLAT indicated that students were lacking in Reading and Writing, and the deficiency in these two modalities is preventing them from becoming advanced or proficient language learners, teachers will provide the support needed to help students develop the skills needed to become ready for the College and Career Readiness. Results from the NYSESLAT showed that ELL students were performing in the beginning or intermediate level. In addition, multiple assessments (including diagnostic assessments, Benchmark ELA assessments, and Running Records, end of the unit assessments, portfolio pieces, Performance Tasks, and teacher made assessments), show that ELL students are struggling in reading and writing. Therefore, during the sessions, teachers will collect and analyze data to determine students' progress as well as the effectiveness of the academy.

P.S.197 will provide intensive English Language Instruction sessions for students who scored at levels 1 and 2 in ELA or MATH, and for those who are at the beginning or Intermediate level in the NYSESLAST. Newcomers, beginner ELLs, and Intermediate ELLs in testable grades will be invited to participate in the academy.

Materials: The National Geographic material will be used during the After School , and "Ladders" on Saturdays. These materials will support students reading comprehension. In addition the following materials will be needed: Chart paper Pencils, markers, crayons, glue, folders, and binders, ink composition notebooks.

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

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here:

Professional development is provided with the use of both in-house and outside training. Professional sessions will target the ESL teacher, cluster teachers, specialists, and new teachers involved in the school day and after school or Saturday program.

Topic 1: Estrellita Program /Estrellita Refresher

Participants: New Dual Language Teachers/ Experienced teachers

Dates: November 21, 24,25, 2014

Rationale: The goal of the Dual is to prepare students to become fluent bilingual. Dual Language Teachers participate in this training to better prepare English Language Learners (ELLs) and English proficient students to learn the two languages (English and the target language). Through the use of Estrellita, students will have the opportunity to develop the new language and to learn academic subjects in English and the NLA. New teachers will implement the program with fidelity to get better results. Teachers who participate in the New and the Refresh Training will use the program throughout the school year.

Time: 8:30 -3:30pm

Provider: Department of English Language Learners and Student Support

Dates: : November 21, 24 and 25, 2014

Topic 2: What are the Native Language Instruction Requirements

Rationale: Teachers will review the mandates of the Native Language Arts Instruction and the Acquisition of English Language Arts. Teachers will be able to continue using and implementing the standards to prepare students with the development of the second language. Educators will be made aware of the importance of preparing scholars in both languages, their native language will support them in the development of the second language.

Teachers also will have a better understanding about the different ELL programs, the number of ESL, NLA and ELA instructional units that need to be provided based on English proficiency level.

Date: December 2,2014

Part C: Professional Development

Time: 3:00 pm

Audience: ESL teacher, Dual Language Teachers, Cluster Teachers

Topic 3: Analyze RLAT data to identify strategies to support students

Rationale: The minimum 7.5 hours of ELL training for all new staff (including non-ELL teachers)

Provide insight into the identification process and varying needs of ELL sub-populations.

Use the RLAT report to analyze student's level of performance, and to identify the areas which students need support. Identify resources and strategies to target students areas of need. The strategies learned during these sessions will support educators and other members to meet the needs of ELLs with whom they work. There are different resources that the school will use during professional development sessions such as: the QTEL strategies to support learners to the achievement of the Second Language, and the RTI for ELLs which supports Dual Language and General Education teachers. The school will continuously include other relevant resources to aid teachers in understanding the various ELLs culture. All agendas will be kept in the PD ESL binder.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: PS 197 identify parental needs through the Learning Environment Survey as well as In-House surveys to determine areas of interest for parent workshops. In addition, school personnel translates and serve as parent liaisons in order to facilitate parental engagement, the rapport between the school and community-based information will serve to impact higher achievement. The school LAC Coordinator in conjunction with the parent coordinator will provide additional translations through identified resources in a timely manner so that all pertinent information is presented and sent to parents. Parents will be notified specifically, through the use of outreach calls, flyers, and letters. Parents will be invited to attend NYSESLAT workshops that will serve to inform them of the components of the exam as well as the academic preparation involved.

Topic: "Get Involved and Stay informed about your child Academic Performance"

Rationale: Parents will learn how to get involved in their child's academic performance and how the behavior at school may affect their academic skills. What parents can do to support their children?

Date: February 9, 2015

Part D: Parental Engagement Activities

Time: 9:30 am

Provider: M. Romero-T

Audience: ELL Parents

Topic: Estrellita Program

Rationale: Parents will be able to know how the Estrellita program supports their child in the development of the target language. During the workshop, parents will be asked to participate in various activities that are part of the program.

Date: February 27, 2015

Time: 9:30 am

Provider: M. Romero-Toral

Audience: Dual Language Parents

In addition, workshops that focus on ELA common core standards, student ability levels, and testing strategies will be held on a monthly basis, beginning January 2015 until April 2015. On the first Thursday of each month, parents will participate in a Thursday Breakfast. These monthly meetings will serve as an open forum to discuss academic concerns of parents. In addition, biweekly sessions will be held on Wednesdays in order to conduct workshops focused on instruction and student achievement. During these sessions parents will be informed of the curriculum pacing, the academic performance of ELLs as well as testing information pertinent to their child's success. Workshops will be facilitated by the ESL Coordinator, the Parent Coordinator in an effort to provide parents with a holistic view of instruction as well as academic expectations.

Prior to the NYS ELA, MATH, SCIENCE, and NYSESLAT Assessments parents will participate in various learning sessions. a) learn about the new NYSITELL placement test. b) review/learn about the four NYSESLAT Modalities and what it is needed for children to become proficient. c) provide additional instructional support to bridge and foster the home/school partnerships that will help address the learning needs of our ELLs. d) The School and the School Parent's Association will seek out opportunities to organize programs to support parents.

School staff and the school counselor will closely work with parents helping them with the transition of ELLs from elementary grades to middle school as well as by finding appropriate programs and settings for individual students as they work through the process of the middle school application.

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

Part E: Budget

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

Allocation Amount: \$11200		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	Classroom supplies	
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	11,200	_____