

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

22K197

School Name:

P.S. 197 - THE KINGS HIGHWAY ACADEMY

Principal:

ROSEMARIE BARBIERE NICOLETTI

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Kings Highway Academy School Number (DBN): _____
PK-5
Grades Served: _____
School Address: 1599 East 22 Street
718 377 7890
Phone Number: _____ Fax: _____
School Contact Person: Danielle Hamilton Email Address: _____
Principal: Rosemarie Barbieri Nicoletti
Elizabeth Corso
UFT Chapter Leader: _____
Nicole Brown Courtney
Parents' Association President: _____
Elizabeth Corso
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Nicole Brown Courtney
Student Representative(s): _____

District Information

District: 22 Superintendent: _____
415 89th Street Bklyn, NY 11209
Superintendent's Office Address: _____
Jbove@schools.nyc.gov
Superintendent's Email Address: _____
718 759 4936
Phone Number: _____ Fax: _____

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)
Rosemarie Nicoletti	*Principal or Designee	
Elizabeth Corso	*UFT Chapter Leader or Designee	
Rochon Evertz	*PA/PTA President or Designated Co-President	
Joy Licari	DC 37 Representative (staff), if applicable	
Rochon Evertz	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	
Lucia Prisco	Member/Teacher	
Dalila Rius	Member/Parent	
Patrice Dempster	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Alfreda Samuel	Member/Parent	
Virginia Teitler	Member/Parent	
Kerri Little	Member/Teacher	
	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.

At PS 197, we strive to create a secure and nurturing learning environment for all children and staff. We seek to support and enhance individual learning styles, cultural diversity and respect for self and others. Focusing on the cooperative partnership of school and home, in educating children, we, together, strive to promote peace, discipline, and learning. We seek to generate and implement rules and logical consequences, to teach conflict resolution, decision making skills, responsibility and independence. Based upon a belief that all children can achieve high standards of excellence, we seek to implement a rigorous curriculum that provides opportunities for learning basic skills through independent and cooperative learning activities. We emphasize the development of critical thinking and problem solving skills along with the use of modern technology. We invite and encourage cultural arts and extracurricular activities for our school. We welcome and encourage the participation of parents and the school community in the teaching and learning process and in school events.

PS 197 has citywide Gifted and Talented Program in grades K and 1, along with scholars classes in grades 2-5. We now have four full-time pre-k classes. We also have integrated collaborative teaching and self contained special education classes on each grade to meet the needs of our students with IEPs.

We offer music, art, technology and physical education. Our curriculum supports critical thinking and inquiry based learning to foster independence and higher order thinking skills. Our classes participate in instrumental and choral music instruction along with music appreciation. Each year our technology specialist works with classes on the Lego Robotics program. Students learn problem solving skills through hands on learning. Our Visual Arts specialist puts on two art exhibitions a year. Families have the opportunity to browse through the work of during the two evening performances. Every grade participated in a dance program provided by The Arts Connection. This is a DOE arts residency program.

PS 197 puts on many performances where the students have the opportunity to sing, dance and act on stage. We have a winter show in December and the spring gala in May. We also have student of the month assemblies where classes have the chance to perform either about an upcoming holiday or event or the monthly character trait.

As part of our sustainability initiative we have created a community garden that won the 2015 Golden Apples Award from the DSNY. This garden promotes active engagement with the entire school community from pre-k through 5 and the parents. We also have implemented a rigorous recycling program building wide. This has increased student engagement and building a sense of community.

Our school also participates in Jump Rope for Heart. This gives students the opportunity to raise money for American Heart Association. Students also learn about the importance of staying active through exercise.

PS 197 has many family nights where parents and other family members have the opportunity to take part in the school community. Some examples are: international food festival, game night, movie night, parents as art partners and reading and math parent workshops.

We have a variety of after school programs throughout the year. Midwood Development is available for grades K-5. Beginning in January, we offer a test preparation after school for grades 2-5. In the spring, we have enrichment after school programs on the arts, athletics and technology.

We have a growing number of English Language Learners. Classroom teachers are working closely with our ENL (English New Language) teachers to develop a toolbox of strategies to support our community of ELLs.

PS 197 has been focusing on teachers working collaboratively to develop units of study aligned to the CCLS horizontally and vertically. We are also making great improvements in our school goal, fostering independence. We are working towards removing scaffolds and students taking ownership over their learning. Our goal is to create an environment where all our students feel safe and successful.

Although our instructional focus for 2015-16 is the same as our focus from last year , the emphasis this year will be to release scaffolds in order to build independence.

PS 197 Instructional Focus 2015-16:

Teachers' planning will provide support for independent practice through instructional supports and targeted feedback in order to increase responsibility and ownership of learning for every child.

22K197 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	603	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
				N/A
School Composition (2013-14)				
% Title I Population	61.3%	% Attendance Rate		93.4%
% Free Lunch	58.1%	% Reduced Lunch		0.7%
% Limited English Proficient	20.1%	% Students with Disabilities		21.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	2.2%	% Black or African American		17.9%
% Hispanic or Latino	17.7%	% Asian or Native Hawaiian/Pacific Islander		7.1%
% White	55.0%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		8.07
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	37.7%	Mathematics Performance at levels 3 & 4		50.4%
Science Performance at levels 3 & 4 (4th Grade)	85.2%	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		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
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		N/A
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		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	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.

34.7% of all students 3-5 met state standards on the Spring 2015 ELA. 30.06% of all students met standards on the TCRWP MOSL Assessment in May 2015.

School Strengths:

- Students are able to find evidence directly from text
- Scaffolds are used by students to build independence in literacy skills
- Students can form discussions based on their text evidence

School Needs:

- Answer an open ended question using inferential skills
- Finding relevant text evidence to support an inference
- Removal of scaffolds because students rely too heavily on them
- Tier 1 Interventions for struggling students

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.

By June 2016, students in Grades K through 5 will answer inferential questions, referring explicitly to the text as measured by a 5% increase in the number of students scoring a level 3 or 4 on the TC 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. All teachers will participate in staff development through Columbia Teacher’s College in crafting inferential questions in all literary genres, with an emphasis on supporting the inference with text based evidence. Teacher teams will meet to address choosing appropriate texts, planning questions, prompts and activities. Scaffolding will be used for ELLs, students with disabilities and other high-need students. Scaffolding will include different strategies and prompts.</p>	<p>K -5 students with an emphasis on high-need subgroups</p>	<p>Teachers College assessments will be given every 3 months beginning in September. Each assessment has 2 inferential questions that must be supported by text evidence.</p>	<p>teachers will implement these strategies in their classrooms</p>
<p>2. Parent/student workshops will be held to give parents information on practicing questioning skills at home. Lists of appropriate books and open ended questioning sheets will be given. Parents will have the opportunity to practice questioning skills with their child while teachers coach in.</p>	<p>Parents of all students</p>	<p>Workshops will be held on Tuesdays from October-February</p>	<ul style="list-style-type: none"> • Teachers • Administrators • Parent Coordinator • Literacy Coach

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>Professional Development Days, teacher sub coverage, parent workshop materials, classroom materials.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant

X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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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.

By February 2016, students in grade 4 will answer inferential questions, referring explicitly to the text as measured by a 3% increase in the number of students scoring a level 3 or 4 on the TC assessments.

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.

- - 2014-2015 ELA Data 34.7% of all students grades 3-5, met State standards on the State English test.
 - 2014-2015 Math Data 46.8% of all students grades 3-5, met State standards on the State math test
 - 2014-2015 MOSL Data 30.06% of students are at a level, according to the TCRWP Spring MOSL running records.
 - Data as measured by through ADVANCE observations and HEDI ratings. 5% of our teachers scored Developing in component 3B on the HEDI rating scale.

Less teacher directed and more student directed discussions

School Strengths:

- 100% of our teachers were rated Highly Effective in component 1E of the HEDI rating scale.
- Planning of Units across grades.
- Vertical teams were initiated in order to build coherence in core subjects across grade levels.

School Needs:

- Question/Discussion Techniques
- Student Engagement
- Student (Self and Peer Assessment)
- Academic/Content Vocabulary
- Student Independence

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, 20% of the teachers who scored developing on component 3B on the HEDI scale for the 2014-2015 school year will move up to an effective rating, in the Advance Teacher Evaluation System, for the 2015-2016 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). • Engaging families and supporting their understanding of Supportive Environment 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>Teachers and Administrators will work with staff developers from Teachers College to support questioning and discussion techniques.</p>	<p>Teachers who have developing ratings in 3B</p>	<p>September 2015-June 2016</p>	<p>TC staff developers, Administrators, teachers</p>
<p>Monday professional development time and Chancellor Professional Development days will provide teachers with opportunities to work in teacher teams to craft and/or evaluate questions.</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>TC staff developers, Administrators, teachers</p>
<p>Student conferences, guided reading groups, book clubs, student partnerships.</p>	<p>All students</p>	<p>September 2015-June 2016</p>	<p>All staff</p>
<p>Parent workshops-Learning Strategies for all students including English Language Learners and students with Individual Education Plans</p>	<p>All parents</p>	<p>September 2015-June 2016</p>	<p>Administration, Teachers, Parent Coordinator</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>Teachers College Staff Development package, teacher sub coverage, leveled books for classroom libraries, book club books, parent workshop materials.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	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 teacher movement in HEDI ratings on informal and formal observations.

Review and adjust individual teacher professional development plans.

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.

- Need to increase parent participation in our school. Most are working families and we need to give parents more options to attend school events and workshops.

School Strengths:

1. Supportive environment for students.
2. Active PTA that collaborates with administration and staff.
3. Strong student attendance
4. Active SLT that collaborates with PTA and administration.
5. Afterschool community program.
6. Community garden program engaging entire school community.

School Needs:

1. Increase parent involvement in SLT team. Core, long term members are leaving. Need to nurture new members to the team.
2. Attendance at parent workshops is very low.
3. Increased variety of parent workshops to include the arts in addition to core subject areas.
4. Language barriers, need more translators for all school based activities.
5. Enrichment afterschool programs.

Create informal parent surveys to collect data on interest, activities, needs for improvement.

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.

By June 2016, we will increase our parent involvement in all activities by 15% for Parent Teacher Association Meetings, Parent Workshops, Parent/Family Events as measured by attendance sheets for Meetings, workshops and events.

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Develop and implement English as second language classes for parents in the evening provided by ESL staff and parent coordinator. Work with ESL teachers to create a program for parents.	Parents	September 2015-June 2016	Principal, parent coordinator, ESL staff
SLT will create and implement a parent survey to determine interest and need in parent workshops and family activities. SLT initiated a parent handbook last year and will update for distribution for 2015-16 school year.	Parents, SLT and staff	September-October 2015	Administration, SLT, PTA president
Increase attendance at ELA and Math parent workshops to increase student performance outcome by conducting them at different times to accommodate parent schedules. Workshops should be engaging for both parents and children.	Parents, staff	September 2015-June 2016	Administration, Parent coordinator
Create specific activities revolving around core subjects including the art during Tuesday parent engagement time.	Parents, students, staff	September 2015-June 2016	Staff, parent coordinator

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.

Parent coordinator funds, Apply for arts grants.

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
X	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.

Review parent attendance sheets from workshops and compare to last year's data. Goal is to increase attendance by 15% by the end of the 2016 school year.

Create a parents survey to assess our progress to increase engagement. Goal is to get at least 40% survey returns from parents.

Collect feedback and review from parent surveys to monitor our progress.

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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

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) <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>

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.

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		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.

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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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

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) <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>

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.

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		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.

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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)	Teachers submit names of children who are considered at risk for not meeting criteria. Teachers submit their own testing as per Teachers College Assessments. They are then tested by the RTI teacher to determine whether there are decoding, inferential issues or fluency issues. Assessments include Quick Reads and Great Leaps Assessments.	Quick Reads— Research based comprehension and fluency program. Short passages that are designed to be read quickly and meaningfully. Used for children who require RTI services. Great Leaps—The research based Great Leaps program develops essential decoding and fluency skills. Students should be able to read letters, words, phrases and stories within one minute. Used for children who require RTI services. ELA News—Leveled reading passages and leveled questions.	1:1 or in small groups 1:1 or in small groups	Both programs are done during the school day
Mathematics	Children are given Go Math Assessments.	Go math provides Tier I, tier II and tier III interventions. Exemplars—provides leveled problem solving related to the common core used	Small groups and 1:1 1:1	Interventions provided during the school day.

		for individual intervention.		
Science	Unit quiz and assessment	Harcourt Program— Differentiated in class instruction provided within the core curriculum. ELA News— Leveled reading passages and leveled questions.	Small groups Small groups or 1:1	Interventions provided during the school day.
Social Studies	Unit quiz and assessment	Maps, Globes and Graphs—Targets geographic skills. PBS Kids—Video clips used to deepen understanding. Brainpop and Brainpop Jr.— Technology based program targeting different areas of the social studies curriculum.	Small groups 1:1 or small groups 1:1 or small groups	Interventions provided during the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teachers, Guidance Counselors, Psychologist and School Intervention Team determine the children at risk.	Guidance Counselor— Counseling, crisis intervention, community building projects and character education. Students who are at risk are seen for ERSA Counseling for a limited amount of sessions. School Psychologist— Interventions are provided on an as needed basis. Social Worker— Targets students who are not mandated,	1:1 or in small groups 1:1 or in small groups 1:1 or in small groups	Interventions provided during the school day.

		but who exhibit at risk behaviors		
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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.
100% of teachers at PS197 are highly qualified. All teachers are fully licensed to teach the subject that they are assigned to teach.

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).
Funds are set aside for professional development in the annual budget to facilitate staff attendance at workshops and hiring staff developers to come to our school. The administration encourages staff to create professional development workshops for their colleagues on Monday afternoon professional development time. The professional development calendar for Monday afternoons is set up online and includes a variety of PD including vertical team meetings, grade curriculum planning, and inquiry cycle to look at student work and professional study groups. Professional development opportunities are posted via email from The Principals Weekly. Cluster teachers in Art, Science, Social Studies and Technology disseminate material and opportunities for professional development to staff.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

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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.).

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.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , 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	329,425.00	x	12,14,16
Title II, Part A	Federal	109,586.00	x	12,14,16
Title III, Part A	Federal	15,840.00	x	12,14,16
Title III, Immigrant	Federal	0		

Tax Levy (FSF)	Local	2,965,403.00	x	12,14,16
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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)

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. **P.S. 197** 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. **P.S. 197** 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)

[School name], in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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>Kings Highway Academy</u>	DBN: <u>22K197</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 checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
<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>9</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>8</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: _____ In order to ensure the success of our ELLs, we intend to implement an after school program taught in English by qualified teachers, that all ELLs will be invited to attend two days per week. This program will be very specific to the needs of those students who are involved in the ESL program during the school day and are required to take examinations in the academic content areas. The work will be grounded in literacy, math, social studies, science, and the arts. It will include test preparation. We anticipate about 77 ELLs to participate in the program.

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

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

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

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

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

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

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

The students' schedule will follow as shown below:

Grade	day	2:20-3:30	3:30-4:20
-------	-----	-----------	-----------

2	Wed	ESL	Content
---	-----	-----	---------

3	Wed	Content	ESL
---	-----	---------	-----

4	Thurs	ESL	Content
---	-------	-----	---------

5	Thurs	Content	ESL
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The programs will run for 120 minutes, two days per week. It will take place from 2:20 P.M. until 4:20 P.M. for 14 after school sessions. Programs will begin on February 11, 2016 and will run through May 2016. In the academic program, fifty percent of the time will be focused on mathematics and fifty percent will be focused on literacy and reading in the content areas, specifically science and social studies. Each teacher will focus on assisting their students to meet the performance standards for that child's particular grade. In addition, the teachers will focus on expanding and enriching each youngster's English academic vocabulary. This program will incorporate test preparation. In mid-April through May, we transition to a stronger focus in the arts and technology content areas.

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

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

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

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

Part C: Professional Development

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

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

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

PS 197 is a Teachers College Reading and Writing Project School (TCRWP). With Title I funds, we purchase professional development through Columbia University. Staff Developers work with teachers and students at our school throughout the year for a total of 20 days. All our teachers attend workshops at Teachers College, Columbia University. Workshops include use of TC assessment tools, utilizing assessment to drive instruction and approaches to differentiate instruction in reading and writing for our varied levels of ELLs, and general education students. This year, staff developers will do sessions specifically around meeting the needs of our English Language Learners.

- Mondays 2:30pm -3:00pm

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

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

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

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

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

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

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

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

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

Begin description here: _____ We have many families who are new to our country. We decided to provide classes as a way to help parents support their children academically through homework help and improved communication between school and parents. Therefore, we have designed ESL classes for parents. They are arranged in 2 levels according to proficiency, beginner and advanced. They are held weekly for 1.5 hours each session. Classes began in November 2012 and will consist of 10 sessions each (total 20 sessions). Lessons cover all aspects of English grammar including tenses, prepositions, articles, vocabulary, and everyday usage. We have integrated aspects of reading, writing, and conversation into each lesson. The provider is our Parent Coordinator. She holds a CELTA (Certification for English Language Teaching to Adults) from Teaching House from the University of Cambridge. Parents are notified by flyers both in English and alternative languages. She has also held seminars for parents about the Common Core and other topics that relate closely to their child's education at PS197. A monthly calendar includes reminders for these classes as well as all school events (PTA meetings, concerts, fairs, carnival, field day, etc.) School messenger is used to disseminate information as well. This program is of no cost to Title III as it is provided by our Parent Coordinator.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
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 197
School Name Kings Highway Academy		

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 Rosemarie B. Nicoletti	Assistant Principal Serenity Saint Jean
Coach	Coach Tracy Atlas
ENL (English as a New Language)/Bilingual Teacher Leila Reyes	School Counselor
Teacher/Subject Area Amanda Roman ENL	Parent Rochon Evertz
Teacher/Subject Area type here	Parent Coordinator Danielle Hamilton
Related-Service Provider Miriam Klein	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

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

D. Student Demographics

Total number of students in school (excluding pre-K)	563	Total number of ELLs	158	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	158	Newcomers (ELLs receiving service 0-3 years)	154	ELL Students with Disabilities	19
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	4	Long-Term (ELLs receiving service 7 or more years)	

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	154		16	4		3				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

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

* 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

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: _____
------------------------------------------------------------------	-------------------------------------------------------------

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	5	3	5	2	5	2								0
Chinese														0
Russian	13	12	12	6	9	6								0
Bengali	1													0
Urdu		1	2			1								0
Arabic	2	1	1	1		1								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian			1											0
Other	11	12	12	11	13	7								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)	19	13	6	5	13	7								0
Emerging (Low Intermediate)	1	4	3	1	5	1								0
Transitioning (High Intermediate)	2	5	5	5	2	2								0
Expanding (Advanced)	10	7	19	9	7	7								0
Commanding (Proficient)		6	7	9	7	3								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

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		6	7	9	7	3								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	10	2			0
4	9	1			0
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	2	0	1	4	0	4			0
4	3	3	0	1	1	2			0
5									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			3	5	1	3			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.
To assess the early literacy skills of English Language Learners (ELLs), P.S. 197 uses the Teacher's College Reading and Writing Project of Columbia University (TCRWP). This tool assesses Concepts of Print / Sound Identification, High Frequency Words, and Independent Reading Levels in fiction and nonfiction texts. The data shows that ELL general education students' literacy levels grow with the number of years they spend at our school. ELL special education students, who have limited cognitive and academic abilities combined with behavioral or physical limitation, tend to see their literacy skills develop at slower pace. For example, in the second grade, seven general education ELLs moved up to levels K, L, M. Meanwhile, within the same grade two special education ELLs who started at the same reading level as general education ELLs at the beginning of the year moved up only to level D or F. Consequently, instructional plans at our school vary for students with different literacy skills. More scaffolding is used for students with delayed literacy skills, while scaffolding is gradually withdrawn as literacy skills of our ELLs meet the grade standards.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The data patterns across proficiency levels on the NYSITELL and grades show that many of those who had attended pre-kindergarten full-time, for the whole school year, scored as proficient or advanced on the LAB-R or NYSITELL upon entering kindergarten. This same trend applies to any student who has received intensive English instruction in their home country. Most students test out of ESL with the NYSESLAT after 2-3 years in ENL services at our school. ELLs who remain in ENL for more than 3 years are often in Special Education or our ICT class.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The data provided by the AMAO reveals much about our school's population. Our school has always met and surpassed its AMAO 1 goal, but always fallen short of the AMAO 2 goal. This means that the majority of our ELLs progress in level, but don't test out of ENL at the same rate. This could be due to our ever increasing rate of newcomer ELLs that we receive throughout the school year. The AMAO tool also reveals that we have an extremely diverse student population in regards to the home language and special needs. This data shows us possible ways to reorganize our groups for ENL services.
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. Patterns across proficiencies and grades reveal that out of 32 proficient students, 9 of them were in third grade. There is an obvious pattern of the commanding ELLs rising in first and second grade, peaking at third, and then declining through 4th and 5th grade. On the one hand, ELLs who come with knowledge of math, science, and social studies from the country of their origin, show high results when they take state tests in their native languages. On the other hand, students with limited content knowledge in their native languages does not benefit from the translation provided during testing.

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

c. The ELL Periodic Assessment results help the school to determine the kind of education students have in their native language, how they are able to transfer their knowledge from their native language to English, and how bilingual dictionaries, glossaries, and oral interpretation are helping students to demonstrate their knowledge in content area and literacy.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RTI Guide for Teachers of ELLs*.]

The staff at P.S. 197 looks at the ELL's number of years in ENL, their literacy level in English and their native language, understanding of content areas, socio-emotional needs, results of the NYSESLAT, parental involvement, SIFE status, and all samples of the student's work. Our school uses different screening tools to identify students who are not meeting benchmarks, such as standardized tests, language assessment tools in English and native languages, informal interviews with the student, parent, and teachers. As a result, differentiated instructions are used to meet the diverse needs of all students. Differentiated instruction considers student's English proficiency, prior educational experience, the amount and type of ENL instruction, the impact of language and culture on instruction and learning, ensuring that the languages used for intervention matches the language used for core instruction. When evaluating instructional programs, the results of instruction is compared to results for "true peers" to decide whether the student is responding to intervention or needs more intensive intervention.

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

Through certification, PD training, personal experiences, and professional experience, the ENL teachers have become fully acquainted with the second language acquisition process. Diagnostic assessments tell us where each ELL is at, in the beginning, so we know what direction we need to incorporate into our upcoming plans. Language acquisition usually has a consistent pattern. From the diagnostic assessment, we can then map out the ELLs progression from the beginning and then modify it as we go according to the formative assessments along the way. If the ELL is a newcomer, then they will have to start from the beginning in their literacy process with phonemic awareness, the phonics, fluency, vocabulary, and finally comprehension. ENL specialists understand that receptive skills are acquired much sooner than productive skills. Entering ELLs can identify words with their meanings and construct simple sentences. Transitioning ELLs have all the basic grammar and vocabulary but take literary texts literally and need to work on their more advanced literacy skills. Expanding ELLs all have the greatest amount of trouble with their writing skills. The ENL staff and classroom teachers focus on complex literacy skills with these students to read as writers and write as readers so they may acquire more native-like qualities to their language. It is also known that the native language may interfere with certain aspects of the English language. Fortunately, at P.S. 197, the two ENL specialists have a diverse knowledge of several languages. Along the way, the ENL teachers will take into consideration all other aspects of the students' background, such as previous school experience, any interrupted schooling, what country they came from, if the ELL's family goes back to their home country often, how they are settling into the new school/country, the families' emphasis on education, socioeconomic status, how they interact with their peers, etc.

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?

Not applicable.

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

The results of the tests ELLs take, such as the NYSESLAT, ELA, Math, Science, etc. show the success of the programs used for our ELLs at our school. For example, in the NYS Science test, 12 out of 12 ELL students in grade 4 demonstrated levels 2 and 3; in the NYS Math Test, 6 ELLs demonstrated level 2, and 7 ELLs demonstrated level 3 out of 21 students in grades 4 and 5.

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 English Language Learner Identification Process includes 4 steps: (1) the administration of the Home Language Identification Survey (HLIS), (2) Determination of eligibility to take the New York State Identification Test for English Language Learners (NYSITELL), (3) the administration of NYSITELL (4) the administration of Spanish LAB to newly identified ELLs whose home language is Spanish. The 4 steps and placement into the ELL program chosen by the parent must be completed within 10 school days (20 days for students entering with IEPs).

Step 1: Our school administers the Home Language Identification Surveys (HLIS) to determine the student’s home language as part of general intake procedures. We determine the home language based on the results of the HLIS, which includes an interview with both the parents and student in English and the home language. When parents are asked about the child’s previous schooling, SIFE status has begun to be taken into consideration.

2 Pedagogues licensed in TESOL complete the HLIS with the parent and ensures timely entry of the information into the designated ATS screens. The completed HLIS forms are placed in the student’s cumulative file and remain a part of the student’s permanent record.

Step 2: For students whose home language is not English, our school administers a more in depth interview with the student in both English and a home language, review the school work in reading, writing or mathematics. In the absence of sufficient school work, our school uses grade and age –appropriate assessments.

Step 3: If the student is eligible to take NYSITELL, the exam is administered to that student. The answer document is scanned within 10 days of enrollment. Within 5 school days parents are informed about the test result using parent notification letters.

Step 4: If the new entrant’s HLIS response indicates a home language of Spanish and who is identified as ELL based on NYSITELL results must be administered the Spanish LAB at the time of initial enrollment (or reenrollment) during the same 10-day testing window.

For ELLs who are in grades 3-5, and are identified as entering or emerging level, they will be administered the oral interview questionnaire for SIFE if their previous schooling shows inconsistencies and they are struggling to meet objectives in the classroom. For those whose home language is Arabic/Bengali/Chinese/Haitian Creole/Spanish, the LENS is then administered after the questionnaire. The initial SIFE status is determined within 30 days of registration and the final status is determined within their first year.

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).

SIFE (Students with Interrupted/Inconsistent Formal Education) status is determined within 12 months of enrollment. However, Initial determination will be made within 30 days of enrollment, which can be modified up to 12 months of initial enrollment. As the ENL teacher completes the HLIS with the parent or guardian, the teacher will then notice the number of years the child was in school. If it is the case that the child has received 2 years less education than they should have at their age-appropriate grade level, then it is apparent they they may need to undergo the following process. The following assessments are used to identify SIFE students: LENS (Literacy Evaluation for Newcomer SIFE), SIFE questionnaires and student work.

LENS is used to diagnose what literacy and mathematics skills SIFE students bring with them to their schooling in New York City. LENS is a tool to be used with the SIFE Oral Interview Questionnaires to determine if a new arrival ELL is SIFE. Before using LENS, the Oral Interview Questionnaires should be completed to determine the quality of the previous education.

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).

- a. Identification process for students with IEPs must be based on the determination of Language Proficiency Team (LPT). The LPT in our school is comprised of: Assistant Principal, ENL teacher, Special Education Teacher, and student’s parent or guardian.

- b. A qualified interpreter or translator of the language or mode of communication parent or guardian best understands, must be present at each meeting of LPT. These procedures must be used for initial entry or reentry after 2 years. The LPT should determine whether the student should take the NYSITELL. The LPT should consider the evidence of the student’s English language development, including but not limited to the following:

- c. 1. Administering the Home Language Identification Survey which includes an interview with both the parent and the student in English and the home language; the student’s history of language use in the school or home or community; the result of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which include assessment administered in the student’s home language; information provided by the Committee on Special Education (CSE) as to whether the student’s disability

is the determinant factor affecting whether the student can demonstrate proficiency in English.

d. 2. Based on the evidence, the LPT must make a determination as to whether the student may have the second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student does not have English language acquisition needs and should not take NYSITELL, the recommendation is sent to the principal for review.

e. If the principal accepts the recommendation, it is sent to the superintendent for a final decision. The parent or guardian must be notified within 3 school days of the decision in the parent's guardian's preferred language.

f. The superintendent has 10 days to reject or accept the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 calendar days to administer the NYSITELL and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form must be completed and placed in the student's cumulative folder.

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 the administration of the NYSITELL, the completed grids are scanned into ATS later that day. The results are immediately available, and the student's status is then determined based on those results. Once the final determination is revealed by the ATS report, the ENL teachers write up the corresponding letters for each student. Copies are made of each letter and kept on file in the ENL cabinet. The original copy is then sent to the parents the same day.

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).

Our school informs parents of ELLs through Entitlement letters translated in 10 majors languages: Arabic, Bengali, Chinese, French, Haitian-Creole, Korean, Russian, Spanish, and Urdu. This letter informs the parents that they have the right to appeal their child's ELL status within 45 days of enrollment. In addition to this, our school uses Over-the-phone translation and interpretation services as well as our own multi-lingual staff members to inform parents about their right to appeal within 45 days of their hild's enrollment.

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.

a. When a new ELL enrolls in our school, we notify parents within 5 school days of the student's enrollment of their child's eligibility for ELL services regardless the time of year. Parents are provided information about program selection through parent orientations(in the parents preferred languages). During parent orientation, parents are informed of the 3 instructional models available in New York City: 1. Dual Language(DL) 2.Transitional Bilingual Education(TBE) 3.Freestanding English as a New Language(ENL), and they are also informed about their rights if their preferred instructional model is not in the school.

b. Parents can view the Parent Orientation Video, which explains the three program options available in 13 languages. Attendance records, staff members present at the orientation, and languages used other than English is recorded. After parents are informed of all three program models at the parent orientation, they are provided with a Parent Survey and Program Selection Form (in the parents preferred language), where parents can indicate their program choice.

c. The parent must return the completed and signed form within five school calendar days. If the parent does not return the form within 5 calendar days, the student will be placed in ENL, though their default choice will be indicated as TBE. We document and include attempts to gather initial parent preference; Documentation maintains in the school's ENL file.

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

After parents are informed of all three program models at parent orientation schools must provide parents with Parent Survey and Program Selection Form (in the parent's preferred language) where parents can make their choice. The parent must complete and sign the form within 5 school calendar days. If the parent does not return the form within the 5 school calendar days, then the child must be placed in a Bilingual Program, if there is one. Otherwise, the student is placed in ENL. Our school documents and includes attempts to gather initial Parent Selection Preference. Documentation is kept in the ENL file cabinet.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Our ENL teachers make every effort to maintain close contact with ELLs' parents, from administering the HLIS, to informing them of their child's eligibility for ENL services, to collecting the forms that indicate the parent's program choice for their child. Throughout the year, parents are informed in a number of ways, including parent workshops and meetings, one-on-one meetings, phone conversations, and through mail.

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

Our school ensures that placement parent notification letters are distributed within 5 school days of ELL determination using the NYCDOE standard parent notification letters in the parent's preferred language. The ENL teachers distribute letters to classroom teachers, who have the students put the letters into their folders to be brought home. The letter has the telephone number of the contact person in case there is a question about the child's placement in the parent's preferred program.

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

Our school refers to all applicable laws and regulations pertaining to the retention of records, included but not limited to Chancellor's Regulation A-820 and the Family Education Rights and Privacy Act (FERPA).

All critical ELL documentation is dated and signed for each child by one of the two the ENL staff members. These documents are: Home Language Identification Surveys, Parent Choice and Program Selection Forms, Placement/Non-Placement letters, Continued Entitlement/Non-entitlement letters, Language Proficiency Team NYSITELL Determination Forms. For the 2015-16 school year, we are planning to create an electronic folder through scanning. Original documents are placed in the students' cumulative folders.

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.

There are several steps involved to administer all sections of the NYSESLAT. The school will obtain RLER report and RLAT reports before the test administration to make sure all the test eligible students take NYSESLAT. Two weeks before the NYSESLAT, ENL teachers send out letters notifying parents about the NYSESLAT with a parent guide about the NYSESLAT and example questions. Our school chooses its own test day within the test administration time period. An orientation session is scheduled for the test administrators. ELLs are informed about the NYSESLAT a few days before its administration. Test notifications are sent to the ELLs' parents. SWDs are provided with testing accommodations. The speaking section is individually administered to students and scored in locations separate from other students by a disinterested teacher. Our school follows subtest administration sequence suggested by the department. All three sessions consist of: first, a listening section, second, a reading section, and last, a writing prompt.

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

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Our school sends Continued Entitlement Letters to parents of students who continue to be entitled for ELL services based on the New York State English as a Second Language Achievement Test (NYSESLAT). Letters are sent to parents before the beginning of the school year no later than September 15 of the school year in which student continues to be entitled. Letters are sent in the preferred language of the parent. Furthermore, in the 2015-16 SY, transitional support parent notification letters will inform parents of the students on the commanding level that their children will still get 90 minutes of ENL/ELA or other content area support.

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).

a. P.S. 197 provides parents of newly enrolled ELLs with information on the different ELL programs that are available. Our school couples parents' choice with program availability, which determines program placement for ELLs. Based off of our ELLs' parents' input, our ENL department makes recommendations that would help each parent and child. In addition, our school continuously monitors whether or not our program meets parents' needs as indicated on these forms. Parents cannot withdraw their children from ENL services if they are eligible to receive them.

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

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

d. If a parent's choice is not currently available in the school, our school informs the parent that their choice is not available at the school, and the parent is provided with the following two options: 1. keep their child enrolled at the current school in an available program, if the parent chooses this option; 2. Transfer their child to a different school where the parent's choice is currently available by contacting the OELL. Our school honors and main

e. While the school awaits the transfer, the child is temporarily placed in an ESL program available at school, until the transfer is completed.

f. Once the child's program has been determined, our school sends parent a placement letter indicating the program in which their child has been placed.

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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.

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

Not applicable.
 - c. DL program. *If applicable.*

Not applicable.
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 school will ensure the mandated number of instructional minutes is provided according to proficiency level in each program model. Based on the number of ELLs on each level, our school will calculate ENL teacher need using the metric posted on DOE's website and adjust the hiring practices to meet all mandates while providing students with a high quality educational program that addresses our students' academic and linguistic needs. Beginning September 2015, there are 5 proficiency levels for ELLs based on the NYSITELL and NYSESLAT. CR Part 54-2 provides the chart how to breakdown total number of minutes in ENL. Entering students will receive 360 minutes; 180 minutes will be standalone ENL and remaining 180 minutes will be integrated ENL/ELA. Emerging students 180 minutes integrated ENL/ELA, 90 minutes Standalone ENL, 90 minutes are flexible standalone ENL or integrated. Transitioning students have 90 minutes mandated integrated ENL/ELA and another 90 minutes are flexible. Advanced ones are getting 180 minutes integrated ENL and Commanding ones are getting 90 minutes of integrated ENL. ENL teachers will create a schedule; Copies of the schedules will be provided to the teachers and administrators, and will be posted on the classroom doors.
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.

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

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

Content area instruction is provided to all ELLs. The students are grouped according to their English language proficiency level, language development, and academic needs to address their weaknesses and strengths effectively. The instructional approach used to teach literacy to ELLs is based on Balanced Literacy which means developing literacy skills by incorporating a number of activities, including read-alouds, shared reading, guided reading, independent reading, interactive reading, phonics, spelling, shared writing, guided writing, modeled writing, interactive writing, and independent writing. ENL strategies are used to provide

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

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

ELLs are evaluated only in English; they are not evaluated in their native language because the school provides only the Freestanding ENL program at this time. However, our ELLs are provided native language support via our bilingual and trilingual staff, mainly in Spanish and Russian. The school library has a collection of books for ELLs both in English and their native languages. Students are taught to use glossaries, bilingual dictionaries, and technology to enhance their independent learning.

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

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

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

a. SIFE

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

b. Newcomer

. Newcomers receive the most support out of all the students. Instruction is designed based off of the diagnostic tools such as AMAO, the previous year's NYSESLAT, the NYSITELL, and TC assessments. Newcomers receive the highest level of scaffolding. Vocabulary words are introduced strategically based on importance to the text. Then, grammatical structures are covered through the texts. Newcomers are assessed formally and informally throughout the year. Targets are adjusted accordingly based on instructional need. Newcomers receive interpretation services for non-ELA tests for the first two years upon entry. These students often work with a partner to improve their oral communication skills. Games, pictures, manipulatives, modelling, songs, and videos are all great realia to get ELLs to make connections with language and the meaning.

c. Developing

. Most ELLs test out of ENL after 3 years, but for students that receive services for 4-6 years are given concentrated instruction in content areas and advanced reading and writing skills. ELLs that do not test out of ENL after 3 years, sometimes lack academic skills such as focusing, self-help strategies, and independence. These skills keep the student from performing well in both ENL class, on tests, and in their mainstream class. In these cases, the classroom teachers seek RtI for these ELLs before they are possibly referred for Special Education evaluation. ENL teachers use content area materials -- that are on grade level -- and adapt them to this subgroup. Some of our ELLs come from families that travel back to their home countries on a regular basis. This can set back the children's language acquisition process when they return to New York. Additionally, our Advanced ELLs often need extra attention with the skills of retelling, inferencing, providing details, using context clues, and critically reading informational texts. Teaching these students to read as writers and write as readers is key. Learning to write expressively for their own personal enjoyment is a strategy to have these students write with more interest and passion.

d. Long Term

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

e. Former ELLs

. All subgroups of ELLs have certain common needs that must be addressed, including those who recently tested out. Former ELLs receive accommodations and 2 years of integrated ENL services after they score as Commanding Level. Former ELLs receive time and a half for the NY Common Core ELA and Math tests for the next two years after they tested as proficient, as well as bilingual glossaries/dictionaries. In many cases, the former ELLs may be less proficient in their reading and writing skills than their mainstream classmates. Classroom teachers will notice if the reading and writing support is necessary and will put them in the respective reading or writing small groups. Former ELLs still need to expand their vocabulary, practice and experiment with using a variety of complex sentence structures, and use complex literacy skills to approach native-like language development. The Common Core Learning Standards guide the teachers in the former ELLs achievement. When former ELLs fulfill these standards, they are on par with their native-speaking peers. se to questions here:

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.

Between six to twelve months (from the date of the superintendent's notification to the principal, parent/guardian, and/or student), the principal reviews the re-identification process decision. She also consults with qualified staff members in our school, the student's parent/guardian, and the student. If she believes the determination of the identification process may have been negatively affected by the determination, she must then provide additional support services to the student as defined in CRP 154-2.3(j). The principal can reverse the determination within this 6-12 month time period. If she decides this is in the best interest of the child, she must consult with the superintendent or another designee. This final decision must be in writing to the parent, guardian, or the student in their preferred language within 10 school calendar days.

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?

Particular consideration is given to identifying students in need of improvement and students with special needs. An Individual Education Plan (IEP) is in place for all Special Education ELL students. instruction is organized around task and learning groups. All teachers who serve Special Education ELLs have the required qualifications and language competences. At P.S. 197, we serve 16 ELLs who are also students with disabilities (SWDs), 3 of them receiving ENL services for 4-6 years and the remaining 16 are receiving 0-3 years. All ELL-SWDs use grade-level materials to provide access to academic content areas and accelerate English language development. The grade and the instructional goals are indicated in the Individual Education Plan (IEP) of every ELL-SWD. The instructional strategies are similar to those used for general education students. Scaffolding is one of the ways to meet their needs.

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?

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

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	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 Individually Certified Teachers (Co-teaching) 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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 Individually Certified Teachers (Co-teaching) 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.

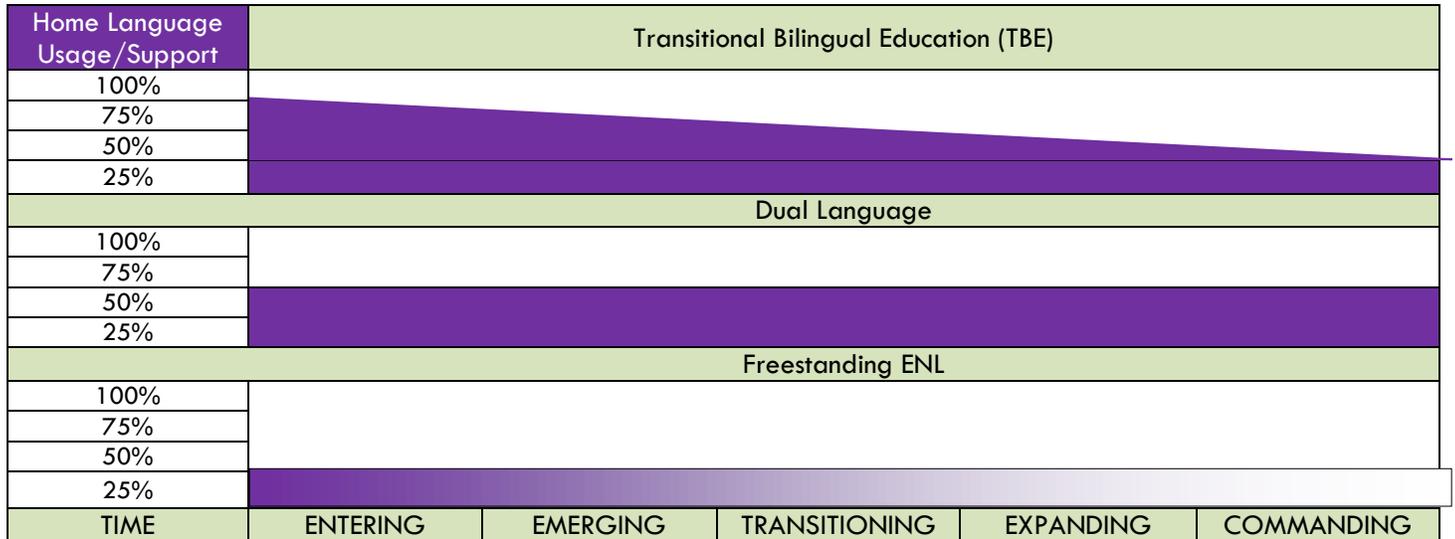


*Note “other approved services” does not apply to New York City at this time.

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. The two ENL teachers have split the students so that one teacher is teaching the Kindergarten and first grade students, and the other teacher is teaching grades 3 through 5. Then they both share the 2nd grade. This way, they have approximately the same number of students and service units in total. From there, the two ENL teachers use a combination of stand alone and integrated classes to satisfy all required instructional time. All classroom teachers' schedules were gathered and coordinated so that an appropriate schedule could be made to see all children at times that would not interfere with their content area classes. The ENL instruction is delivered through small group instruction with a focus on English language objectives, while emphasizing reading and writing strategies. Several classes are usually served during the day. The number of ENL instructional units that a student receives is regulated by New York State CR Part 154 regulations and determined by student English proficiency levels as per the NYSITELL and / or NYSESLAT scores. Entering and Emerging ELLs are mandated to receive 360 minutes of ENL instruction per week; transitioning and expanding students are mandated to get 180 minutes of ENL instruction per week, and commanding ELLs are mandated to receive 90 minutes per week for 2 years after exiting or scoring out with a passing NYSESLAT score; all ELLs are mandated to receive 180 minutes of ELA instruction per week.
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 ELL population represents 28% of the students at P.S. 197. Mainstream classes are heterogeneously grouped in grade level configurations and ESL instruction is delivered through a combination Stand Alone and Integrated Instructional model. ELLs are taught English with 25% native language support. ENL students spend the entire school day in an English-speaking classroom supplemented by English-focused instruction in a small group or with a partner. The ENL teacher plans with the mainstream teacher to ensure content alignment. When P.S. 197 has SIFE students, the program targets early literacy skills, and the development of oral language proficiency. The alphabet and phonetic skills are taught first. A great deal of emphasis will be placed on listening and speaking so that the student will understand the basic sounds of English. For newcomers, instructional materials that support the learning of ELLs are those materials that are rich in visual, maps, and include content from a multicultural world, and focus on English language development. Teachers use of realia to demonstrate and explain. Language acquisition instruction is linked to content instruction in Social Studies, Science, and Math and includes the use of illustrated word walls. Native speakers, literate in their home language, use bilingual dictionaries and monolingual picture dictionaries. For students who have been in ENL services for 4-6 years, heavy reinforcement of reading and writing skills is constantly emphasized. These ELLs are usual first generation Americans who speak English and they're home language at home, but their literacy skills require more focused attention. Programs have been developed to improve their understanding of idiomatic phrases and other English expressions, which may not come naturally to them. This is also developed through content area instruction and via articulation with the mainstream teacher. ELLs with disabilities receive differentiated instruction that follows the Common Core State Standards developed for English Language Arts, including English Language Learners. To assist ELLs in meeting high academic standards in order to become proficient and literate in English, emphasis is placed on instructional environments that are language rich and require students to both understand spoken and written words and be able to express that understanding orally and in writing. Vocabulary learning takes place through meaningful participation in the content areas. Support services specifically target explicit literacy instruction across all content areas. Typically, these students perform below grade level in reading and writing, and as a result, struggle in all content areas that require literacy. These students have different needs from those of newly arrived ELLs and as such they need to be in a separate group from the newcomers. Long-term ELLs with disabilities need to focus on literacy in English rather than on the development of oral language. Content -- such as math, science, and social studies -- that focus simultaneously on content and literacy learning. ENL instruction addresses four modalities: listening, speaking, reading, and writing. ENL lessons incorporate essential elements of the Balanced Literacy Model. ENL instruction promotes phonemic awareness, coding, and decoding skills using multi-sensory activities of the Wilson Reading and Writing System. ENL lessons are focused on learning and expanding English language vocabulary, including content area instruction and vocabulary, and develop listening, reading, and writing skills. Special attention is given to promoting higher order thinking skills. Big books and student books published by Prentice Hall Regents ENL, ENL student and activity books by Scott Foresman, Addison-Wesley' Reading Program, nonfiction and fiction series, Amazing English, an integrated ENL Curriculum, and other materials are used in ENL lessons. ENL teachers plan in collaboration with mainstream teachers providing scaffolding instruction for their ELLs. Teachers scaffold academic language and complex content to support students' participation in content areas. Math instruction for ELLs is focused on enhancing math terminology and reasoning while solving problems and interpreting tables and graphs. ELA instruction promotes reading accuracy and fluency, reading comprehension, and writing skills.
12. What new programs or improvements will be considered for the upcoming school year?

P.S. 197 is starting two new programs this year, which were received through grants. The first one is an international dance program, beginning this coming January, specifically designated for our ELLs. This dance program allows the ELLs to bring a family member with them to learn the art of dancing. The second one will also begin early 2016. This program will be an art program, which our ELLs have equal access to.

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

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

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

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.

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

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Required services and support correspond to ELLs' ages and grade levels. This is accomplished through continual articulation with classroom teachers. Books are leveled A through Z and they are available between the two ENL classrooms. The ENL teachers are aware of student levels and use material accordingly. The mainstream teacher, speech therapist, and RtI teacher is aware of their levels and appropriate materials are used. This includes students who are at the third grade reading and writing levels but are in the fifth grade because of their age.

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).

Before registration, our parent coordinator happily guides the parents or guardians through the schools for a tour of where their child will go for each subject and grade level. Our parent coordinator is able to give this tour both in English and in Russian, for our large Russian speaking population.

19. What language electives are offered to ELLs?

There are no language electives offered at this elementary school.

20. For schools with dual language programs:

- a. 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.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable

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.)
Our ENL personnel includes two K-12 ESL-certified teachers. They participate in meetings and workshops offered by the Office of ELLs. Workshops are conducted during the school year in the areas of literacy, math, science, and ENL. These are conducted by our ENL teachers, literacy coach, principal, and assistant principal.

The Professional Development time that we are provided with on Mondays is used for teachers to turnkey PDs they have been to, unit plan for grade levels, collaborate with vertical teams based on subject, and provide various PDs to teachers based on common struggles in the classroom.

Our Professional Development Committee commenced this school year. This committee is comprised of eight of our staff members, including classroom teachers, special education teachers, specialists, and cluster teachers. This committee has initiated a PD cycle schedule. Each cycle is 2 Mondays long. All staff, including classroom teachers, cluster teachers, specialists, and paraprofessionals, are all given a choice of at least 3 PD topics. Our first 3 cycles had the options of ENL, Exemplars in the Math Curriculum, Smartboard Training, and Behavior Management. These options were elected for the first round of cycles based off a survey that was filled out by the staff. Once the cycle are over, feedback is collected, which will then affect what will be selected for the next round of PDs. There is also designated Mondays for vertical teams, which are reading, writing, math, science, and social studies. Every PD aims to find common issues, and find a way to solve each issue related to that topic of subject matter.

Date	PD
Monday, November 23rd	Cycle 1 Part 1 of:
	• Smartboard Training
	• Exemplars
	• ENL Make-and-take
	• Behavior Management

Monday, November 30th	Vertical Teams
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Monday, December 7th	Cycle 1 Part 2 of:
	• Smartboard Training
	• Exemplars
	• ENL Make-and-take
	• Behavior Management

Monday, December 14th	Cycle 2 Part 1 of:
	• Smartboard Training
	• ENL - Language Progression
	• Behavior Management

Monday, December 21st	Cycle 2 Part 2 of:
	• Smartboard Training
	• ENL - supporting ELLs in Go Math! Program
	• Behavior Management

Monday, January 4th	Cycle 3 Part 1 of:
	• Smartboard Training
	• ENL Make-and-take
	• Behavior Management

Monday, January 11th	Cycle 3 Part 2 of:
	• Smartboard Training
	• ENL Make-and-take
	• Behavior Management

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?

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

At P.S. 197, the entire staff team has faculty conferences about once a month where CCLS and Framework for Great Schools are discussed and explored to further support all students, including ELLs.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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

4. 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.

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

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?

Throughout the school year, the ENL teachers make arrangements to meet with parents via letters, phone calls, and in person in order to discuss our short term and long term goals for the child. NYSESLAT scores are discussed with the parents, and we answer any questions they may have about what the results mean for their child. This involves their language proficiency and what they will need to achieve in order to progress to the next levels of language proficiency. We also discuss what we will do with them throughout the year, what their glows and grows are, and what will be expected of them for formative assessments in all their subject areas, including ENL.

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.

P.S. 197 will individually meet with parents of English Language Learners at least once a year, in addition to parent-teacher conferences, initial parent orientation, quarterly progress meetings, or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
- P.S. 197 has not yet created a partnership with any CBOs, but is looking into how we can incorporate potential partnerships into our community's fabric to benefit our students and their parents.

5. How do you evaluate the needs of the parents?

Interviews, meetings, and telephone calls reveal different needs for our non-English speaking parents. Our school continues to build strong relationships with our students' parents best support the children's academic and social progress, the implications of the new increased expectations in order to ensure the success of our students academically, socially, emotionally, and prepare them for college and careers. Our school website, School Messenger, school-wide e-mails and parent letters also serve to foster effective communication to families.

6. How do your parental involvement activities address the needs of the parents?

School staff and teachers of ELLs regularly meet with the parents of ELLs to discuss their needs and concerns. The information for all school and city events is distributed in English and in the native languages of the parents of ELLs. Our parent coordinator, classroom teachers, and teachers of ELLs reach out to our ELL parents. Translation services are provided.

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: **Kings Highway Academy**

School DBN: **22K197**

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)
Rosemarie B. Nicoletti	Principal		12/16/15
Serenity Saint Jean	Assistant Principal		12/16/15
Danielle Hamilton	Parent Coordinator		12/16/15
Leila Reyes	ENL/Bilingual Teacher		12/16/15
Rochon Evertz	Parent		12/16/15
Amanda Roman ENL	Teacher/Subject Area		12/16/15
	Teacher/Subject Area		
	Coach		
Tracy Atlas	Coach		12/16/15
	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
Miriam Klein	Other <u>OT Specialist</u>		12/16/15
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **22k197**

School Name: **PS 197 Kings Highway Academy**

Superintendent: **Ms. 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.learnndoe.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.

To assess language preference of our school's parent community for both written and oral communication, the Language Access Coordinator (LAC) tracks the language preferences of all parents in the school community. Written and oral language preference data is collected via the following forms:

1. Student Registration Form-completed by the school at the initial admissions
2. Part III of the Home Language Identification Survey (HLIS)-completed by all parents at the initial enrollment of their children at school.
3. Emergency Contact Card (Blue Card) - completed by all parents at the beginning of every school year.

Our school also uses a School Level Adult Preferred Language Report(RAPL). Parents' preferred languages for communication gets updated throughout the year as a new student enrolls at our school.

To update parent's preferred language by individual students our Language Access Coordinator uses the Update Parent/Adult Info (PARU) screen in ATS. As for updating parent's preferred language by grade level or official class, our school uses the Update Parent's Languages (UPPG) screen in ATS. Throughout the year, our Language Access Coordinator regularly generates and reviews up-to-date ATS reports which indicate preferred languages for parents in our school community.

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.

There are the following preferred languages for both written and oral communication: Russian-150, Spanish-66, Arabic-8, Urdu-13, Bengali-6, Chinese-3, Tamil-1, Ukrainian-13, Turkish-2, Albanian-2,

Punjabi-1, Georgian-10, Hebrew-1, Hungarian-, Polish-1, Persian-1, Serbo-Croatian-1, Turkman-1.

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.)

Every year our school disseminates the documents that contain critical information about educational programs and services. Annual handbooks are given in the beginning of the year. Translated Parent-Teacher Conference announcements are provided for the parents 4 times a year two weeks before the PT Conference dates. After-school program information and dates, New York State Testing dates are distributed a few weeks before the assigned dates. For example, based on the 2015-2016 Annual Assessment calendar, information about 2015-16 New York State Mathematics test will be sent to the parents in their preferred languages in the beginning of April 2016. Information about NYSESLAT and ELA test will be sent to the parents by the end of March 2016. In May 2016, parents will get the information about New York State Science Performance and Written Tests. General overview of the student curriculum, letters from the school leadership are disseminated as needed throughout the year.

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.

Our school will have formal face-to-face interaction with parents throughout the year. Four times a year our school staff will meet with the parents during parent-teacher conferences. Initial Parent Orientation with the parents of the newly enrolled ELLs will be conducted by the ENL teachers in the parents preferred languages of communication. In addition to already existing meetings, ELL teachers will have face-to-face meetings with the parents of ELLs to discuss their language development or any other issues pertaining ELLs' language development. When needed, parents will have face-to-face meetings with teachers, guidance counselors, social workers, psychologist, or administrators to discuss their children's attendance, promotion, behavior, emotional or social issues.

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.

The DOE produces numerous documents that contain critical information about educational programs and services which are distributed or made available to all parents. Our school can access these critical documents on the intranet at <http://intranet.nycboe.net/SchoolSupport/TranslatedDocs>. These documents are translated by DOE's T&I Unit in the covered languages. Our school informs parents how to access critical documents that are already translated on the DOE's website at <http://schools.nyc.gov>. To ensure timely provision of translated documents not produced by the DOE to the parents, written translation services identified in part A will be provided to the parents by our school staff in Russian, Spanish, Chinese, Arabic, Haitian Creole, Ukrainian, Georgian, Albanian, Urdu. Bilingual staff will be paid per session for translating documents outside regular working hours at their regular contracted rate through different funding available to school.

If our school's language resources cannot meet the translation needs, our Language Access Coordinator is aware of the procedures: 1. complete a Translation Request Form, 2. e-mail the completed form and documents to be translated to translations@schools.nyc.gov 3. A DOE T&I staff member will confirm receipt and advise the school of the completion date.

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.

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

During Parent - Teacher conferences bilingual paraprofessionals and parent volunteers are asked to help with the translation. Sometimes parents choose their relatives or neighbors for help and we honor their choice. As for IEP or promotion meetings, bilingual staff is informed beforehand about the upcoming meeting and about the content to be covered at the meeting. Oral interpretation is also provided over the phone, if the parent is busy and cannot meet the teacher at school. Our school staff is familiar with the DOE's Over-the phone interpretation services provided in more than 200 languages. A sample I Speak Card is distributed to limited-English proficient parents, which enables them to identify their language of preference when visiting our school building.

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.)

Our school ensures that all staff members are aware of how to use translation services and the over-the-phone interpretation services. They get a letter twice a year via email from the Language Access Coordinator reminding them of their responsibilities to communicate with ELL parents and what resources are available for them to do so. (Language Access Handbook For Schools-Appendix G). Our staff gets a PD about guidelines for working with interpreters such as: to brief the interpreter, speak directly to the parent, speak naturally and ask if the parent understands and so forth (Appendix D -

Guidelines for Working with Interpreters).

The DOE's T&I Unit provides information about the free Over-the-phone interpretation services in over 200 languages. Language access coordinator makes multiple copies and distributes the Language Identification Guides to office staff and trains office staff how to determine the language spoken by the parent using the guide. Over-the-phone cards are distributed to school safety agents as well.

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

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

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

Our school will post signs in the conspicuous location at or near the primary entrance in five covered languages needed in our school, Russian, Spanish, Urdu, Arabic, Chinese, indicating the availability of interpretation service. Our school staff is familiar with the Over-the-phone interpretation services.

Language Identification Cards are displayed at every entry point of the school. This card facilitates the language identification process by instructing LEP parents to identify the language from a list of translated instructions.

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

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)

To gather feedback from parents on the quality and availability of services, Translation and Interpretation Unit website provides families with different options. Letters on the website in 9 languages inform them about the services available at school. Parents can use the telephone number on the letter to share their opinions about the translation service at school. Furthermore, on the same website parents can click on online feedback form and send a confidential message to the chancellor.