

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):	22K193
School Name:	P.S. 193 GIL HODGES
Principal:	TAMI FLYNN

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Gil Hodges PS 193 School Number (DBN): 22K193
Grades Served: Pre-K through 5th
School Address: 2515 Ave L, Brooklyn, NY 11210
Phone Number: 718-338-9011 Fax: 718-338-9074
School Contact Person: Tami Flynn Email Address: Tbackof@schools.nyc.gov
Principal: Tami Flynn
UFT Chapter Leader: Christine Sam
Parents' Association President: Gloria Coyote Ark & Lori Johnson
SLT Chairperson: Lisa Schatz
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 22 Superintendent: Julia Bove
Superintendent's Office Address: 5619 Flatlands Ave Brooklyn, NY 11234
Superintendent's Email Address: Jbove@schools.nyc.gov
Phone Number: 718-968-6248 Fax: (718) 391-6191

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____
Director's Office Address: _____
Director's Email Address: _____
Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Tami Flynn	*Principal or Designee	
Christine Sam	*UFT Chapter Leader or Designee	
Gloria Coyote Ark & Lori Johnson	*PA/PTA President or Designated Co-President	
Marcia Silvera	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lisa Schatz	Member/Teacher	
Stephanie Swanson	Member/Teacher	
Elizabeth Donaldson	Member/Teacher	
Deborah Sisane	Member/ Teacher	
Cheryl Rameau	Member/Parent	
Stacia Walfall	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Modupe Alston	Member/ Parent	
Kassandra Perry	Member/ Parent	
Alexandra Janvier	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

1. At P.S. 193, we are fortunate enough to be home to students from all walks of life. In our building, more than 15 different languages and dialects are spoken. In addition, we have students from five out of seven continents, children living both above and far below the poverty line, students of various faiths, students with various dietary restrictions, students of various ability levels, students from one-parent, two-parent, and no-parent households, etcetera – the list of all the ways in which our school is diverse is extensive. Our school is also unique in that the majority of our students do not live in the immediate surrounding neighborhood/community.

The Mission of P.S. 193 is to ensure that we successfully educate the whole child. All children are different and special. We stimulate their individuality by promoting the arts, music, and drama as well as rigorous academia ensuring that every child has an opportunity to shine.

We pride ourselves on creating a solid foundation for our students. We ensure that all students are able to question and challenge themselves as well as the world around them. We are committed to providing our students with the tools necessary to prepare them for college and career readiness. Our mission is to create lifelong learners; for that is that path of true success.

The Home-School Partnership ensures the importance of parent involvement in each child's education. Through this partnership, school personnel and parents support the goals of providing a rich learning environment and a home away from home where all students are treasured and safe.

This coming school year, we'll be collaborating/partnering with Healthy Kids, who will be our afterschool/COMPASS provider. This partnership will enable us to elongate the school day for roughly 156 students, and better serve our various student populations. We're also partnering with other local organizations and schools to bring additional programs and opportunities into our school. We're doing this through grants and other avenues.

2. We have a variety of special student populations at our school; including our ELL and SWD populations in grades three, four, and five. Our goal is to see a 15% increase in the measured progress of students to include but not limited to SWDs and ELLs in grades 3, 4, and 5 in mathematics; based on the 2015-2016 Pre & Post Math in Focus Assessments. Additionally, another goal of ours is to see a 15% increase in the measured progress of our second grade students to include but not limited to SWDs and ELLs based on the 2015-2016 Pre & Post Writing Assessments.

3. Over the past year, our school has made major gains in all six areas of the Framework for Great Schools (FGS). Our key areas of focus for this school year are to build a supportive environment while simultaneously building strong family-community ties. We'll do this specifically by increasing our whole-school student attendance rate, as measured by the school's Annual Attendance Report, by 0.5% by June 2016. In addition, by June 2016, the school will develop a more collaborative partnership with families and community organizations, as measured by a 5% increase in parent attendance during our parent involvement sessions throughout the school year.

22K193 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	883	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
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	68.7%	% Attendance Rate		94.3%
% Free Lunch	70.2%	% Reduced Lunch		9.4%
% Limited English Proficient	14.4%	% Students with Disabilities		17.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	2.1%	% Black or African American		50.3%
% Hispanic or Latino	14.4%	% Asian or Native Hawaiian/Pacific Islander		14.5%
% White	16.5%	% Multi-Racial		1.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.2	# of Assistant Principals (2014-15)		1
# 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)		1.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		5.99
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	38.8%	Mathematics Performance at levels 3 & 4		37.0%
Science Performance at levels 3 & 4 (4th Grade)	89.9%	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+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
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		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
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 – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

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

Our school has made major strides with the vast majority of students. One of our priority needs for this year, however, is to see a 15% increase in the measured progress of students in our lowest third including, but not limited to SWDs and ELLs in grades 3, 4, and 5 in mathematics; based on the 2015-2016 Pre & Post Math in Focus Assessments

. As we reviewed the results of the NYS Mathematics Standardized test, we drilled down into the various cohorts to see if there was a trend. We found that last year (and in fact looking at the previous year we had the same concerns) our students who were ELLs, S.E. and Minority students were comprised in the lowest quartile of the overall test results. Our School Quality Snapshot as well as our 2014-2015 progress report indicated that we made some gains in these three cohorts and received partial additional credit. Quantitatively & qualitatively, we discussed the results (with classroom teachers, SIT team, PPC team and ESL Push In /Pull out Teachers) of classroom tests and class work in individual classrooms and found that the classroom teachers identified these cohorts as our weakest students. As a result, we set these cohorts as our priority groups and set the goal of moving 15% of these students as measured from one year to the next using the Pre & Post ‘Math in Focus’ assessment for the students in grades 3, 4 & 5.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To see a 15% increase in the measured progress of our lowest third students to include but not limited to SWDs and ELLs in grades 3, 4, and 5 in mathematics; based on the 2015-2016 Pre & Post Math in Focus Assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<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>
<p>1. We will provide support with our content area specialist teachers to work with students from each class (in grades 3, 4 & 5) as a RTI Tier 2 & 3 intervention who have been identified as being at-risk based on the results from last year’s NYS Mathematics test and formative and summative classroom data. We noted that 43 out of 50 students who were receiving RTI Tier 2 & 3 instruction from the G&T teachers met promotional criteria based off of the 2015 June cut scores. We will also utilize the results of the beginning of the year ‘Math in Focus’ baseline assessment to further identify children who are at-risk. We will continue our subscription to I-Ready Math as another initiative to support the students in grades K-5. I-Ready is a diagnostic tool that can be accessed in class and gives the teacher(s) an individualized item skill analysis for each student. Based on the diagnostics, students will then engage in the instructional component which can be accessed from school as well as from home. We will also host a Math Academy that will focus on enrichment for our struggling students to start in January 2016 and continue through the NYS CCLS Math exam.</p>	<p>3, 4 & 5th grade students</p>	<p>September 2015-June 2016</p>	<p>All staff, administration, etc.</p>
<p>We are creating a Special Education Coordinator position; where she will assist with modeling, PD’s as well as IEP writing and reflection of goals, etc. Staff will continue to be educated in the ICT approach to English Language Learners as per CR part 154.</p>	<p>All students</p>	<p>September 2015-June 2016</p>	<p>All staff, administration, etc.</p>
<p>Continue to educate families through ‘Parent Outreach Workshops’ relating to the curricula, testing, special education and English Language Learning.</p>	<p>Families</p>	<p>September 2015-June 2016</p>	<p>All staff, administration, PA, etc.</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>1. Our teachers will continue in direct professional development with ‘Math In Focus’. Our teachers meet with other teachers on their grade from other schools and focus on the ‘Math in Focus’ program; its implementation, planning lessons, using materials, and of course assessing students.</p>

We will begin an after school program for our ELLs in October that will assist the children with their literacy skills that will reinforce their mathematical skills since the math expectations require the children to read, deconstruct problems, and then set forth strategies for solving problems. We will continue our professional development throughout the year and incorporate the 25th teaching period for common planning/Inquiry analysis of student work.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded	X	In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

We will use our mid-year Math in Focus assessment as a gauge in January/February to ascertain our successes/weaknesses

Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

We currently have a 94.9% attendance rate as measured by the school’s Annual Attendance Report. We have incorporated ‘Monthly School Spirit Days’ as well as ‘5th Grade Senior Days’ and are looking to incorporate more attendance awards for ‘100% attendance days, classes, etc.) We want to raise our already high attendance rate to continue to promote the importance of daily attendance as well as the social, emotional and academic successes students receive from attending school daily. We will continue to use the ‘School Messenger’ to inform parents of lateness’s as well as absences.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 0.5% increase in whole school student attendance rate as measured by the school’s Annual Attendance Report.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>We are incorporating Covey’s ‘7 Habits of Happy Kids’ into our school community. We will have a cluster position which is devoted to reinforcing the 7 Habits of personal and emotional growth. All staff had been trained throughout the 2014-2015 school year and is ready to implement and refer to the Habits as constant reinforcement and supports. We will continue with our</p>	<p>All students</p>	<p>September 2015-June 2016</p>	<p>All staff, admin, PA, families, etc.</p>

'Light House Team' next year and praise perfect and high attendance rates for students as well as classes and offer 'Award Ceremonies' to highlight the attendance successes that we see. We will continue to offer 'special incentives' and 'awards' as we did this year with tickets to a 'Mets' game for the most improved attendance from January –May.			
Continue to educate families through 'Parent Outreach Workshops' relating to the curricula, testing, special education and English Language Learning as well as the importance of attendance and how that impacts success. We will continue to offer professional readings to all members of our school community to show evidence based supports.	Families	September 2015-June 2016	All staff, admin, PA, families, etc.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We will continue to be supported by the Covey team. We have incorporated a Covey cluster period that will specialize in Covey's 7 Habits of Happy Kids. We will continue to offer 'School Spirit Days' as well as special assemblies, awards and incentives to motivate students to come to school each day. We will continue to educate parents (including ELL families) about the importance of continual education without breaks.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
We will periodically check our attendance rating and discuss our successes and concerns at our monthly attendance meetings. The pupil accounting secretary, teachers as well as the attendance teacher will make earlier outreaches and offer supports to families that are struggling with attendance.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

After reviewing the results of student work (through common planning and Inquiry cycles) as well as feedback from students and parents, we reviewed a new ELA program called, “Reading Street’ to help embed more rigorous writing into our curricula. We previewed and purchased some of the materials during the 2014-2015 school year and are beginning Professional Development for the program on June 15, 2015. During the 2014-2015 school year, we have incorporated school wide (Pre-K-2) the use of the “Race” strategy to help students focus and hone in on their writing skills. By offering an acronym to support quality writing, we have noticed an increase in the quality of our students writing. We want to continue this upward climb and have decided to focus our attention on the 2nd grade for a more targeted approach.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To see a 15% increase in the measured progress of our second grade students to include but not limited to SWDs and ELLs based on the 2015-2016 Pre & Post Writing Assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>We previewed many programs and purchased, “Reading Street” after receiving positive feedback from teachers. We purchased Professional Development sessions (to begin in June</p>	<p>2nd grade students</p>	<p>September 2015-June 2016</p>	<p>2nd grade teachers, admin, Outsourced PD</p>

2015, continue in September/October 2015 and a 'check-in' session in January 2016.			
The program embeds many differentiated techniques/skills to address the multiple learners that comprise PS 193. We have created a "ELL Team" as well as a Special Education Coordinator for more targeted Professional development as well as supports for ELL families and students.	2 nd grade students	September 2015-June 2016	ELL Team, Special Education Coordinator, 2 nd grade teachers, Outsourced PD

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Purchased a professional development package to include multiple 'check-in' opportunities for staff. Created the 25 th teaching period as common planning; allowing the staff to sit and review and analyze student work and the curricula to provide opportunities for growth, reflection, etc. Special Education Coordinator to provide targeted PD to help support SWD's in their quest for academic mastery. ELL team to support the families as well as students and staff with language acquisition.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Assessing mid-year through the 'Mid-Year' writing assessment that is embedded into the 'Reading Street' program. Reviewing trends found through weekly common planning/Inquiry sessions.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Upon reviewing the ‘Advance’ data, informal and formal classroom visits as well as our ‘Teachboost’ data; we reflected on the need to create/foster more genuine conversations and questioning within the classrooms. The arrow of recitation has gone from the teacher to the student and back to the teacher; he/she is responsible for fostering and continuing questions and discussions. We are moving towards using the ‘Socratic Seminar’ throughout the entire school; where the students will be engaged in true dialogue and a research based approach in their questioning skills.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders will create and implement a professional development plan that builds teachers’ capacity to use differentiated questioning and discussion techniques for students in Grades K-5, resulting in a 15% increase in teachers improving one performance level reflected in component 3b Questioning and Discussion Techniques in *Advance* .

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Conducting ‘Educational Rounds’ with a PD team to review and assess our needs and implement Professional Development that targets our collective need. Having lead ‘Highly Effective’ teachers open their classrooms to serve as ‘Lab sites’. Continuing the</p>	<p>All staff</p>	<p>September 2015-June 2016</p>	<p>Admin, PD, teacher leaders</p>

professional development surrounding ‘Danielson’s Framework’ as well as the ‘Framework for Great Schools’.			
Targeted professional development for needs that are seen as well as expressed. Having lead teachers create and implement ‘Lunch and Learns’ as well as departmental, grade and content area meetings to ascertain the horizontal and vertical needs/strengths/weaknesses, etc. Creating Inquiry time with the creation of common planning using the 25 th teaching period.			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Incorporating the 25 th teaching period; special education coordinator, lead teachers, administration, outsourced PD. Continued support with Teachboost.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Reviewing the ‘Trends’ that are identified in Advance as well as Teachboost and formal and informal observations that are conducted by the administrative and PD team.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Upon reviewing our attendance sheets, The Learning Environment Survey , The Framework for Great Schools Report for 2015 as well as our exit slips that are distributed at all parent workshops; we recognized the need to foster more parent involvement at all events.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school will develop a more collaborative partnership with families and community organizations, as measured by a 5% increase in parent attendance during our parent involvement sessions throughout the school year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Continue to use the school messenger to advise parents of upcoming events that are planned. Continue to survey families as to the types of workshops that they would like to be a part of as well as the time(s) that are most convenient. Continue to support ‘Family Fun Days’ during the weekend and visit ballparks, theaters, etc. Continue to provide exit slips to families and provide translation services as available for our ELL families. Continue to apply for grants that will enhance our students as</p>	<p>All parents, guardians, families, etc.</p>	<p>September 2015-June 2016</p>	<p>All staff, PA, Parent coordinator</p>

well as our families' experiences. Continue to support the PA as they work on incorporating more families into the school culture.			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
School messenger, parent coordinator, staff with the ability to translate as well as interact with students while parents attend the workshop(s). Healthy Kids, our after school provider will support parent outreach during the day as well as continue through the evening for afterschool support. Continue to partner with 'Project Boost' so that our families can continue to enjoy our 'Family Fun Days' to various arenas in and around the city. Continue to apply for grants that will afford us various opportunities for our students and families. An example of one such grant was the partnership with Hudde JHS through the Puppetry in Practice.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
January 2016; we will gauge our progress through surveys/ parent attendance and conduct an analysis of the areas/days that draw more parent involvement.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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)	<p>3rd grade: 13 ESL students; 13 students after school; 15 during the day.</p> <p>4th grade: 9 ESL students; 14 after school; 20 during the day.</p> <p>5th grade: 13 ESL students; 15 after school; 15 during the day.</p> <p>Students who attained a Level 1 or 2 according to the 2014 ELA exam and or were considered amongst the bottom 3rd as identified by their DRA 2 score.</p>	Targeted comprehension and targeted skill remediation, etc.	Small group during the day with a certified G & T Teacher; after school Academy focusing on ELA supports; Saturday Academy for identified ELL's	During the school day; after school and on Saturday (dependent upon the identified need)
Mathematics	<p>3rd grade: 13 ESL students; 13 students after school; 15 during the day.</p> <p>4th grade: 9 ESL students; 14 after school; 20 during the day.</p>	Targeted skill based and remediation of mathematical concepts, etc.	Small group during the day with a certified G & T Teacher; after school Academy focusing on Math supports; Saturday Academy for identified ELL's	During the school day; after school and on Saturday (dependent upon the identified need)

	<p>5th grade:</p> <p>13 ESL students; 15 after school; 15 during the day.</p> <p>Students who attained a Level 1 or 2 according to the 2014 Math exam and or were considered amongst the bottom 3rd as identified by their MIF assessment.</p>			
Science				
Social Studies				
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	16 Students (determined by each individual situation).	Multiple strategies; dependent upon the individual need.	Small group, one-to-one, dependent upon the need.	During the school day.

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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.
<p>1) For S.E. & ESL teachers who are hired, they must be fully licensed in their subject area. Those on staff are HQ. IN accordance with the new CR Part 154 requirements; we are seeking ESL teachers who are dually certified.</p> <p>2) We provide many hours of professional development throughout the school year in various formats. We have weekly professional development sessions specifically geared to the needs of the individual as well as collective staff members. Each staff member receives a minimum of 20 hours of professional development per year. We have implemented Grade Level common planning for all teachers to share best practices and implement grade level changes to curriculum.</p> <p>3) We use our in-house experts; our Borough Support Personnel; and outside agency speakers to address the professional development needs of staff.</p> <p>We will be partnering with Brooklyn College to foster an ongoing connection of highly qualified teachers</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>The staff meets weekly for Inquiry as well as grade level common planning. (Expeditionary Learning, CKLA, Reading Street, Math in Focus, all CCLS aligned programs and curricula). We have weekly meetings where we are able to share our best practices and survey the staff to ensure that the PD is timely and beneficial. We engage in inter-visitations and intra-visitations to view best practices. The Math team also engages in lesson studies within the neighboring schools to foster collaboration and fidelity to the CCLS aligned program as well as collegiality amongst the various schools.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

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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.).
The Pre-K teacher works closely with the Kindergarten teachers to ensure a smooth transition from Pre-K to kindergarten. The Pre-K teacher joins the weekly common planning meeting with the Kindergarten team so that there is horizontal and vertical coherence of student needs and curricula selections. We have parent involvement days for Kindergarten and Pre-K. We also incorporate a Pre-K Family Day where families are invited to be a part of the day’s activities and tour our building and visit a Kindergarten class.

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 MOSL team at the beginning of the school year met to discuss and decide collectively with administration regarding the selection process for assessment criteria for the Local measure for the year. Teachers also meet each week during grade level common planning; they refine the curricula and assessment choices/selections based upon formative and summative data that is derived specifically from student work. The use of analyzing student work and discussing units of study then drives the instructional changes and informs future curricula choices as well as assessment decisions. PD sessions honing in on grade level and school wide data in both reading and math. From teacher input, we selected a new ELA curriculum, “Reading Street.”

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes ¹ . To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u> ² . 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	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

		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	581,816.00	X	11, 15, 16, 21, 22
Title II, Part A	Federal	190,767.00	X	11, 13, 14, 15, 16, 21, 22
Title III, Part A	Federal	17,696.00	X	11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,230,667.00	X	10-22

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:

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 193**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS 193** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

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

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

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

School-Parent Compact (SPC) Template

PS 193, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this

Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;

- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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: <u>PS 193</u>	DBN: <u>22K193</u>
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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>45</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>3</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____ We want to address our Intermediate and Advanced students in grades 3, 4 & 5 in a Saturday program to see if this intervention can boost the number of students who will score Proficient on the NYSESLAT exam as well as to see the number of ELLs progress vis-à-vis in their growth %/proficiency according to their DRA levels. This will also effect our MOSL and CEP goals since this is a cohort whereby we need to address based on the lack of progress made by these students (on last year's Progress Report and evidence of the lack of students who tested proficient on the 2014 NYSESLAT exam). We also checked the data in our Title III AMAO to see which area we were deficient and this data supported our other data (see above) in that our students did not make the AMAO2 target for achieving proficiency. We have 3 highly qualified content area teachers who will work the T3 program as we do not have enough highly qualified ESL teachers who are able to work the Saturday program. We will focus on grades 3, 4 & 5; with 3 classes, 1 per grade and no more than 15 students (Advanced being offered first then Intermediate students). The instructional focus will be on improving comprehension and writing skills. The content area teachers will work with the students on comprehension and writing skills and the ESL teacher will push in for 50 minutes for targeted language supplemental support and differentiation for each class. Students will receive additional instruction in academic vocabulary using various materials including Journey Into Reading: Strategies for Comprehension with Vocabulary; alternate text sets, Imagine Learning (Computer based program) and other pertinent materials that we have available in the school (i.e. bilingual dictionaries, listening centers, etc.) We began on December 6, 2014 and will run through May 9, 2015 for a total of 18 sessions from 8:00am-10:30 am. Ms. Corales (Assistant Principal) is the program supervisor and is paid per session. She visits classrooms to monitor program and will conduct observations. Ms. Corales' schedule is from 7:30am-10:30am. She will supervise the students that arrive early and students that may be picked up late. The certified ESL teacher will be a continued resource to the other highly qualified teachers as the sessions progress throughout the school year. The students will be administered a pre and post mock NYSESLAT exam as to ascertain the effectiveness of the program as well as to fine tune the individual instructional focus for the students as well as the group.

Part C: Professional Development

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

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

Begin description here: _____ We will provide three additional professional development days for our certified ESL teachers to work as a team with our Network ESL Specialists, Randy Soderman and Mildred Cordova. Ms. Randy Soderman began classroom visits in October 2014 to ascertain the specific needs of the teachers as well as the school holisitically. The ESL teachers also attend monthly ESL meetings hosted by the network to help support and supplant our instructional focus. Randy Soderman presented on November 4, 2014 ELL strategies and scaffolds for language acquisition. We will hold professional development workshops during professional development time on Monday and Tuesday afternoons throughout the year with specific support to our ELL teachers. We will then prepare and discuss skills

Part C: Professional Development

and strategies on how to utilize ESL methodologies and strategies in the after school program with all teachers so that the instruction, support and guidance can continue in the classroom. During the run of the program, the certified ESL teacher will confer and assist and be a resource to these teachers as they implement the program. We had an initial training/professional development for all Title III teachers on Saturday, December 13, 2014; it was given by Annabell Corales, AP and it focused on Saturday Academy materials, NYSESLAT test prep and differentiation of instruction for ELL students. There will be another Professional development held on Saturday, January 24, 2015 hosted by Lori Sblano, Testing Coordinator and Data specialist who will go over NYSESLAT testing and preparation for the Title III teachers as well as reviewing the student data to fine-tune instructional needs. The 3rd professional development will be held on Saturday, March 14, 2015. The focus will be reviewing and evaluating the students' progress thus far and incorporating that information into a progress report for the parents.

Part D: Parental Engagement Activities

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

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

Begin description here: _____ We hosted an ELL Parent Workshop on September 16, 2014 as part of our Title I Schoolwide Projects Parent Involvement Program. We also hosted a parent workshop on October 28, 2014 as a NYSESLAT overview. We continued to provide ELL support to our parents during the Middle School Application workshop that we hosted on November 18, 2014. We hosted a NYSESLAT overview on December 8, 2014 presented by Ms. Lee and Ms. Beker (ESL teachers). We have an ELA workshop scheduled for January 12, 2015 presented by the 3, 4 & 5th grade teachers. As well as a Math workshop presented by Lori Sblano, Math Coach on January 27, 2015. We will hold parent workshops on Saturday's for the parents while the students are participating in the T3 program; some workshops will be held by Annabell Corales, AP; while others will be held by the Math Coach, Lori Sblano. The focus will revolve around the needs of the families; our parent coordinator, Destiny Esper is working closely with all families, to ensure that we are creating informative and timely opportunities at a convenient time. We are currently working with the Parent Coordinator to survey all families as to the workshops that they will need and want to ensure more family involvement. All letters are sent in the parents' home languages as well as in English to attend any parent workshop. We will also continue to advertise these important workshops through our school website, through school messenger as well as through our Parent Coordinator. As a school community, we will continue to focus on Literacy and how to address integrating writing skills into every subject area and to strengthen the academic language for our ELL students.

Part E: Budget

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

Allocation Amount: \$15144

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 	_____	_____

Part E: Budget

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

Allocation Amount: \$15144

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> 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. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 22	Borough Brooklyn	School Number 193
School Name PS 193 Gil Hodges		

B. Language Allocation Policy Team Composition

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

Principal Tami Flynn	Assistant Principal Annabell Corales
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Larisa Beker	School Counselor Patricia Pachecho
Teacher/Subject Area Bracha Zucker/ Kindergarten	Parent Lori Ramos Johnson
Teacher/Subject Area type here	Parent Coordinator Destiny Esper
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Julia Bove	Other (Name and Title) Lori Sblano Ast Principal

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	900	Total number of ELLs	154	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 non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
---	--

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	154	Newcomers (ELLs receiving service 0-3 years)	121	ELL Students with Disabilities	24
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	33	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	121			33						0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 4

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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																			
SELECT ONE _____																					0	0	
SELECT ONE _____																						0	0
SELECT ONE _____																						0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL			
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP		
SELECT ONE _____											0	0
SELECT ONE _____											0	0
SELECT ONE _____											0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	3	11	5	6	5	3								0
Chinese	1													0
Russian	5	5	1	3	4	5								0
Bengali			2	1	2	1								0
Urdu	9	15	8	5	5	3								0
Arabic	2			1										0
Haitian	4	1	3			5								0
French		1		1										0
Korean														0
Punjabi														0
Polish														0
Albanian		1												0
Other	3	7	8	3	4	2								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	4	5	5	3	6	3								0
Emerging (Low Intermediate)	5	12	2	2	1	2								0
Transitioning (High Intermediate)	4	7	2	1	2	2								0
Expanding (Advanced)	14	15	14	10	4	6								0
Commanding (Proficient)	0	1	2	4	7	6								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total			1	3	9	7								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	212	2	2	1	0
4	8	4	1		0
5	9	5	1		0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	9		7		1		2		0
4	14		6		0		0		0
5	8		5		3		2		0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0		8		8		4		0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
Commencing the 2015-2016 school year, we will be administering the Periodic Assessment for English Language Learners provided by the NYCDOE to students in grades 3-5. This assessment will provide our teachers with detailed information of their ELL students English Language development. In addition, we administer the Developmental Reading Assessment (DRA) 3 times a year (September, January and May) as well as a web-based I-Ready Diagnostic Reading Assessment. The I-Ready along with NYSESLAT and NYSITELL reflect that Listening and vocabulary are two areas that are in need of improvement. Through frequent assessing we are able to progress monitor and make adjustments with instruction and academic intervention services.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
In analyzing the data patterns, we noted that approximately 50% of our current first, third and fourth graders (based on the Spring 2015 NYSESLAT) fell within the Expanding Level. We noted that our Grades 3-5 ELL attained slightly higher performance levels in the reading and writing modalities than in the listening and speaking components.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Our school uses the Annual Measurable Achievement Objectives to guide our instruction. This data shows where we are on track and where we need to realign instruction. The patterns across the NYSESLAT modalities affect instructional decisions by teachers using this information to plan and group according to the students weakness in a specific modality. This grouping will allow students with the same weakness to share ideas and learn strategies that will enable growth in that modality. Reading/writing and listening/speaking will affect instructional decisions in terms of flexible instructional groupings of students within the classrooms. Teachers group students for instruction based upon their individual strengths and weaknesses.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

- A. For our Grades 3-5 ELL students in which the pull-out model was implemented, we noted that in terms of their writing performance approximately 70% of our students met the criteria and in reading approximately 62% met the criteria (as measured by the NYSESLAT).
- B. The school leadership, from the Principal, to the Assistant Principal, to the School Leadership Team and to the classroom teachers, write and share annual goals that include ELL students. ELL Periodic Assessments are examined and discussed to determine student gains. Where students do not show gains, discussions and Professional Development takes place with classroom teachers. Teachers are trained on how to administer and analyze the data obtained through ELL Periodic Assessments. Information is shared with the school leadership who then work with staff members to align additional supports when necessary.
- C. Utilizing the reporting tool within the item analysis, the school is learning that ELL students show similar strengths and weaknesses across many of the same skills their English only speaking counterparts show. We see that students are scoring poorly in speaking and listening, so we provide additional support in these areas. Supports include Title III Saturday Program, Academic Intervention Services throughout the course of the day as well as our after school provider
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] Our school utilizes the NYSESLAT data to identify the trends within the modalities. We also use the Developmental Reading Assessment (DRA2) to track each student's reading progress and the I-Ready web-based Reading Diagnostic to identify trends within the 5 domains of reading (phonemic awareness, phonics, vocabulary, high frequency words and comprehension). Administration and Staff analyze the data to determine the academic areas in need of improvement. An action plan is implemented that includes strategies to support individual, group and/or grade level trends. For example, our Tier I intervention may consist of use the web-based I-Ready Instructional program, small group instruction, visual support through graphics and/or realia, as well as auditory support through the use of listening center, web-based programs that target the areas in need of improvement. Through progress monitoring we take note of students that may need Tier II or Tier III intervention.
 6. How do you make sure that a student's new language development is considered in instructional decisions?
At PS 193 we ensure that a student's second language development is considered in our instructional decisions through initially reviewing data results from NYSITELL and/or the NYSESLAT. We analyze this data and determine the student's level of proficiency and in what modality the student needs the additional support. Our ELL teachers are highly qualified and certified licensed pedagogues. They incorporate ESL Methodologies and ESL Strategies through instruction. Native language support is given when available to help gain literacy proficiency. During small group activities, students are grouped homogeneously when possible within the same language to help students develop literacy through content. Students are challenged through academic rigor that is aligned to the Common Core. Classrooms are rich in print, glossaries and bilingual dictionaries, which are incorporated throughout instruction.
 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/A
 8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Each program's success will be based upon its effectiveness in helping our ELL students improve their English language proficiency and achievement levels both within the classroom and on standardized exams. Such effectiveness is measured by data gathered from NY State Exams, ELL Periodic Assessments, I-Ready data reports, the NYSESLAT exams, and our Saturday ELL Academy. It is our goal that 15% of our 154 ELL students will advance in their English language proficiency as measured by these various instruments. Our program's effectiveness will continue to be reviewed as we examine current data to determine whether or not we are approaching our goals for the school year.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
The ELL identification is for all newly enrolled students who are eligible as well as those students who re-enters the NYC public school after 2 years. The process includes a formal interview as well as an informal oral interview.

Step 1) All students who come to enroll in the school are greeted by our Pupil Accounting Secretary, Karen Realá. She then calls upon our trained licensed ELL Coordinator, Larisa Beker to conduct the formal(written) and informal(oral) interview process. Any

student who is new to the NYS/ NYC school system OR to those who have NOT been in the NYS school system for 2 or more years are qualified to begin the process of ELL identification all over again. Parents may request a re-identification process/review with 45 days of enrollment.

Step 2) The initial identification process begins with the Home Language Identification Survey (HLIS) which is the Formal part of the identification process, which is conducted by our licensed ELL Coordinator Larisa Beker. The HLIS is given to the parent in his or her Preferred Language and if needed and Interpreter is called upon by either our staff and our use of the NYCDOE phone translation and interpretation service. After completing the Home Language Identification Survey a student may be eligible for the NYSITELL if one or more questions on questions #1-#4 are a language other than English and two or more on questions #5-#8 are a language other than English.

Step 3) However, this is not the sole criteria for eligibility. An Oral interview is conducted by Larisa Beker our licensed ELL Coordinator. This Oral Interview is an integral part of the intake process and gives a more accurate view to help determine if it is actually the child who has Limited English or if it is just the Parent/Guardian. There are times that the Language spoken at home is other than English, however the child is fluent in speaking English. If the Oral interview suggests this that there is no need for administering the NYSITELL the process terminates. However if the oral interview suggests that the student is eligible he/she is given the NYSITELL within 10 days of enrollment. The ELL Coordinator documents all information of eligibility on the HLIS and places the original in the students' cumulative folder. A copy of the HLIS is kept in a secure central location as well.

Step 4) The NYSITELL is then given by our ELL Coordinator to those students who are eligible within 10 days of enrollment. An answer document is printed from ATS in the RBLA function. After the students complete the NYSITELL it is dated, bubbled, and scanned for results into ATS all within the 10 day window frame of the child's enrollment. It is understood that it is not the date that determines compliance but rather the scan date.

Step 5) When a newly enrolled student has a home language of Spanish and it is determined an ELL based on the NYSITELL results he/she is given the Spanish Lab. This answer document is printed from ATS using the RSLA function. After the student completes the test it is scanned with the 10 day window of enrollment. These results are not used for determining ELL eligibility but rather for support and instructional planning.

Step 6) Within 5 days of taking the NYSITELL our ELL Coordinator forwards the results to the parent in his/her Preferred language using the NYCDOE standard parent notification letter. This letter informs them of their child's Entitlement or Non-Entitlement of ELL services. Parents have the right to appeal ELL eligibility. Also, parents have the right to a re-identification process within 45 days for those students who are re-entering the NYC school system after 2 years. Copies of ALL parent notifications/documentation and letters are kept in the students' cumulative records and copies are retained in a secure central location.

Step 7) Our ELL Coordinator then gives the parents a date to attend a New Admit Orientation Workshop. This is where all new admits watch the Parent Video in the parents preferred language and complete the Program Selection Survey form. All forms are distributed in the parents' preferred language that was requested upon enrollment on the HLIS. At all Orientations there are translators available and/or the NYCDOE phone translation and Interpretation Service.

Step 8) Within 10 days of enrollment and within 5 days of the NYSITELL testing students are placed in the program of their choice according to Parent Selection Survey. Parents are sent home a "Placement Letter" in their preferred language as indicated on the HLIS. Our ELL Coordinator, Robin Horn then enters this information into the ELPC screen in ATS within 20 days of enrollment. All original documents are placed in the students cumulative folder and copies are sent home as well as stored and secured in the office of our ELL coordinator, Larisa Beker.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

The ELL Coordinator Larisa Beker will upon enrollment determine if a student through the written and oral identification process is suspected to have an interruption/inconsistent formal education (SIFE) in his/her education. This determination is made by the following factors: two or more years behind grade level in their native language in literacy and OR two or more years behind grade level in mathematics. The ELL Coordinator also determines SIFE eligibility at the initial enrollment the HLIS indicates their has been an interruption of schooling. The ELL Coordinator will then give the student a SIFE questionnaire. Next, The student will take a LENS (Literacy Evaluation New Commer Lens) which is a survey administered online in his/her native language. The results are also given online and should be used as one of the factors for determining SIFE eligibility. The ELL Coordinator has 30 days from enrollment to make this initial SIFE determination. Another indicator if SIFE eligibility is that the student is at an Entering or Emerging level on the

NYSITELL. The ELL Coordinator enters SIFE determination in the DOE's data collection (BNDC). As per CR Part 154, schools have up to 1 year to change SIFE status. Once the student reaches a transitioning or higher level on the NYSESLAT the SIFE status is removed.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

When a newly enrolled student with an IEP enters PS 193 they will be greeted by our ELL Coordinator Larisa Beker. Next, Ms. Beker will call upon our Language Proficiency Team. The LPT will look at all the factors to determine if the student has language acquisition and should continue the ELL identification process and take the NYSITELL or if the student has other factors that contribute to his/her language proficiency and should not take the NYSITELL. If the LPT teams determines that the student should not take the NYSITELL a letter stating this recommendation is sent to the Principal for review. The Principals determination is then sent to the Superintendent for further review. A letter is sent to the parents/guardian within 3 days. Upon review the Superintendent makes a final desicion. If the student is exempt from taking the NYSITELL the process terminates and the parents are notified within 3 days. If the superintendent determines the student is ELL eligible for the NYSITELL the ELL identification process continues.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

After students take the NYSITELL the ELL Coordinator, Larisa Beker scans the answer document for results in the RLCB function in ATS. Students who are entitled to ELL services receive an entitlement letter on school letterhead in parents' preferred language within 5 days of testing. Any student receiving a non entitlement letter will be placed in a mainstream program. The parent will receive a letter of non-entitlement within 5 days. An original letter is kept in the students' cummulative folder. ALL letters are distributed via the students to the parents and a copy of the letter is mailed to the parent. Copies of the letters are then stored in the office of the ELL Coordinator. Parents are given the opportunity to contact the school to discuss the entitlement and non entitlement letters with the ELL Coordinator, Assistant Principal, and the Parent Coordinator.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents have the right to appeal ELL status. A right to appeal letter is sent home to the parents in their preferred home language. This must be done within 45 days of enrollment. The eligible students are those with a home language other than English, ELLs or non- ELLs. The request must be made by the parent. The process must be completed within 10 days, UNLESS a review goes to CSE, because a disability is suspected, then the review must be completed within 20 school calendar days. The ELL Coordinator will administer the NYSITELL if original determination of eligiblity was determined. However, after the re-identification process our ELL Coordinator will not administer any student a NYSITELL two times.

As per CR Prt 154.2 our ELL Coordinator as well as our CSE team and qualified personnel will review all the data of the school based assessments regarding the students abilities of reading, writing, listening and speaking. Based on the determination of our ELL Coordinator and CSE team the Principal makes the final school determination and submits a written notification to the Superintendent. Our ELL Coordinator will send written notifications and decisions by mail to the parents in their preferred language and copies have kept in the students' permanent records.

Once the Superintendent receives a signed Notification Letter of Appeals from the Principal the Superintendent will then have 10 days to make a Final decision. The results of this final decision will be mailed from the Superintendent to the Principal. Copies of this letter are also sent to the parents in their preferred language. All documentation will be retained in the students cummulative language. Within six to twelve months after the Superintendent notifies the Principal a review of ELL status will be done to ensure any changes that may have been done did not adversely affect the student.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

When students are identified as ELLs, the parents are immediately encouraged to stay to watch the New York City Department of Education online Parent Orientation video. Larisa Beker, licensed ELL Coordinator, will facilitate the viewing of this video. The video explains the three important parent choices for instructional programs offered by the City of New York: Transitional Bilingual, Dual Language, and Freestanding ENL. If parents can not stay at this time, they will be provided with a scheduled appointment. Larisa Beker, licensed ELL Coordinator will have translators if needed to help ensure that before parents leave they understand all programs offered by the NYC Department of Education. The parents have 5 days to return the Parent Selection Survey or the student by default will be place in a biligual program if available in our school according to the ASPIRA Decree. The student will then be place in an ENL program and receive his/her mandated requirements as per CR 154, while awaiting the parent's choice.

After viewing the video, parents are strongly encouraged to complete a Parent Survey and Program Selection Form which is collected the same day and kept on file at the school as well as in the students permanent record. Interpreters are available to assist with all questions. The Parent Survey Form helps the school determine the three types of ELL instructional programs offered in NYC. As CR Part 154 and as per the Aspira Consent Decree if the Parent does not return the Survey Selection form the student will be placed in a Bilingual program (as long as enough parents have requested such to fulfill the requirements for that language of 15 or more students on that grade or one above.)

In an effort to build alignment between parent choice and program offerings, we continually monitor the requests of parents and

the number of possible participants in a TBE program. It has been the trend that parents opt for our Freestanding ENL program. Parents who choose a bilingual program are provided with the different options including but not limited to a list of other options such as transferring to another school that offers a bilingual program if there is availability. Students with special needs, mandated by CSE to receive bilingual services, will be assigned a bilingual alternate placement paraprofessional who speaks the student's native language.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Every effort is made to reach out to those parents who have not returned the Parent Selection Survey. Our ELL Coordinator along with our Pupil Accounting Secretary and Parent Coordinator Calls the parents using the translation service. Letters in the Parents Preferred Language are sent home as well. All the phone calls are recorded and logged. Phone calls for letters for the return requests are sent home and copies are kept on file.

As CR Part 154 and as per the Aspira Consent Decree if the Parent does not return the Survey Selection form the default program for ELLs is a bilingual education student will be placed in a Bilingual program (as long as enough parents have requested such to fulfill the requirements for that language of 15 or more students on that grade or one above.) In an effort to build alignment between parent choice and program offerings, we continually monitor the requests of parents and the number of possible participants in a TBE program. If the parents of 15 students on the same grade or contiguous grades request TBE, a class would be formed. This information is entered into the ELPC screen and is closely monitored and reviewed. Parents who choose a bilingual program are provided with the different options which include registering their child in a bilingual program in another school within the district. Students with special needs, mandated by CSE to receive bilingual services, will be assigned a bilingual alternate placement paraprofessional who speaks the student's native language.

Provisions are made for parents who are unable to attend scheduled orientations. The ELL Coordinator, Larisa Beker, will conduct a phone orientation (using translators) and or Phone Translation and Interpretation Unit to ensure that parents are well informed of all the instructional programs that are available to them. All phone calls are logged and all documentation is retained in the students' cumulative record as well as copies in the main office.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

After viewing the video, parents are asked to complete a Parent Survey and Program Selection Form which is collected the same day and kept on file at the school. Interpreters are available to assist with questions. The Parent Survey Form helps the school determine the type of ELL instructional program that will be offered for the school year. As CR Part 154 and as per the Aspira Consent Decree if the Parent does not return the Survey Selection form the student will be placed in a Bilingual program (as long as enough parents have requested such to fulfill the requirements for that language of 15 or more students on that grade or one above.) In an effort to build alignment between parent choice and program offerings, we continually monitor the programs that parents choose through the ELPC function in ATS as well as keeping a record of copies that were sent out and or phone logs recorded. program are provided with the different options which include registering their child in a bilingual program in another school within the district. Provisions are made for parents who are unable to attend scheduled orientations. The ELL Coordinator, Larisa Beker, will conduct a phone orientation (using translators) and or Phone Interpretations to ensure that parents are well informed as to the instructional programs that are available to them.

9. Describe how your school ensures that placement parent notification letters are distributed.

Our ELL Coordinator, Larisa Beker ensures that within 5 days after the student takes the NYSITELL and within 10 days from enrollment standard NYCDOE Placement letters are sent home. This Placement letter informs the parent of the program his/her child have been placed in according to the Parents choice on the Parent Selection and Survey Form. The letters are sent home in the parents preferred language, copies are kept in the main office and the Original is retained in the students Cumulative Folder.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

The ELL Coordinator, Larisa Beker ensures all documentation including but not limited to the HLIS, Entitlement, Non-Entitlement letters, Placement letters, Transitional letters as well as Appeal letters are retained in the students' cumulative folder (Permanent Records.) Copies of these documents are always kept in a secure location in the main office.

11. 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.

In the spring semester of each year, English Language Learners are administered all four parts of the New York State English as a Second Language Achievement Test (NYSESLAT) to monitor growth and achievement of English language ability. Students are prepared in advance for ensuring a successful outcome. Parents are given a NYSESLAT Workshop by our ELL Coordinator, Larisa Beker and Assistant Principal, Annabell Corales in order to ensure parents are informed of the what the exam looks like and the dates that we will be administering the test. There are several translators at the NYSESLAT Workshop to help in conveying as much information needed to ensure a successful outcome on the day of the exam. The NYSESLAT is given in four parts. The Speaking is administered first by both an ELL teacher and a Content subject teacher who have received Professional Development and have been trained on Scoring the Rubric. The Reading, Writing and Listening are administered separately on three consecutive days. All students are tested according to grade level and student who have IEP are tested in a separate location and in a smaller group. All testing

procedures are adhered to and followed according to the Directions For Administration Guidelines (DFA). All Make-up exams are then administered to those students who were absent for any part or all parts they have missed. All scheduling is done collaboratively with our Programer and Assistant Principal, Lori Sblano and Larisa Beker, ELL Coordinator.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. At the beginning of the school year, but no later than September 15, 2015, our ELL Coordinator will review the scores of the NYSESLAT. These results are found in ATS in the RLAT function. Either a (Y) is entered for results of current students entitled or (N) is entered for those students who scored Proficient/Commanding. The results of this data indicate the students' level of English acquisition and at what level of proficiency level in each modality. If the student is at the Entering, Emerging, Transitioning or Expanding level the student receives a Continue Entitlement letter. This letter is sent home to the parent in their preferred language and a copy is placed in the students' cumulative folder. If the results on the NYSESLAT indicate the student is at the Commanding level the student is Proficient and is entitled to receive two years of transitional support of 90 minutes per week of ELL instruction in a content area.

Another method of becoming a former ELL is to score Advance on the NYSESLAT and a 3 or 4 on the ELA. In either case a letter indicating such is given to the parent in his/her preferred language. The original letter is placed in the students cumulative folder and copies are placed in the main office.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Over the past few years, of our approximately, 154 ELL students chose our Freestanding ENL program. On average, only a few parents have requested a Bilingual/Dual Language Program over the course of this time. Currently PS 193 offers a K, 1st, 2nd, 3rd, 4th and 5th grade Freestanding ENL program. In an effort to build alignment between parent choice and program offerings, we continually monitor the requests of parents and the number of possible participants in a Transitional Bilingual or Dual Language Program. As per the ASPIRA Decree If the parents of 15 or more students of that language on the same grade or two continuous grades request a bilingual class model, a class would be formed.

Parents who choose a bilingual program are provided with the different options which include registering their child in a bilingual program in another school. The ELL Coordinator will enter the information of what the parent chooses, either Bilingual or Dual in the BNDC screen in ATS. This data will remain unchanged while the student awaits transfer to a Bilingual school or a Bilingual program opens up in our school. While the student continues to receive his/her mandated minutes within our ENL Program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

- a. Freestanding ENL program.

For the 2015-2016 school year, we have programmed for an integrated approach across all grade levels. We have 4 certified ESL teachers that will be pushing into the classrooms during each grade level's ELA Block. Our standalone ENL program (pull-out) will consist of 180 minutes for our entering and emerging ELLs and will be serviced by our full-time ESL teachers.

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Our assistant principal has programmed each ESL teacher's weekly schedule to ensure that all ELL students receive the number of minutes as mandated; 360 minutes for Entering and Emerging, 180 minutes for Transitional and Expanding, and 90 minutes for Commanding and Former ELL students.

3. Describe how core content is delivered in each program model. 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.
- All instruction is in English using each grade level's Common Core ELA Program; Core Knowledge (Grades K- 1), Reading Street (Grade 2) and Expeditionary Learning (Grades 3-5) within our Integrated ENL model. A balanced literacy approach / workshop model is used where students are engaged in modeled and guided instruction and are given opportunities to work in groups and independently to master content of instruction. ALL ESL methodologies and scaffolding strategies are incorporated daily during instruction to build comprehension and grammatical instruction in speaking and writing, in addition to, utilizing ESL strategies (TPR, pictures, realia, bilingual dictionaries, etc.) to increase targeted academic vocabulary in content areas.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
- The Spanish LAB-R is administered to all entitled students with the Home Language code "SP". For the NYS Assessments, we order copies of the Math and Science exams in various languages to ensure that those students who are literate in their native language are tested accordingly. If a written exam is not available in a child's native language, we provide oral translation of the test administered by a proctor who is fluent in that language. Staff members who speak and are literate in various languages help to translate and ensure that students are being assessed appropriately.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
- A multi-modality approach is always the center of instruction. Our teachers differentiate instruction using multiple strategies to assess the strengths and weaknesses within each of the modalities. Grades 3-5 ELL's are assessed through the "ELL Periodic Assessment" twice a year (Fall and Spring) to evaluate student progress within each of the modalities. Pre and Post assessments within the classroom given at 4-6 week intervals. Saturday Academy where students are provided a Pre assessment, whereby the instruction targets the specific area(s) for improvement and then a post assessment is given and if necessary the steps are repeated to ensure student growth.
6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status
- Students with Interrupted Fromal Education (SIFE) are students who upon enrollment were performing two or more years below grade level in literacy in his/her native language and or mathematics. Our SIFE students would receive small group instruction as well as be recommended to receive Academic Intervention Services. Currently, we do not have any students who are SIFE.
- b. Newcomers are students who newly identified ELLs and remain ELLs for up to 3 years. These students are not just students who are Newcomers but may also be students who are born in he US but are identified as an ELL based on the NYSITELL data. These students will have differentiated instruction based on his/her proficiency level and or needs and receive the mandated minutes required by CR Part 154 instruction according to results of the NYSITELL and or NYSESLAT. They will have Native Language support for 75% of instruction and be grouped according to same language in various activities. They will use their Native language to help develop literacy skills. Certified ELL teacher and or Certified Content Area teachers will incorporate ESL methodologies and various ESL strategies that include visual support, technology and a classroom rich in print. OUR newcomer ESL Kindergarten students are placed in a self contained ESL class with a teacher who is certified in ESL and Content Area.
- c. Developing Students are those students who remain an ELL for 4 to 6 years. These students will also continue to receive his/her mandated minutes as per the CR Part 154. Differentiated instruction will be delivered by certified pedagogues in ELL and or Content area. They will have small group instruction by area of skill needed. All instruction will have academic rigor and be aligned with the Common Core.
- d. Long Term ELLs (LTE) are students who have remained an ELL for 7 or more years continuously enrolled in the U.S. These students will receive differentiated instruction through small groups and or receive Academic Intervention Instruction (AIS) by a qualified pedagogue in the area/skill that he/she is not performing proficient in as indicated on the NYSESLAT.
- e. Former ELLs up to two years after exiting ELL status will receive half a unit (90 minutes) of Integrated ENL in ELA/content area
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12

months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Parents have 45 days to appeal a decision made by the school regarding the students' ELL entitlement. Through this process parents are awaiting approval for the final decision if the student is Re-identified as an ELL or a non -ELL by the Superintendent.

During this waiting period students must receive the minimum mandated minutes as per the CR Part 154 to ensure that his/her academic progress has not been adversely affected.

8. 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?

It is important to consider the unique characteristics ELL-SWDs bring to the learning environment and to think about how factors including their familiarity with and exposure to English, socioeconomic status, prior schooling experiences, and life experiences, interact with and influence their learning. Authentic assessments should be used in addition to progress monitoring to determine what

students know and can do, as well as what they need to learn. As part of this process, English language acquisition specialists should assess ELLs' language proficiency and academic skills in English and their first language. Special education teachers, psychologists, and/or speech language therapists may conduct additional formal and informal assessments. Team members should

observe the child in different contexts to better understand the instructional environment.

ELLs with special needs receive grade level material that is aligned to the Common Core. We are currently use CKLA for grades K and 1; Reading Street for grade 2 and Expeditionary Learning for grades 3-5 as the ELA curricula. For all grades we use, 'Math In Focus' which is a Syngapore Mathematical approach that focuses on moving students from a concrete to an abstract understanding of mathematical concepts.

Our ELL-SWDs are provided with plenty of visuals and technological programs such as 'I-Ready', 'Raz Kids', 'Imagine Learning', and 'Brain Pop' that are used in collaboration with Smart Boards, CD players, Laptops/computers to provide visual and auditory supports for their learning. The ELL teacher meets with the School Based Support Team in collaboration with the Special Education Coordinator and administration to make sure ELL-SWDs receive the correct ELL services. In some cases, a Bilingual Para Professional helps the student in class throughout the day. The ELL- SWDs use the same materials and do the same work as the mainstream students. However, the tasks and assignments are differentiated based on the student's abilities and on the IEP. Some students may need simplified instruction and or have the task broken down into smaller components. Authentic assessments should be used in addition to progress monitoring to determine what students know and can do, as well as what they need to learn. Special education teachers, psychologists, and/or speech language therapists may conduct additional formal and informal assessments. Team members observe the child in different contexts to better understand the instructional environment and the conditions the student seems to both thrive and struggle.

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

The school is programmed to follow a 'Push-In' model of ENL instruction whereby the ENL teacher works collaboratively with the content area teacher and supports the curricula with the use of ESL methodologies. The school is programmed to incorporate the 25th teaching period as grade level as well as ESL/Special Education common planning. To facilitate flexible programming, we incorporated block scheduling to facilitate main streaming of our ELL/Sp. Ed students. The Special Education Coordinator, Elizabeth Barquinero works closely with the ESL coordinator, Larisa Beker as well as the ESL teachers to ensure all IEP mandates are adhered to within the least restrictive setting.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

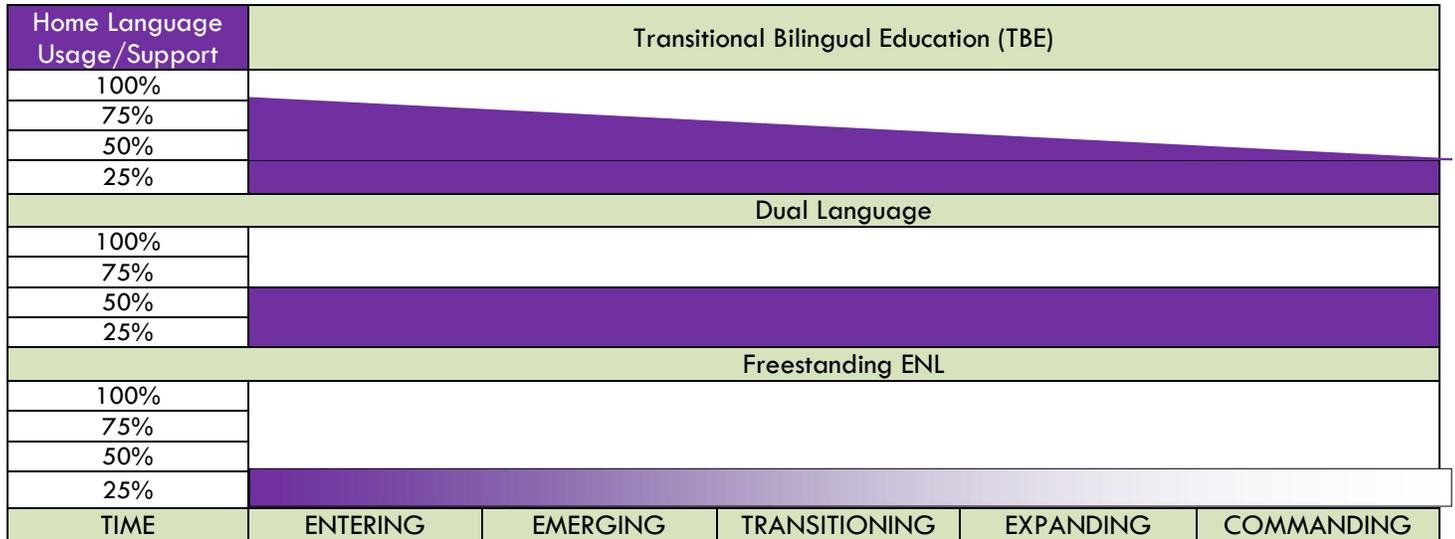


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
ELL students targeted in need of Academic Intervention Support (AIS) in the areas of ELA, Math, Science and Social Studies will receive a wide range of services. I-ready is a diagnostic assessment that identifies the areas of strengths and weaknesses within 5 domains of literacy. Based on the data from the diagnostic, students engage in the instructional component based upon their needs. The program is tailored to the individual needs of each student. Imagine Learning is a computer based program that addresses the four modalities, listening, speaking, reading and writing. Social studies and Science non-fiction articles will be read, analyzed, discussed, and assessed by students within the classroom. Teachers will choose reading material to support topics already being implemented in classrooms. Students will be serviced within Academic Support Intervention programs. Their academic progress will be tracked by their ENL and content area teachers in collaboration.
Finally, students will be enrolled in our Title III Saturday Academy program. Within the Title III program, students receive specific academic interventions with a content area specialist and a highly certified ENL teacher. Work done in this program is focused on meeting the needs of individual students according to a variety of skill specific data reports.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The effectiveness of our current program is on track for meeting the AYP according to the AMAO tool. According to this data as well as the results from the NYSESLAT the needs of our ELLs in both content and language show progress in the reading and writing modalities. We will continue to focus on speaking and listening as trends have shown that as an area of weakness.
12. What new programs or improvements will be considered for the upcoming school year?
Implementing a co-teaching collaborative program between the ESL teacher and the content area teacher. This year, we will be including the 1st and 2nd grade students in our Saturday ELL Academy.
13. What programs/services for ELLs will be discontinued and why?
N/A
14. 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 programmed along side their monolingual counterparts for all access to school programs. All activities are programmed according to their grade level. The programs that are available to PS 193 that are open to the entire student population and their monolingual counterparts include but are not limited to: Happy Kids, Project Boost, Puppetry in Practice, Shubert Grant (Arts Connection), After school Chorus, etc.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Paste response to question here:
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Paste response to question here:
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Paste response to question here:
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Paste response to question here:
19. What language electives are offered to ELLs?
Spanish for grade 5
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Paste response to question here:
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Paste response to question here:
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Paste response to question here:
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Paste response to question here:

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
Paste response to question here:
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
Paste response to question here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Paste response to question here:
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Paste response to question here:
5. How do you evaluate the needs of the parents?
Paste response to question here:
6. How do your parental involvement activities address the needs of the parents?
Paste response to question here:

D. Additional Information

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

Paste response here:

School Name: _ **School DBN:** _

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **22K193** School Name: **Gil Hodges**
Superintendent: **Julia Bove**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnedoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

There are a various ways that PS 193 uses data to assess the school's written translation as well as oral interpretation needs. We ensure that all parents are provided with appropriate and timely information in a language that they can understand. Data regarding the languages spoken in the home of our English Language Learners are reviewed as needed on an ongoing basis. In terms of our new admits to the school, our licensed ESL Coordinator, Larisa Beker conducts a written interview completing the HLIS with and interpreter if needed. An oral interview is done with the student as well as with the parent upon admission to the school. The ELL Coordinator keeps a running record of the languages spoken in the homes of our students. Our Pupil Accounting Secretary, Karen Reala continually updates, prints and shares information from all available ATS reports. Our ESL Coordinator, Larisa Beker also has access to ATS and continuously reviews reports such as, but not limited to the RHLA, RPOB, RYOS, RLEC and the RAPL. Our data specialist and Assistant Principal Annabell Corales transfers all pertinent data needed and keeps an ongoing report on an excel spread sheet which is easily accessible. These reports break down the languages spoken in the homes of all our students. In an effort to better support our English Language Learners and their families, it is our belief that as much communication with language support should be in place between school and the home. Therefore, it is our belief that families need and must be provided with appropriate and timely information in their Native language in order to establish and maintain a home/school partnership.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Based on the responses to our written/oral needs assessment survey, the data shows the following:
102 parents prefer oral communication in Urdu
75 parents prefer to communicate in Spanish
62 parents prefer written/oral communication in Russian (including parents who speak Uzbek (13), Tadjik (5), Ukrainian (2), Georgian (6) and Kazakh (1)
6 parents prefer oral communication in Haitian Creole
3 parents in Bengali and
3 parents prefer to communicate in Albanian
We contact the NYC office of Translation and Interpretation Unit to provide parents with appropriate and timely information in the requested language for all the parents in our school who are limited English proficient.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

On all communiques, a boiler plate will be added that addresses many languages in our school indicating to our non-speaking English parents where they may call to get assistance with translation. In addition, several staff members, teachers and paraprofessionals, are bilingual and they will be translating these letters into the parents' native languages (Spanish, Haitian Creole, Russian, French, Hebrew and Mandarin). We will also utilize the services of parent volunteers to assist with written translations where feasible. Finally, we will contact the NYC Office of Translation & Interpretation Unit via fax requesting important matters to be translated as well. We will make every attempt to anticipate the timeliness of all communiques when we request the services of the Office of T & I Unit. We have posted translated signs for our ELL and former ELL parents to enable them to move about school to locate the general office, the rest rooms, and availability of translated resources. We will not be utilizing an outside vendor in any of these scenarios. We will tap into our school and community resources as well as those offered to us by the NYCDOE. Through these steps, our ELL and FELL parents will be kept informed of all matters of importance regarding their child in particular as well as the school community at large. We disseminate the Parent Handbook, monthly calendars, information about back to school and Parent Teacher Conferences as well as our after school provider and after school programs. We have translated letters in our Parent Hand Book as well as welcome signs in the various languages that represent our school community in the main vestibule as well as in the main office.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Oral translations will include the use of school staff; we have several staff members who speak (Haitian Creole, Russian, Spanish, Hebrew and Mandarin) a variety of foreign languages that meet the needs of ELL parents. These members of the staff will be available during the school day, every day to assist with oral translations when necessary. In addition, oral translation is provided during registration, orientation and during Parent-Teacher Conferences by our in-house translation team. The team includes teachers and paraprofessionals who will receive per session payment for returning to the school at night to serve as oral translators. We also will utilize our Parents' Association members in all of our endeavors. We have many parents who are bilingual who have offered their services to assist with oral translations when parents may need them to discuss their child's progress with the classroom teacher or to assist newly arrived parents who are registering their child for the first time. We never want any parent to feel that we did not make every effort to be welcoming as well as accommodating when it comes to face to face discussions (again whether it be for the first time entering our school or for a discussion with the child's teacher). It should be noted that based on our analysis of the needs assessments, every year we purchase and distribute bilingual dictionaries to all of our ELL students/parents (we do this during our ESL Parent Workshops in addition to the classroom) so that the child along with the parent can have a resource that will aid them in translation both for written communications and in oral conversations. Furthermore, we have bilingual dictionaries in our classrooms to service our ELL and former ELL populations.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Depending upon the language that is requested and the time frame in which the comminque needs to happen, we may send information to the Translation and Interpretation Unit, or we will have the information translated by staff members in our school community.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Our school community will meet the needs of the families according to the individual concerns. If we have staff members on site who speak the language, then a face to face translation and or written response will be made accordingly. If, however, we do not have staff members who speak the language needed, we will reach out to our Parent's Association as well as the Translation and Interpretation Unit to assist our families as needed.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Staff members are reminded to use the translation services through email, school handbook, the boiler plate that is placed on the bottom of all letters/notices, etc. that go home. Telephones are readily available throughout the building where staff may access the translation services at any time. The Language Palm Card is distributed to parents and staff alike.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

We are fully aware of the Chancellor's Regulations A-663, and in particular Section VII, that pertains to our school's responsibilities and requirements when it comes to notification of parents in their primary language, the Bill of Rights and Responsibilities. This translated version was sent to all ELL parents in their native language in September when we sent the English version home to students as well. We have many translated signs (and illustrations that assist parents with identifying the fact that the parent may speak only a foreign language) displayed in the general office as well as in our school vestibule upon entry into the building. The signage clearly indicates that there is availability to each ELL and former ELL parent that there are interpretation services to ensure that the parent understands all of their rights and privileges as well as the availability of oral translator services to assist with conversations and written translations. Our School Safety Plan also contains procedures for parental notification and assistance should a parent or parents require to be in contact with our administrative offices. As per the Chancellor's Regulation A-663, the data indicates an overwhelming need for written translation during registration, orientation, parent-teacher conferences, parent workshops, and all handouts that are distributed during these special events. Translation is not only provided for ELL parents but for the entire school population that includes our former ELL parents. It is important to note that with availability of these services, the parent involvement, understanding, and participation has increased over time.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We review the Framework for Great Schools Report, we create and review all of the exit slips that are provided to our families and we create 'Survey Monkey' surveys that ask our families to inform us of how we are doing through Professional developments, meetings, etc. and what would the families want and need to have incorporated in future meetings, etc. At meetings, we have staff members who speak various languages who are available to help with translation, questions, etc.