

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (*i.e.* 01M001):

06M192

School Name:

P.S. 192 JACOB H. SCHIFF

Principal:

SUSAN RIVERA

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Jacob H. Schiff P.S. 192 School Number (DBN): 06M192
Grades Served: Pk – 5th
School Address: 500 W. 138th Street, NYC, NY 10033
Phone Number: 212-281-8395 Fax: 212-862-7129
School Contact Person: Susan Rivera Email Address: SRivera32@schools.nyc.gov
Principal: Mrs. Susan Rivera
UFT Chapter Leader: Mr. Hector George
Parents' Association President: Ms. Melissa Guichardo
SLT Chairperson: Ms. Lilian Perez
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s): N/A

District Information

District: 06 Superintendent: Mr. Manuel Ramirez
Superintendent's Office Address: 4360 Broadway, Room 419, NYC, NY 10027
Superintendent's Email Address: MRamire4@schools.nyc.gov
Phone Number: 917-521-3757 Fax: 917-521-3797

Borough Field Support Center (BFSC)

BFSC: Manhattan Field Support Center Director: Ms. Yuet Chu
Director's Office Address: 333 7th Avenue, NYC, NY 10001

YChu@schools.nyc.gov

Director's Email Address:

917-705-5856

212-356-7546

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)
Susan Rivera	*Principal or Designee	
Hector George	*UFT Chapter Leader or Designee	
Melissa Guichardo	*PA/PTA President or Designated Co-President	
Maria Ramos	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Jennifer Hoyt	Member/ Teacher	
Lilian Perez	Member/ Teacher	
Mayra Romero	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Amada Chavez	Member/ Parent	
Ana Veras	Member/ Parent	
Maricela Vasquez	Member/ Parent	
Yini Martinez	Member/ Parent	
	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.

PS 192 is a PK – 5th grade school with approximately 322 students. Our school is located in the Hamilton Heights section of Manhattan. The school population is comprised of 5% African-American, 93% Hispanics, 1% Whites, and 1% of other ethnicities. The student body includes 29% English Language Learners and 15% Student With Disabilities. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rates so far this school year is 92%. Our school's mission statement stipulates, "**At PS 192 we provide an inclusive, cooperative, and resourceful atmosphere that will meet the continuing social, emotional, behavioral, and academic development of all students. Where all children are respected and engaged in challenging curricula which motivates them to realize their potential as active life-long learners .**" **The school has several partnerships** to support our quest in developing the whole child, some of the partnerships are as follows: St Luke's Hospital full service health providers which services grades pre-K-5; Mission Society after-school program servicing grades K-5; Reading Partners intervention reading program servicing grades K-5; Doing Arts Together arts integration program servicing grade 4 and 5; Accelerated Reader reading intervention program servicing grades 2-5; Horticultural Society eatable garden science project; and Cook Shop grades K-2 students and parents healthy cooking program. The school has several intervention initiatives to support our students with achieving academic proficiency, which include: Raz Kids- grades 3-5 reading intervention program; I-Ready- grades 3-5 adaptive computerized literacy and mathematics instructional program; CAFÉ: Comprehension Accuracy Fluency and Expanding Vocabulary- grades Pre-K-5 explicit ELA strategies teaching tool; GRAIR: Guided Reading and Independent Reading Program-Grades K-5; Number Talk –intervention program to build mathematical language skills through discussion; and SOLVE step by step problem solving strategy in grades K-5. The key area of focus for the school is assessment with actionable feedback. The school will examine and utilize both formative and summative assessments throughout the school year to drive instructional practices and provide actionable feedback to students.

06M192 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	317	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	91.2%	% Attendance Rate		91.9%
% Free Lunch	90.7%	% Reduced Lunch		4.8%
% Limited English Proficient	32.3%	% Students with Disabilities		17.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		5.9%
% Hispanic or Latino	92.4%	% Asian or Native Hawaiian/Pacific Islander		0.6%
% White	1.1%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.77	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		3.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.88
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	13.1%	Mathematics Performance at levels 3 & 4		17.4%
Science Performance at levels 3 & 4 (4th Grade)	69.7%	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		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	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	NO	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	NO			
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.

The school’s most current Elementary School Quality Snapshot (2013-2014) indicates that in the area of Student Progress:

Improvement on the State English test for All Students was rated “Good.”

Improvement on the State English test for Lowest Performing Students was rated “Fair.”

Improvement on the State Math test for All Students was rated “Poor.”

Improvement on the State Math test for Lowest Performing Students was rated “Good.”

The school’s most current Elementary School Quality Snapshot (2013-2014) indicates that in the area of Student Achievement:

13% met State standards on the State English test. The City average was 30% and the District average was 18%.

17% met State standards on the State Math test. The City average was 39% and the District average was 26%.

The school’s most current Elementary School Quality Snapshot (2013-2014) indicates that in the area of Closing the Achievement Gap:

Improvement by student groups on the State English test, compared to other students who scored at the same level last year:

English Language Learners scored “Good.”

Students with Special Needs scored “Good.”

Lowest Performing Students scored “Fair.”

Improvement by student groups on the State Math test, compared to other students who scored at the same level last year:

English Language Learners scored “Fair.”

Students with Special Needs scored “Excellent.”

Lowest Performing Students scored “Good.”

Movement of students with special needs to less restrictive environments was rated “Good.”

Many sources (i.e., Quality Review, School Quality Snapshot, Measures of Leadership Practice, NYS School Report Card, etc.) have cited that the school curriculum is well aligned to the CCLS and provides standards-based learning. Our priority this school year, is to strengthen teacher practice so teachers can intellectually engage students in learning activities that promote student thinking. In addition, we will ensure that students use rubrics/checklists as self-assessment or self-monitoring tool to guide them in producing quality and accurate work.

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, 80% of the students in grades 3-5 will show a 5% increase in their ability to solve number sense and operation problems aligned to the Common Core Learning Standards (CCLS), as measured by the NYS Math Test administered in April 2016.

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>To maintain rigor and coherence that aligned with CCLS and instructional shifts, the school curriculum vertical planning teams will meet twice a month for two hours to discuss impact and refinements of our curricula.</p>	<p>Teachers, instructional coaches, and administrators</p>	<p>September 28,2015 to June 17, 2016</p>	<p>Through the inquiry process, each team will be responsible to make low inference classroom observations to monitor implementation of classroom/instructional systems. The Instructional Leadership Team will make refinement decisions</p>

Teacher teams will meet weekly to discuss units of study, lesson plans, analyze student work using research based protocols to monitor impact of curriculum, pedagogy, and assessment.	Teachers, instructional coaches, and administrators	September 14, 2015 to June 17, 2016	Teachers are expected to implement curriculum. Supervisors will ensure effective implementation through informal and formal observations and feedback.
Three Act Tasks, Formative Instructional Practices and Number Talks strategies will be incorporated in teachers' lesson planning and implementation to provide multiple entry points, scaffolds, and extensions in representation of learning; action/expression of learning; and engagement.	Teachers, and teaching artists	September 28, 2015 to June 17, 2016	Administration and coaches will oversee the program.
On-going professional development will be offered and facilitated by teachers to ensure that teachers are proficient in using Datacation (SKEDULA) or data recordkeeping and to create comprehensive reports.	Teachers, instructional coaches	September 8, 2015 to June 26, 2016	Administration, Coaches, Consultant

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.											
To ensure the implementation of the above mentioned action plan, we will need the expertise and service of classroom teachers, instructional coaches, administrators, and partners. We will use our school budget to purchase instructional supplies and programs such as Math IXL, I-Ready and Imagine Learning. Additionally, we will continue to use flexible programming to provide common planning time for teachers to work collaboratively within teacher teams.											
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		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
• By February 2016, the mid-line Ed. Performance Mathematics assessment result will demonstrate the progress our grades 3 – 5 students towards meeting our NYS Mathematics exam goal.
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.

The latest Quality Review (October 2014) cited that in the Quality Indicator of 1.1 the school has a rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards. The findings revealed that our Curriculum was Proficient and an Area of Celebration. Although, our development of curriculum was rated proficient (source: QR and MOLP), our priority this school year, is to strengthen teacher practice so teachers can intellectually engage students in learning activities that promote student thinking. In addition, we will ensure that students use rubrics/checklists as self-assessment or self-monitoring tool to guide them in producing quality and accurate work.

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, 100% of teachers will develop and implement a coherent set of beliefs about how students learn best that is aligned to the instructional shifts, the CCLS and the Danielson Framework. As evidenced by Quality Review feedback indicator 1.2

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>Supervisors will expect and emphasize the best pedagogical practices of the school's <u>Coherent Set of Beliefs About How Students Learn Best</u> , in alignment with the Danielson <u>Framework For Teaching</u> in all professional conversations (Pre and Post Observation Conferences) and Teacher Observations (Formal and Informal), and feedback to teachers after all observations .</p>	<p>All Teachers</p>	<p>September 8, 2015 – June 3, 2016</p>	<p>Administration</p>
<p>Teachers will implement coherent Common Core Learning Standards-aligned instruction, including multiple entry points of access for all students to achieve targeted goals</p>	<p>All Teachers</p>	<p>September 8, 2015 – June 17, 2016</p>	<p>All Teachers, Supervisors, Coaches and Consultants</p>
<p>Café and Universal Design for Learning SIOP strategies will be incorporated in teachers' lesson planning and implementation to provide multiple entry points, scaffolds, and extensions in representation of learning; action/expression of learning; and engagement</p>	<p>All Teachers</p>	<p>September 8, 2015, June 28, 2016</p>	<p>All Teachers, Supervisors, Coaches and Consultants</p>
<p>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</p> <p>Maintain a Parent Coordinator, Guidance Counselors and Social Worker to serve as a liaison between the school and families. The Parent Coordinator and Guidance Counselors will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.</p>	<p>All teachers, parents/guardians, guidance counselors, social worker</p>	<p>September 8, 2015 – June 28, 2016</p>	<p>All Teachers, Administrator, Parent Coordinator</p>

<p>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.</p> <p>Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the PS 192's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact.</p> <p>School Leadership Team meetings scheduled in consideration of parents' needs.</p> <p>Provide all relevant school data and information to empower parents to be actively engaged in meaningful ways.</p> <p>Plan and implement Family Nights throughout the year</p> <p>Repurposed Professional Time on Tuesdays is dedicated to Parent Engagement activities, including increased and improved communication between teachers and families, through emails, phone calls, newsletters, written correspondence, and one-on-one meetings</p>			
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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>All Teacher Teams will collaboratively Look at Student Work and formulate extensions and scaffolds to support the needs of all learners.</p> <p>Supervisors will review and analyze with teachers their findings as a result of looking at student work.</p> <p>Peer Instructional Coaches and Consultants will plan and conduct Professional Development workshops and help teachers to improve areas of weakness by establishing a clear line of communication between staff and administration</p> <p>Teachers, coaches, and consultants will collaboratively write a minimum of 5 highly effective lessons, as per the Danielson <u>Framework For Teaching</u> , using student work to drive instructional decisions to meet the diverse learning needs of subgroup populations, such as ELLs and SWDs.</p> <p>Teacher Team Meetings during Repurposed Professional Development Time (Mondays and Tuesdays) and a common prep period each week; PD Sessions with teachers during lunch and learn sessions and grade level meetings, using the following resources: allowable funds for instructional coaches, consultant, per diem daily rate.</p>

Weekly teacher team meetings; Planning sessions with instructional coaches and SETTS provider; Grade level meetings, PD sessions with consultants and attendance at outside PD opportunities offered by the Manhattan FSC, DoE and University

Monthly SLT Meetings,

Parent teacher Conferences, Open Houses, Curriculum Night events

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

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

Documentation Forms have been developed for teachers to complete and submit to the Principal after each Teacher Team meeting to evaluate effectiveness of the content and processes of the Teacher Teams. This will be evaluated on a monthly basis.

Teacher Reflection Forms will be implemented after each Professional Development workshop to determine effectiveness of the PD provided. Supervisors' observations will reflect teachers' planning and implementation of strategies and pedagogical practices presented.

By February 2016, the administrative cabinet will conduct an analysis of teachers' observation reports to determine if the school is on track to meet the goal set.

By February 2016, the instructional leadership team will analyze students' summative data results, DATACTION grade book, report cards on STARS Classroom and STARS Admin to determine if the school is on track to meet the goal set.

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.

The school’s most recent Quality Review preliminary findings (October 2014) cited the following, “Our students are respectful.”

“The school promotes a safe and orderly environment in order to continue the social and academic development of students and adults.”

Additionally, according to the Elementary School Quality Snapshot (2013-2014), 90% of teachers feel that “order and discipline are maintained at this school.” The City average was 81% and the District average was 77%.

96 % of parents are “satisfied with the education that their child has received.” The City average was 94% and the District average was 95%.

According to the school’s most current Learning Environment Survey (2013-2014), parents’ responded to the ten (10) questions about school culture, “How do parents feel about the school’s learning environment?” Their responses ranged from 93% to 98% combined “strongly agree” and “agree.”

According to the School Quality Guide (2013-2014), the area of School Environment was rated as “Approaching Target”.

The priority need for this Capacity Framework Element is:

To ensure that classrooms and school culture are established so that students feel safe, supported, and challenged by their teachers and peers.

Part 2 – Annual Goal

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

To cultivate the development of overarching systems and partnerships that support and sustain students’ social and emotional developmental health.

To cultivate the development of overarching systems and partnerships that support and sustain students’ social and emotional developmental health.

By June 2016, the 100% of students in grade K-5 will participate in PBIS. Their participation in the program will support their social and emotional development and well.- being. As a result of student participation in PBIS the student

incident rate will decrease by 15%, as measure by school -developed PBIS Teacher survey administered y June 2016 and the NYCDOE Incident Level and Infraction Summary report .

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Implementation of social-emotional activities and programs for all students, including but not limited to arts-related and recreational activities and programs</p>	<p>All Faculty, Staff and Students</p>	<p>September 8, 2015 – June 28, 2016</p>	<p>Administration, Faculty and Staff</p>
<p>School-wide Tiers 1,2,3 of the PBIS (Positive Behavior Intervention System) system will be implemented to address the needs of all students, including sub group populations and other high-need students.</p>	<p>Teachers, Supervisors, PBIS Team members, Guidance Counselors, School Aides, students</p>	<p>September, 8, 2015 – June 28, 2016</p>	<p>Administration, Faculty, Guidance Counselor, Social Worker</p>
<p>Daily communication with families through Datacation grading system. Weekly communication with families during Tuesdays repurposed time; Parent Open Houses/Curriculum Nights, SLT meetings, PA meetings, school-wide events, newsletters, phone messenger</p>	<p>All Teachers, Families, Parent Coordinator, Students</p>	<p>September 8, 2015 and ongoing, through June 2016 (4 times a year Parent-Teacher conferences; weekly communication with families; year; monthly SLT and PA meetings; ongoing school events and performances</p>	<p>Administration, teachers, parent coordinator</p>
<p>Parent Workshops and student performances will be conducted throughout the year to involve parents and inform them of our school’s programs and activities. Meetings and school events with parents are</p>	<p>Teachers, Students, Parents, Families</p>	<p>September 2015 – June 2016</p>	<p>Administration, teachers, parent coordinator</p>

scheduled at different times of the day, with translation and interpreting services available.			
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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.											
No additional funding necessary for professional development and training of PBIS. Allowable funds will be used to support trips, evening performances and activities. Allowable funds will be used to pay for contracted services from identified Community-Based Organizations, including arts program											
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		Title II, Part A	X	Title III, Part A	X	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.
<ul style="list-style-type: none"> • By January 2016, the school safety committee will analyze the OORS report to determine if the school is on track to meet its goal. • By January 2016, the guidance counselor and social worker will develop surveys that reflect students’ perceptions of safety and respect.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Our school’s most recent Learning Environment Survey 2013-2014 revealed that, in response to the prompt, “My child’s school makes it easy for parents to attend meetings by holding them at different times of day, providing an interpreter, or in other ways,” (Page 6) 45% of parents agreed and 52% of parents strongly agreed. While this represents 96% positive responses, we strive to increase the number and percentage of parents who strongly agree with this prompt.

Our school’s most recent Learning Environment Survey 2013-2014 revealed in response to the question, “How often during this school year have you been invited to an event at your child’s school (workshop, program, performance, etc?)” that 3% ,parents responded: never ; 12% responded 1-2 times ; 37% responded 3-4 times ; and 48% responded 5 or more times , Our work this year is intended to increase the number and the quality of our family-school ties.

Our school’s most recent Learning Environment Survey 2013-2014 revealed that, in response to the question, “How often during this school year have you:

Never 1-2 times 3-4 times 5 or more

Attended a Parent-Teacher Conference 2% 36% 38% 2%

Attended a Parent Teacher Association Meeting 27% 28% 21% 27%

Communicated with school staff about your child’s academic progress 4% 21% 32% 4%

These statistics indicate that there is much that can and should be done to increase and strengthen our school’s ties with our students’ families . This school year the school will continue to improve on its quest to engage parents on all aspects of our school community.

Part 2 – Annual Goal

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

By June 2016, we will demonstrate progress toward increasing the level of parental involvement in our school, as measured by a 20% increase in attendance at monthly events, when compared to the level of parental involvement in the 2014–2015 school year (PTA meetings; parent teacher conferences; workshops, etc.). It will also be measured by weekly communication logs.

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>
<p>Ongoing workshops will be offered to parents to inform and educate in the following areas, but not limited to: Common Core Learning Standards, curriculum, assessments, The Capacity Framework, Citywide Instructional Expectations, Danielson Teaching Framework, Social media issues, bullying prevention, Drop-Out prevention, Middle School articulation, health and nutrition, and mental illness.</p>	<p>Parents and Students</p>	<p>September 2015 – June 2016</p>	<p>Administration, Parent Coordinator, Guidance Counselor, Social Worker, and Instructional Coaches</p>
<p>On a weekly basis, time will be allotted for teachers to call, e-mail or have face-to-face conference with parents to discuss their child’s social and/or academic progress.</p>	<p>Parents and Students</p>	<p>September 2015 – June 2016</p>	<p>Administration, Teachers, Guidance Counselor</p>
<p>Monthly open forum titled “Parent Talk” to network and discuss various pertinent issues regarding parenting, social issues and educational issues .</p>	<p>Parents</p>	<p>September 2015 – June 2016</p>	<p>Administration, Parent Coordinator, Guidance Counselor</p>
<p>Monthly newsletters from the Parent Coordinator, grade level, teachers, guidance counselors, and social worker to update parents on teaching, learning, resources, and social services.</p>	<p>Parents</p>	<p>October 2015 – June 2016</p>	<p>Administration, Parent Coordinator, Teachers, Guidance Counselor, Social Worker</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>School personnel and outside organizations to facilitate workshops for parents.</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		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

By February 2016, the parent coordinator will analyze parent participation at all event to determine if school is on track to meet our goal.

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

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

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

Part 1 – Needs Assessment

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

Although Quality Review Indicator 4.1 was not rated on our most recent Quality Review(November 2014), through reflections, conversations, and consultation with teachers and Leadership Cabinet, it was determined that frequent, effective, actionable feedback to teachers was recognized as an important way to communicate clear and high expectations for successful teaching and learning. Since the current Quality Review did cite the QR Indicators 1.2 as Developing and our focus, moving forward with actionable feedback and recommendations for instructional next steps for teachers will be valuable and welcomed by the teachers.

Our school’s most recent Learning Environment Survey 2013-2014 revealed that, in response to the prompt “School leaders give me regular and helpful feedback about my teaching,” 30% of teachers agreed and 25% of teachers strongly agreed. It is our goal to increase the number and percentage of teachers who strongly agree to that prompt.

Part 2 – Annual Goal

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

Part 3 – Action Plan

Activities/Strategies:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>

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.

No additional funding necessary for professional development and training of teachers and paraprofessionals by in-school coaches and colleagues.

Allowable funds will be used to support teachers and paraprofessionals' professional development by consultants

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		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21st 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.

By February 2016, the administrative cabinet will conduct an analysis of teachers' observation reports to determine if the school is on track to meet the goal set.

By February 2016, the instructional leadership team will analyze students' summative data results, Datacation grade book, report cards on STARS Classroom and STARS Admin to determine if the school is on track to meet the goal set.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>Students reading 1 to 3 grade levels behind in 1st – 3rd grade</p> <p>Kindergarten students with no concept of reading by Mid January</p> <p>Level 1 and 2 students in 3rd – 5th grade</p> <p>ELL's and SWD</p>	<p>1. Foundations grades K – 2</p> <p>2. Reading Partners grades 1 – 5</p> <p>3. Wilson grades 3 – 5</p> <p>4. Raz Kids</p> <p>5. I-Ready 1 - 5</p> <p>6. Reading A-Z</p> <p>7. Star Fall</p> <p>8. ABC Mouse</p> <p>9. Waterford Pk – 2</p> <p>10. Imagine Learning - ELLs</p>	<p>Small group and One-to-one,</p>	<p>During the day and afterschool</p>
Mathematics	<p>Levels 1 and 2 students</p> <p>ELL's and SWD</p>	<p>1. I-Ready Math 1 – 5</p> <p>2. Math IXL</p> <p>3. Pull-out remedial instruction</p>	<p>One-on-one and Small groups</p>	<p>During the day and after-school</p>
Science	<p>Level 1 and 2 students Enrichment Program</p>	<p>Focus on Content vocabulary, comprehension and critical thinking strategies</p>	<p>Small Group</p>	<p>During the Day</p>

Social Studies	Level 1 and 2 students Enrichment Programs	Focus on Content vocabulary, comprehension and critical thinking strategies.	Small group	During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Lowest third students and students with low grades and poor attendance	<ol style="list-style-type: none"> 1. Student Advisement 2. Crisis Counseling 3. At-Risk Counseling 4. Group 	Small group	During the day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>PS 192 will continue to enhance its commitment to teacher development by providing teachers with ample opportunities to collaborate with peers and attend professional development based on their Pedagogical Needs Assessment.</p> <p>PS 192 will continue to use our highly qualified allocation to support personnel in meeting their certification requirements – professional development hours, course work, and professional institute/conference to strengthen their pedagogy.</p> <p>Partnership with Columbia University, City University of New York, and individual partnership with students from Lehman College– internship/Residency program, where undergraduate or master level students work with experienced teachers in our schools to deepen their pedagogical knowledge base. The school will interview prospective candidates from that pool to fill-in all vacancies.</p> <p>School administrators will attend job fairs to interview certified teachers.</p> <p>Teachers will be recruited through the Open Market System.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • We have a three tiered professional development plan to afford everyone the opportunity to participate in activities that are relevant and appropriate to our needs in all areas (school wide, grade specific and individual).

- School professional development series on CCSS and Danielson Framework
- School monthly meetings for paraprofessionals to provide them with instructional strategies to support student learning in the classroom
- ELI workshops/conferences for school administrators
- On-going arts integration workshops facilitated by Doing Arts Together
- Weekly and monthly professional development on curriculum, pedagogy, and assessment facilitated by school personnel

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

School will offer parent orientation/articulation to inform and educate parents on school's programs and social and academic expectations .

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The school has an established MOSL committee to lend a voice in the decision making process regarding the use of multiple assessment measures. All members have attended MOSL workshops and will remain entrenched in the process .

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	176,574.00	x	Section 5a, part 4a; Section 5c, part 4b; 5d, part 4a
Title II, Part A	Federal	157,122.00	x	Section 5a, part 4a; Section 5b, part 4a; Section 5c, part 4b; Section 5d, part 4a
Title III, Part A	Federal	11,200.00	x	Section 5a, part 4a; Section 5c, part 4a; Section 5d, part 4a
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,670,207.00	x	Section 5a, part 4a; Section 5b, part 4a; Section 5c, part 4b; Section 5d, part 4a

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Jacob H. Schiff, P.S. 192** 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. **Jacob H. Schiff, P.S. 192** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

School-Parent Compact (SPC) Template

Jacob H. Schiff, P.S. 192, 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>Jacob H. Schiff PS 192</u>	DBN: <u>06M192</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: <u>97</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <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>6</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>3</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Our supplemental Title III ESL program targets English Language Learners as follows:

An analysis of the 2013-2014 Spring NYSESLAT and NYS ELA data indicated that more rigorous instruction was needed for our students to achieve English language proficiency. Based on the data, we coordinated an instructional program aligned with Citywide Instructional Expectations, Common Core Learning Standards and the NYS ELL Blueprint for English Language Learner Success. We focused on strategies and best practices that will support our English Language Learners second language proficiency.

Our program will service ELLs in grades K-5: 31% of our population (97 students out of our 315 students). These students are primarily Hispanic, comprised of new arrivals, long term ELLs, and students with disabilities. The ELLs are comprised of various proficiency levels: 28 beginners, 40 intermediate and 29 advanced. Presently, we have four (4) transitional bilingual classes from grades K-3. Students in the transitional bilingual model are being prepared for English language proficiency and ultimately placement into monolingual classes.

In order to support our English Language Learner to acquire English language proficiency, our Title III program will provide the following.

•Grades K-2: Will be instructed in English during the instructional day with 40 minutes of supplemental NYSESLAT test preparation material. We will use part of our Title III funds to purchase Empire State NYSESLAT Test preparation materials by Continental Press. In addition, these students will participate in the afterschool program from 2:30 pm - 4:30 pm every Wednesday and Thursday, starting on February 25, 2015 and ending on May 28, 2015.

•Grades 3-5: Will receive supplemental instruction in reading strategies and NYSESLAT preparation in the afterschool program. We will use Expeditionary Learning classroom resources, Imagine Learning, and NYSESLAT Empire State Test preparation materials by Continental Press, and the I-Ready program. We will use funding from the Title III to purchase the I-Ready computer program. This program is a computer based ELA and Math program that provides data for explicit and individualized instruction aligned with the common core learning standards. In addition, these students will participate in the afterschool program from 2:30 pm - 4:30 pm every Wednesday and Thursday, starting on February 25th, 2015 and ending on May 28th, 2015.

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Title III After School Program:

- Total number of students being serviced: 97 Students
- Grades of students participating in the program: Kindergarten – 5th Grade (6 Classes)
- Total number of student in each class participating:
 1. Kindergarten: 15 Students
 2. 1st Grade: 23 Students
 3. 2nd Grade: 25 Students
 4. 3rd Grade: 10 Students
 5. 4th Grade: 18 Students
 6. 5th Grade: 6 Students
- Total number of teachers participating: 6 Teachers
- Certification:

Part B: Direct Instruction Supplemental Program Information

2 ESL Teachers

4 Bilingual Teachers

• Program Start and End Date: Start: February 25, 2015 End: May 28, 2015

• Schedule: Time: 2:30pm – 4:30pm Days: Wednesday & Thursday

28 Sessions

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: _

After an extensive itemized data analysis and walkthroughs of our bilingual programs during the 2013-2014 academic year, it was determined that there was a need for quality professional development focused on the integration of data and policy to improve the quality of instruction for our English Language Learners. Planning time for teacher teams is provided horizontally and vertically with the purpose of increasing rigor of lessons and differentiation instruction to meet the needs of our English language learner population.

Throughout the year, all teachers, including ESL and bilingual certified teachers are provided with ongoing professional development based on their individual needs and interests. These professional development sessions have been scheduled for the allotted professional development time on Mondays, and during teacher teams meetings. An array of professional development opportunities have also been provided opportunities provided by NYC Doe, (Network PDs and conferences), our ELL and literacy specialist from our CFN 532 specialist, PS 192 administrator, instructional coaches and ESL/bilingual coach.

Furthermore, two (2) hours of professional development will be provided for the teachers participating in the Title III Afterschool Program. During these professional development sessions, teachers will be trained in sound theories and best practices associated with an enriched, not remedial, instructional model, to support ELL's second language development and analyze their 2014 students NYSELAT data results. In addition, two (2) one hour professional development sessions will occur during the duration of the Title III Afterschool Program that will focus on analyzing the data gathered primarily from the I-Ready Diagnostic Assessments and teacher observations.

- Professional Development:

•What does the data reveal? / Accessing and understanding student data through SchoolNet/

Date: September 8, 2014 / Entire Staff/ Presented by Michael Baker

•Effective Feedback: Conferring with Millie Goodman/ Conferring Conversations/ October 6, 2014/ Entire Staff, K-5/ Presented by Millie Goodman

•School Blueprint: Getting to Know our Population and our Data / Blueprint of the school population / October 20, 2014/ Entire Staff/ Presented by Yasmin Torres/ Purpose: Teachers will understand the overall "picture" of our school and population with regards to culture, ability, and growth/progress.

•Strategies to Support Our ELLs/ SIOP Model Review / October 27, 2014 / Presented by Yazmin Torres / Teachers will improve their own teaching practices by using a model to support ELLs.

•Multiple Entry Points / Practices to further support small group instruction/ November 4, 2014/ All Staff/ Presented by Mille Goodman

•Guided Reading / Practices to support Guided Reading / Grades K -1 /December 15, 2014/ Presented by Mary Croft

Part C: Professional Development

- Teacher Teams: Creating Common Core Aligned Unit Assessments/ Grades K – 5/ December 15, 2014/ Facilitated by Teacher Teams
- Guided Reading/ Practices to support Guided Reading/ Grades 2-5 / January 12, 2015/ Presented by Instructional Coaches & Bilingual Coordinator
- Using Evidence-Based, Small Group instruction for English Language Learners / January 26, 2015/ Presented by Instructional Coaches & Bilingual Coordinator
- RTI for English Language Learners/ RTI: Multi-tiered structure of increasingly intensive & focused instruction and intervention to meet the needs of all students / All staff / February 9, 2015/ Presented by Instructional Coaches & Bilingual Coordinator

Part D: Parental Engagement Activities

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

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

Begin description here: _

Our parents are an asset for the school community. Many of our parents are native Spanish speakers and need assistance with: a) Learning English, b) Communicating with the school staff and community at large, and c) Assisting their children with homework and other activities related. To that end we go above and beyond to ensure our parents are partners in education.

The proposed Title III Afterschool program will provide supports to parents with explicit strategies to support their children at home with academic, social, and emotional needs. The parent coordinator will provide information that will be oriented to improve life learning skills; develop social behaviors, and positive self-esteem. The professional development sessions for parents will include practical information and advice to support parents and students becoming active family participants of our school community.

The following school wide Initiatives are geared towards parents of English Language Learners with the purpose of supporting higher academic achievement for their children:

- ESL Academy - English classes offered daily

(Monday - Friday from 3:00 pm - 5:00 pm, October 2014 - June 12, 2015)

-Parent orientation of newly enrolled ELLs - (September 16, 2014)

-Monthly PA meetings. (Last Wednesday of every month)

-Cookshop Workshops Parent Meeting:

1) February 12, 2015

2) March 19, 2015

3) April 16, 2015

4) May 14, 2015

5) June 18, 2015

-Curriculum Night (September 16, 2014)

-Family Fun Night- Fall Festival (December 18, 2014)

-Monthly School Leadership Team Meetings- (The 2nd Wednesday of every month)

-Parent Coordinator provides supports to parents on ARIS (As need per parents)

-Class Trips with parents and children

Parents will be notified about the activities listed above through our monthly newsletter, monthly calendar, Tuesday's parental outreach session, and flyers. Parent's communication will also be provided via email through Datacation and K-Involve, and Tuesday outreach.

Part E: Budget

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

Allocation Amount: \$13056

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 06	Borough Manhattan	School Number 192
School Name Jacob H. Sciff		

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 Susan Rivera	Assistant Principal Justin Kravetz & L. Fernandez
Coach Yaira Jimenez Prek - 2	Coach Daisy Joy-Rodrigo 3-5
ENL (English as a New Language)/Bilingual Teacher Yaira Jimenez	School Counselor Zayra Gonzalez
Teacher/Subject Area type here	Parent Melissa Guichardo
Teacher/Subject Area type here	Parent Coordinator Luz Maldonado
Related-Service Provider Milagros Malave	Borough Field Support Center Staff Member
Superintendent Manuel Ramirez	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	1	Number of certified bilingual teachers not currently teaching in a bilingual program	2	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	6	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (excluding pre-K)	273	Total number of ELLs	79	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	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<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

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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	1	1	1	1										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	78	Newcomers (ELLs receiving service 0-3 years)	82	ELL Students with Disabilities	21
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	16	Long-Term (ELLs receiving service 7 or more years)	1

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

	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	82		14	16		6	1		1	0
DL										0
ENL										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 _____	13	23	25	12	18	6								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: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	13	23	25	12	18	6								0
Chinese														0
Russian				0	0									0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														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)	0	1	1	0	2	2								0
Emerging (Low Intermediate)	2	0	2	4	3	1								0
Transitioning (High Intermediate)		3	3	3	1	3								0
Expanding (Advanced)		8	13	15	2	8								0
Commanding (Proficient)		0	0	0	0	0								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														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	0	0	0	0
4	23	8	2	0	0
5	21	14	4	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	1	0	0	0	0	0	0	0	0
4	17	0	11	0	5	0	0	0	0
5	22	0	11	0	6	0	1	0	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	5	0	15	0	29	0	4	0	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.
 Public School 192 Manhattan uses a variety of assessment tools to assess the early literacy skills of our ELLs:
 - Fountas & Pinnell Benchmark assessments are administered to all students (monolingual and bilingual), 5 times a year to measure their grade level reading proficiency and comprehension in English.
 - Fountas & Pinnell- Sistema de Evaluación de la Lectura is an assessment utilized for students in the transitional bilingual program to measure student's reading skills in their home language.
 - Ed Performance is an online assessment that measures growth in literacy skills throughout the year in grades 2nd – 5th. The analysis provides us with information on mastery by standards, displays student progress against standards, and captures skills (strengths and deficiencies) more accurately. This technology based tool provides teachers, coaches and administrators with actionable data to systematically manage continuous instructional improvement. The data helps the teachers make adjustments to the curriculum, plan for different pedagogical approaches to address all learning styles, prepare differentiated lessons to support and improve students' learning achievement, provide feedback to student & parents and setting goals. The results of these various assessments are utilized to implement specific interventions for ELLs, particularly in certain academic areas that require attention prior to the NYS exams.
 - Accelerated Reader online Diagnostic Assessment to assess students reading in grades 2-5. Proficiency levels and comprehension skills. Quizzes are administered to track students progress immediately after students finish independently read leveled text.
 - IReady - instruction assessment- Literacy online program that provides personalized student instruction targeted to students' unique areas of needs
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Data patterns from the results of the NYSESLAT and NYSITELL reveal the following:
 - Entering (Beginner): 22% of the ELLS are at the Beginner Level. Most of the Beginners are in grades

K-2, while only 8% of those beginners are students in grades 3-5 (mostly new arrivals to the country).

- Intermediate: 66%, are at the intermediate level.
- Advance: 31% of our ELLs are at the Advance Level.

In analyzing the data, the speaking strand stands out as the strongest modality, while students seem to struggle with the reading and writing strands. The data indicates that our ELLs lacked adequate skills in writing and reading comprehension to achieve proficiency in those modalities.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The data patterns from the NYSESLAT modalities (reading, writing, listening, and speaking) impact the school's instructional decisions. Our school's Coherent Set of Beliefs About How Students Learn Best, emphasizes classroom practices that encourage daily student to student discussion and collaboration. Teachers also incorporate lessons in which such engagement and student interaction is necessary for the tasks and objectives to be achieved. This leverages the strengths that the ELLs are bringing to the classroom (mainly their strength in speaking) and encourages the practice of reading and writing tasks (data suggests ELLs are struggling in the reading & writing modality).

In analyzing NYSESLAT scores across all four modalities, our ELLs tend to perform the lowest in the reading and writing modalities. The ESL teacher emphasizes reading and writing during the pull out periods. Administration also ensures that all teachers of ELLs plan lessons with activities that integrate the four modalities. Teachers are encouraged to use different strategies to help our ELLs achieve their learning goals. The following are some examples of strategies that our teachers use with ELLs: Visual Aides/Realia, Hands-On Activities, Cognates, Modeled Spoken Language, Lesson Outlines, Skim and Scan, Summarizing, Sequencing, Labeling, Listing, Charting, Graphing, Essay writing, Pre-writing Activities, and Close Reading. In addition, teachers work with students in small groups and individual conferences to ensure that revision and editing are practiced on a regular basis with guidance and support. Teachers also provide additional support by incorporating peer editing, note taking techniques, and other writing support strategies during the Writer's Workshop model. The data from the periodic assessments help us gain understanding about students' performance level. The data is used to inform our collaborative teacher team planning, unit plans, and daily lesson plans. We also use diagnostic and assessment tools, which are administered throughout the school year, as benchmarks. These assessment tools provide valuable results that are used by administrators, coaches, bilingual teachers, ESL teachers, and consultants. The results are utilized to drive instructional planning and implement school wide initiatives that would better support the learning achievement of all students. P.S. 192 uses the Annual Measurable Achievement Objectives to identify particular student population that make progress and identify students who are at risk. Based on an analysis of data from the new Title III AMAO Tool we identified the ELLs that are potential long term ELL's and at risk, in need of additional support.

4. 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?

We have found that many of the issues affecting students who are not able to reach proficiency level across the four modalities are not because they lack the language, but instead, they lack the academic skills in reading and writing. In other words, they are able to understand and respond to oral questions, but have difficulty reading grade leveled texts and writing down their ideas. This is similar to students who are not second language learners. In order to support students in this area we have established instructional structures that allow for small groups that will address and monitor specific learning targets. In addition, during planning teachers are encouraged to plan to provide ELLs with multiple opportunities in reading and writing throughout the content areas.

This data is shared with the teachers to assist in adjusting the curriculum, unit plans and plan explicit lessons in specific areas of weakness. Instruction is delivered to the ELLs in both English and Spanish, according to the language proficiency of the students, to ensure that the students understand the math skills.

ELL Periodic Assessments are used by the instructional cabinet team and teachers to target groups or individuals students who are in need of support in the different modalities: speaking, listening, reading and writing. Teachers are expected to analyze the data and use the information to generate teaching points and scaffolding activities that will help ELLs develop in those critical areas.

At P.S. 192 we ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model. Native Language is used for instruction in the Bilingual Transitional classes and to support the ELLs learning.

Language allocation of 60/40, 50/50, 25/75 is selected according to the student's level of English Language Proficiency. The Native language for the students in our Transitional Bilingual is Spanish. Both Native (Spanish) and English Language instruction in this program are aligned with the NYC Language Allocation Policy. Students are

homogeneously placed in the Freestanding ESL program according to their proficiency level, to ensure they receive the appropriate minutes of instruction as per CR Part 154 indicates. Students in our Transitional Bilingual program receive native language arts as per CR Part 154 mandates.

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 school uses data to guide instruction for ELLs within a response to Intervention Framework that includes 3 Tiers of Instructional Support. The Tier 1 involves the provision of rigorous curriculum and instruction in the classroom providing the students with additional support in the areas of academic need (skills/concepts/strategies) utilizing UDL and DOK to extend the students' learning. All ELL students are included in the Common Core Learning Standards aligned curriculum in all subject areas. Teachers are expected to provide appropriate scaffolds, supports, and appropriate data-driven differentiation to help all students (including ELLS) access the rigorous demands and expectations. Fountas & Pinnell Assessments & Diagnostic Assessments, State Test (Summative), and NYSESLAT are used to drive instruction. The Tier 2 of intervention includes small group work, provided both by the classroom teacher and additional support personnel assigned to the classes (including AIS teacher, SETTS teacher and ESL teacher). The RTI team and the classroom teacher monitor the students' progress (both academic & socio-emotional via assessments & observations) and decide on the next steps with skills/strategies and concepts via lessons, activities, student interest, varied modalities as entry points for instruction and programming designed to continue to support academic growth. SBST Academic Behavior Action Plan, PBIS (Positive Behavior Intervention Support), Guided Reading in addition to the Reading Block, Double Dose Foundations/Wilson & Small Group Instruction and Reading Recovery are interventions used during Tier 2. More frequent assessments are also administered to monitor students' progress. Tier 3 of intervention involves one on one instruction and tutoring. Conferencing and individualized instruction occur both during the school day and after-school. This instruction is very intensive and targeted through the following programs; Reading Partners, AIS teacher- Foundations and Wilson, ESL and SETTS.
6. How do you make sure that a student's new language development is considered in instructional decisions?
- At the beginning of the year careful consideration is given to the staffing, scheduling and allocation of time depending on the student's language proficiency in the L1 and/or L2, prior knowledge and previous educational experiences. Schedules of TBE and Self-Contained ESL classes reflect how instruction is delivered according the language proficiency of the students and the mandated minutes as per the CR Part 154. During literacy instruction, ELLs use the Core Knowledge (K-2) and Expeditionary Learning (3-5) curriculum with scaffolded ESL methodologies depending on their English and their native language dominance. Through each of these programs, teachers differentiate instruction and use various strategies to reach every student. The teachers use scaffolding, when appropriate, to give each student an entry point into the lesson. Teachers also provide small group instruction based on students' needs and levels, with a focus on vocabulary and accountable talk, thus affording the students the opportunity to experiment with and develop the second language. The use of ESL strategies and methodologies, such as the use of visuals, cognates, TPR, etc, are an integral part in the teachers' instruction. Also, teachers provide ample opportunities for students to use expressive and receptive language. Inquiry based, project based learning and the workshop model allows students to develop their BICS and CALP while applying the skills, concepts or strategies during instructional time. The school makes sure that ELL students are provided with Native Language support in the bilingual programs as well as providing L2 instruction. ESL students in monolingual classrooms are measured based on the outcome of the language objectives.
- In addition, teachers provide small group instruction based on students' needs and levels, with a focus on vocabulary and accountable talk, thus affording the students the opportunity to experiment with and develop the second language. The use of ESL strategies and methodologies, such as the use of visuals, cognates, TPR, etc, are an integral part in the teachers' instruction. Also, teachers provide ample opportunities for students to use expressive and receptive language.
- Teacher teams and vertical teams meet weekly to use data as a way of engaging in professional learning about the students and to plan for different ways of effective instruction for students. Student data is collected from several sources, (standardized tests, writing samples, and online assessments) to meet weekly to analyze, interpret, and use the data to adjust instruction and plan lessons for all students.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
- Although the ultimate measure of success is the scores from the NYSESLAT, scores in each strand are examined and trends are identified that impact instructional decisions for the following school year. We measure their growth on an on-going basis by administering BOY, MOY and EOY assessments in the content areas as well as interim assessments. Utilizing these tools, we are able to get a picture of the whole child and can then determine what supports are working or not working. If the supports aren't sufficient, then we have to determine what changes should occur in our instructional program in order to increase achievement within our ELL population. In addition, ongoing analysis and evaluation of daily student work informs our monitoring of the strengths and weaknesses that need to be addressed. Frequent classroom observations and visits by the Principal and assistant principal result in feedback and evaluation reports that document the successes and challenges. Coaches, Specialist and Consultant also visit classes and observe teachers and students on a collegial level and provide another form of "critical friend" feedback, as the low-inference evidence

observed indicates. Using the Charlotte Danielson Framework For Teaching allows all educators to assess the results in the classroom with a common language and understanding of best professional practices, across all 4 Domains.

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 parents/guardians of students that are newly enrolled in a New York City school are informally interviewed together with the child by the Principal, (certified ESL teacher) to determine, through a series of questions, if in this is the student's first time in a NYC public school, it is also verified that this is a new enrollement through ATS. The interview is conducted in either English or Spanish, depending on the parent/guardian and student preference. The interview includes many of the questions found on the Home Language Identification Survey. The interview and completion of the Home Language Survey are conducted by the ESL teacher or the Principal. Once potential ELLs are identified, as evident by the response on the HLIS, demonstrating the student's language is one other than English, the students are administered the NYSITELL within ten days of enrollement as the formal initial assessments. The NYSITELL is administered by ELL Coordinator. The NYSITELL results determine whether students are entitled to bilingual/ESL programs and services. Students who were administered the NYSITELL and are Spanish-Speaking ELLs are also administered the Spanish Lab within the first ten days of enrollement by ESL teachers. The Spanish LAB results are used to assess the students knowledge of their native language, Spanish.
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).
Within 30 days of enrollement students who are identified as having a home language other than English are asked questions using the SIFE oral questionnaire to determine if they are SIFE students. In addition, students work during the first 30 days of instruction is also utilized to identify SIFE students.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
When students are newly enrolled and have an IEP, the Language Proficiency Team reviews evidence of the student's English language development, including the appendix for SIFE identification. If the team recommends the student take the NYSITELL to determine ELL status. ELL identification process continues as with all students. If the teams recommends that the student should not take the NYSITELL, the teams recommendation is sent to the Principal for review. The principal determines if the student should not take the NYSITELL. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent for a final decision. The timeline to accept or reject the LPT recommendation is 20 days from the time of student enrollement. In addition, the student's parent/guardian will be notified within 3 school days of the decision in the student's parent/guardian preferred language. The Language Proficiency Team consists of the ELL Coordinator, special education teacher, principal, bilingual teacher, and assistant principal.
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.
Public School 192 entitlement and non-entitlement parent notification letters are distributed to the students on the same day of the NYSITELL is administered, scanned and scored, within the first 10 days that the student is enrolled in the school and in the parent's preferred language. The ELL Coordinator and Principal ensure that process is completed within 5 days of administering and scanning of the NYSITELL.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
Parents are informed that they have the right to appeal ELL status within 45 days of enrollment through the Re-Identification Process. The parent must make a written request to initiate the Re-Identification Process to the principal. The school will review all documents related to the initial or reentry identification process, the student's work in English and in the home language, and my administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL.

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.
- During the admitting process of new students, the parents/ guardians are given a Parent Orientation informing them of the choices offered throughout the city (Transitional Bilingual (TBE), Dual Language, or Free Standing ESL). The parents have the opportunity to view the Parent Orientation video provided by the NYC Department of Education, which further explains all three programs. After the video is viewed, we then discuss the options available in the city with the parents, and emphasize that they are entitled to select which ever program they feel would be most suitable for their child. The ELL Coordinator, Yaira Jimenez (Certified ESL Teacher) facilitates the Parent Orientation. During the orientation the parents complete the Parent Survey and Program selection forms. This process is completed on the day the student is admitted. If the parent is unable to stay for the survey and program selection, an appointment is made in on that same day for the parent to return, within the first ten days of the student's entrance. The parent/guardian of students that enter after the start of a new school year also receive the orientation and registration and are able to view the NYC DOE Parent Orientation Program Option on the Intranet.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
- Parents are invited to view the video which highlights the programs available for ELLs. There is also a period of questions and answers to ensure parents understand the options being offered to their child. After viewing the video which explains all of the program choices in their native language, the parents will fill out and sign the Parent Survey and Choice form in their native language. These forms are filled out on site to ensure that there is proper documentation on file for every English Language Learner. Parents are contacted via U.S. mail by the school and also through phone calls by the ESL teacher to set up appointments that accommodate their schedules so this process can be expedited. Once the process is completed of viewing the video and after all questions and answer are addressed, forms are given to the parents. These forms upon completion are secured and kept on file. The child is placed in a TBE or a monolingual class with ESL services, according to the choice of program the parent has opted for. If parents do not choose an ELL program, the default is bilingual education. However, we do everything possible to accommodate parental request. We communicate to parents that if other options ever open we will inform them immediately.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- The parent who do not come into the school or do not return the forms are contacted in their preferred language and are invited to another orientation. If the parents still does not come in for an orientation they are advised that their child will be placed in our TBE program, which is the default program (for native Spanish students). This process is also completed within the first ten of the student's entrance. The ELL Coordinator, keeps a copy of the attendance used to keep track of has returned a completed Parent Survey. A copy of the entitlement letter (in parent preferred language) that is sent to the parent and the original completed Parent Survey and program selection forms (in parent preferred language) is also kept in an ELL Parent Binder in the ELL Coordinator's office.
9. Describe how your school ensures that placement parent notification letters are distributed.
- Placement parent notification letters are given to ELL's students and also sent out via U.S. mail to their home address.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- All placement, entitlement, and continued entitlement letters are kept in a binder and stored in a locked cabinet.
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.
- The steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) are as follows:
- There is an ELL testing team have been trained on administering the test to their designated grades. Teachers are assigned to test students on a grade that they are not teaching. The Principal and Assistant principals inform the school of the testing taking place and the need to maintain testing conditions during the first half of the day from 8:00 am to 11:10 am. The school utilizes separate locations such as bilingual classroom, computer lab, and the service provider rooms. Students are tested in small groups of that accommodate no more than fifteen students. Students with Special needs and IEP's are tested according to their IEP modifications. Testing conditions are enforced during the entire testing period. A calendar outlining teacher assignments, room, grade and modality being tested is posted for all staff to see. Testing materials and all documents are kept under lock and key in the testing closet.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- All continued entitlement and transitional support notification letters are given to ELL's students and also mailed to their home address.
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).

After viewing the Parent Survey and Program Selection forms for the past few years, parents have shown an interest in all three programs; dual language, ESL and transitional bilingual. Parent Surveys are distributed to families by the Bilingual Coordinator. They are reviewed and shared with Principal. All the parent choice selections that parents requested which are provided by our school were honored and the students were placed in our programs. Ongoing and regular communication with community organizations help to keep the school informed about community needs. We have transitional bilingual classrooms in grades K, 1, 2 & 3, stand alone 4th grade class and ESL services from K - 5th grade. We do not have a dual language program because not enough parents have requested this program. Over the next few years, we hope to develop a dual language program in the school. We will do this by increasing parent involvement and getting more parents to attend the Parent Workshop where the Parents Survey and Program Selection form is given. Also, the parent coordinator and ESL teacher will call the parents and invite them to come in to fill-out the Parent Survey and Parent Selection form.

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.
Our freestanding ENL classes are homogenously groups by proficiency by grade.
 - b. TBE program. *If applicable.*
We have five bilingual education classes. Students in TBE classes receive a minimum of 5 period of NLA per week or 225 minutes per week. Students at Entering and Emerging levels in TBE and Freestanding ENL classes receive 360 minutes of ENL; the students who scored on Expanding on the NYSESLAT receive 4 periods of ENL per week or 180 minutes per week. They also receive 4 period of ELA per week
 - c. DL program. *If applicable.*
N/A
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)?
The mandated number of instructional minutes is prescribed based on proficiency levels. All students in bilingual classes who are Entering or Emerging receive 360 minutes weekly of ESL instruction with emphasis on effective ESL strategies (SIOP and TPR) as well as 60 minutes of Home Language Arts. Ell's who are Transitioning or Expanding levels receive 180 minutes weekly using ESL methodologies (SIOP and TPR) and differentiated instruction as well as 60minutes of Home Language Arts. Each teacher has a schedule posted which indicates the subject area being taught during that time period. In the TBE bilingual classes, the schedule indicates the language of instruction for each subject area and the time frame for each period. In the monolingual classes with ELL students, the ESL periods are indicated based on the entitled instructional minutes for ESL. In the Bilingual classes, 5 periods for native language instruction (NLA), are allocated during the literacy block, starting in Kindergarten and reducing the literacy block to two periods a week by grade two. The other periods of the literacy block during the week are in English (ELA). As in the Monolingual classrooms, the components of the literacy block are followed. Those components may include: (1) Independent Reading: Students read a book at their independent level and the teacher confers with students during this time. (2) Interactive Writing: Teachers and children compose messages using a "shared pen" technique that involves children in the writing.(3) Shared Reading / Read Aloud: The teacher chooses a text, usually grade level or one grade higher, and reads the text aloud to the class. The teacher models fluent reading behavior, and the skills, strategies and habits of good readers. (4) Guided Reading: The teacher leads small group instruction based on assessment results.
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.
Instruction in the content area TBE classes is provided in the students native langue (Spanish) with intensive support in English. Students at the entering and expanding levels that are in our TBE receive 225 minutes of HLA, 360-405 minutes of Social Studies Spanish, 180 minutes of math, and 180 minutes of science instruction in both Spanish and English per week. The content areas (Social Studies, Science and Math) that are taught in Spanish are done so to help students transfer their native language skills

to English. Home language support is also provided for the content area in the freestanding ENL program through the use of texts in the home language and use of bilingual glossaries.

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

English Language Learners are assessed in their native language skill utilizing beginning of the year, middle of the year, end of the year using Fountas and Pinnell (Evaluación de la Lectura) assessments.

ELLs are also evaluated by their classroom teachers in their native language through the classroom formative aligned to the curriculum. ELLs are evaluated on a regular basis by classroom teachers as they confer with students in small groups or one-on-one. They are evaluated both in Common Core Standards work as well as with native language materials, designed to meet the needs of the students. Teachers will enter students' scores on our DATACTION system which will be accessible to students, parents, teachers, and administrators.

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

ELLs are appropriately evaluated in all four modalities of English acquisition through conferring one-on-one conferences with classroom teachers. These logs are maintained and reviewed by the Principal, coaches, and consultant. Our Coherent Set of Beliefs About How Students Learn Best emphasize daily classroom practices that incorporate student to student discussion, ample time for reading and writing, feedback to students (provided in small groups and one-on-one conferences). At such conferences, assessments of students' progress and performance. Teachers not only monitor the students but use the opportunity to provide teaching points and feedback, expressly tailored to the students' needs. Instruction also focuses on reading, writing, and listening especially during literacy as well as in other content areas where students must listen to a story, responds to it and are allowed opportunities to practice accountable talk via peer to peer discussions. Common Core Learning Standards of Language are especially emphasized for the ELL population. Classroom teachers, RTI Team and ESL teacher review the student's status and eligibility to make sure that they are appropriately assessed. Assessment data is analyzed to gain insight about the child's weakness and strengths as a learner. Formative and summative assessments in the classes, each of the programs we use have a mid unit and end unit test or performance task assessments to record student growth and progress on a weekly basis.

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

Students who are identified Long term ELL participate in Reading Partners to differentiate their reading instruction, both by reading level and by interest. They also receive instruction in small (4-6 students) and very small (2-3 students) guided reading groups. These approaches help them receive focused, personalized, and low-risk attention. The instructional coaches meet with ESL teacher and bilingual teachers to plan, with specific attention to best practices for ELL instruction. These teachers also attend common planning sessions on a weekly basis with other teachers on their grade for both ELA and Math.

Students who are recent arrivals and those students who have less than three years in an English Language school system are paired with proficient students who speak both languages. This peer support is very effective in helping students to feel comfortable in a new environment. Teachers welcome students' participation in the learning process, in whichever language helps the student learn best. As new language is being acquired, native language is used to access the content and activities. Directions and instructions may be provided in both languages, with a variety of quality visual aids and/or realia, and other strategies used to reinforce and communicate concepts and skills.

ELLs who have received 4-6 years of ESL services have their ESL and bilingual teachers create specific lessons that are comprehensible by making language and content very clear, achievable and with rubrics in both languages to emphasize expectations. Process charts in the classroom are also posted conspicuously to support students' learning. Modeling, demonstrating, and explicit instruction are part of our school's highlighted practices. Student engagement and effective, actionable feedback to students provide for ample opportunities for students to practice independently and/or groups and partners, with teachers providing ongoing checks for understanding and actionable feedback for next steps. Conferencing and conference notes ensure that students receive consistent and individualized attention.

ELL students who scored level 1 in both ELA and Math on the spring 2014 state tests receive intervention in ELA and Math, through one on one tutoring by the AIS Coordinator, ESL teacher, SETTS teacher and Reading Partners. ELL students work on project-based activities that encourage peer collaboration, investigation, and research. Guided reading groups are another structure that occur on a scheduled basis throughout the day and throughout the year, with students who have common learning needs and levels. Flexible groups are created by the teacher, using the data they have on the students, including ELA and Math scores, as well as NYSESLAT results. Intervention in Math is provided in both languages, as needed. Math baseline assessments are given in September and results are used to form student groups. ELL students also have access to a web-based literacy program, "Learning A-Z (Raz-Kids), "Star Fall", and "Brain Pop" and Math program called IXL. These program provides support in English and Spanish (IXL).

ELL students who score Proficient on the NYSESLAT are provided with the following testing accommodations: separate

location, time and a half. Such accommodations are also provided during simulation tests. These accommodations are provided for 2 consecutive years to all proficient ELLs to continue to support their language proficiency.

Our newly-arrived ELLs are admitted on the first day of school. They are welcomed, as are their parents. They are informed of all school expectations, both verbally and through the sharing of the school's Student Handbook. The Parent Coordinator, as well as the class teacher, are available to provide additional translation, if necessary.

Since differentiation and one-on-one conferring are practices that have been and continue to be emphasized in our school, teachers meet individually with students on a regular basis. Professional collaboration is also an embedded practice and occurs regularly through our planned common periods for professional planning. These sessions focus on Looking at Student Work, Sharing Best Teaching Practices, Curriculum Planning. Teachers share student work, including work of all sub-groups, with a particular attention to the subgroups of ELLs and SWDs. AIS teacher, ESL teacher, SETTS teacher and paraprofessionals are assigned to push-in/pull-out and designated students are intentionally assigned to ensure accountability and focus. Lesson plans will reflect the groups and the assigned personnel, as well as the tasks and activities that will be coordinated with the curriculum and the pedagogy.

We currently do not have SIFE students in our school.

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 6 and 12 months from the date of the superintendent's notifications to the principal, parent/guardian, and/or student, the principal reviews the re-identification process decision to ensure that students' academic progress is not adversely affected by the determination. The principal will consult with the student's teachers and parent/guardian to determine if the student has been adversely affected by the determination. If the principal's decision is to reverse to ELL status, she will consult with the superintendent. The final decision notification will be in writing to the parent/guardian in the parent's 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?

We are working closely with the special education teachers, coaches, and the assistant principal that supervises special education to ensure that all the materials used in general education are accessible to all ELLs with special needs and that all students receive the services mandated on their IEPs as well as the mandated bilingual instruction. We review all materials to ensure that they are grade and age appropriate. Materials include our individualized computer programs such as I-Ready, IXL, Accelerated Reader and RazKids. We look closely at their IEPs to determine what they are most in need of to provide them with an adequate form of instruction. ELLs with special needs are also participants of the project based model and have access to the same opportunities as all ELLs.

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?

Teachers adjust lessons based on the needs of their students as per the data collected. Teachers of ELL-SWD students provide these children with multiple entry points to the lesson by changing the way the materials and classroom activities are presented. Careful attention to students' learning styles, aligned with appropriate resources selected and provided by administration and teachers, matched to students' interests and levels, serves to address students' needs, without referring the students to self-contained classes. General education classes provide wide opportunities for ELLs to interact with all other students, while receiving the appropriate services, as determined by IEPs. Furthermore, teachers, in conjunction with the administration, parents, and related service providers, may elect (if the data supports this) to incorporate flexible programming into the student's IEP in order to give the child an opportunity to experience and succeed in a least restrictive environment. For example, a student in a self-contained special education classroom may receive instruction in a general education classroom for a portion of the day. All lessons are aligned to the Common Core Learning Standards with modifications for individual students in order to ensure that each student's academic needs and IEP goals are met. Coordination of personnel allows for an effective sharing of students' learning needs and IEP mandates. Teachers are all expected to use IEP data, as well as all other available data, to make instructional decisions, personalized for individual students.

Chart

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

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

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

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



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

Chart

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

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

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

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

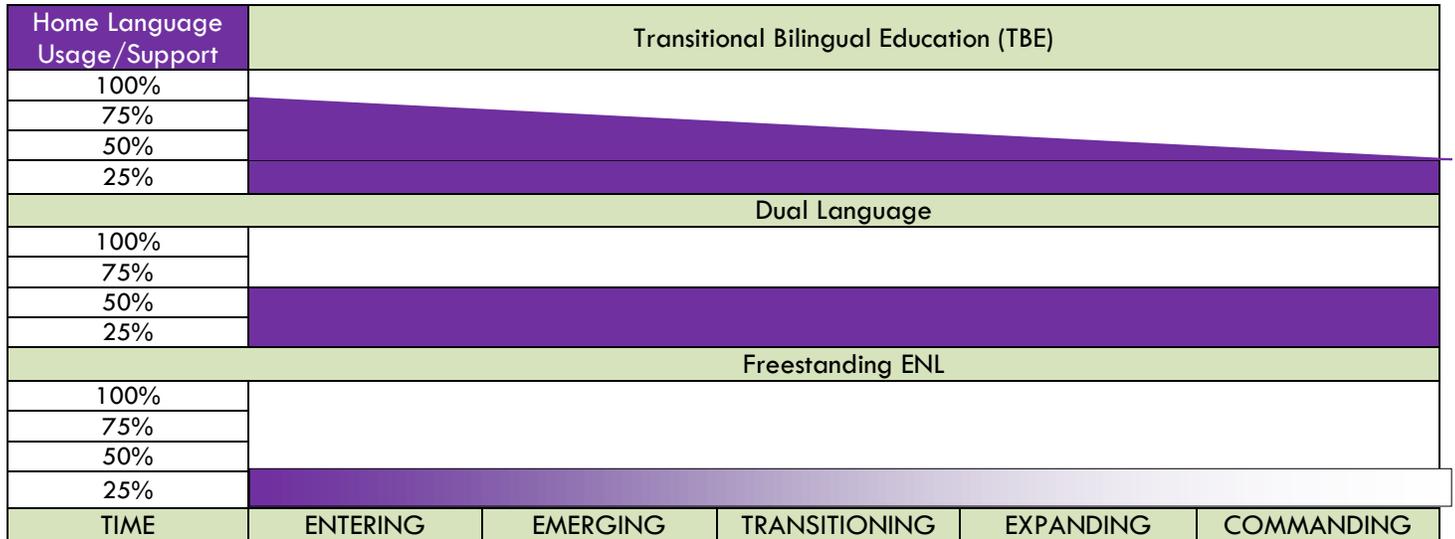


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Academic Intervention Services (AIS) are provided to assist struggling students in achieving Common Core Learning Standards in Literacy, Mathematics, and across all content areas. In addition, guidance counselors and support staff, such as the school counselor who provides intensive guidance to students whose emotional, social, and personal issues are impacting their ability to succeed academically. The services offered vary in intensity depending on the needs of each individual student. All students performing level 1- grade K-2: formative and summative assessments and grade 3-5: by 2014 NYS ELA assessment are deemed at-risk and will receive target services in English. The school will be implementing the following Academic Intervention Services for the school year 2014-2015:

- *Accelerated Reader
- * I-Ready
- * Foundations
- * Wilson
- * IXL
- * Reading A-Z (Raz-Kids)

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

P.S. 192 implemented the Core Knowledge, Expeditionary Learning and Teachers College Writing curriculum since the 2014 academic year. Core Knowledge and Expeditionary Learning is aligned to the Common Core Learning Standards and the Common Core ELA Instructional Shifts. The curriculum is centered around grade-level and above grade level texts with a focus on higher order questioning, whole class conversation and discussion techniques, and building vocabulary. The Core Knowledge and Expeditionary Learning program provides supports and scaffolds for ELLs and SWDs, thus offering students an entry point into the lesson. Core Knowledge and Expeditionary Learning is currently meeting both the content and language development needs of our ELLs because the program exposes these students to texts that are grade level appropriate with the proper scaffolding. In addition, Core Knowledge and Expeditionary Learning are aligned to the Science and Social Studies Scope and Sequence. Lastly, Core Knowledge and Expeditionary Learning support the ELLs students' language development through the teacher's reading aloud of the text with a focus on the students' oral (accountable talk) and vocabulary development.

Our programs effectiveness is assessed by the results of the students' progress in the school through the administration of the periodic assessments, and state mandates. Also, it is based on feedback from parents and teachers, SLT and RTI Team which results in on-going revisions to our curriculum maps accounting for the integration of the CCLS, NYSESL standards, UDL and DOK. The assessment results and feedback is essential to maintaining our instructional program relevant and promoting the students' learning.

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

Based on our ongoing review and reflection, and to meet the needs of the students in our community, we are going to purchase additional SMARTBOARDS. Scheduling the AIS teacher to provide push-in or pull out for additional support. Reducing the student-teacher ratio continues to be an effective strategy to provide individualized, precise, data-based targeted instruction, tailored to the students' needs.

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

Based on our ongoing review and reflection, and to meet the needs of the students in our community, we are going to purchase additional SMARTBOARDS. Scheduling the AIS teacher to provide push-in or pull out for additional support. Reducing the student-teacher ratio continues to be an effective strategy to provide individualized, precise, data-based targeted instruction, tailored to the students' needs. In addition, classroom inter-visitations will be facilitated by our consultants and coaches for new teachers and teachers who still need extra support. As a school community we will continue to focus on building our students' oral and vocabulary development through the use of higher-order questioning and accountable talk. Also, close reading will be a pivotal component of our literacy program in order to increase all of our students' fluency, rigor and development of higher-order thinking skills.

14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELLs are afforded with opportunity to participate in after school program and supplemental services. They are provided with the information for all programs in a timely fashion. Their parents are also invited to parent meetings and workshops. They are invited to attend reading and arts afterschool programs, all sports programs, and all extra-curricular events. Mission Society is organization that holds and after school program at P.S. 192. This program is available for all students, grades K-5. This program offers supplemental instruction in literacy, math, science, social studies, and the arts in a smaller group setting. In addition, Reading Partner provides students with target intervention reading instruction. Also, Empire State NYSESLAT by Continental Press will prepare students for the 2015 NYSESLAT assessment and develop the students' skills in the four modalities (speaking, listening, reading, and writing). Furthermore, the online reading and math programs will used to target our ELLs specific needs in reading and math and thus increase their reading fluency, comprehension levels, and mathematical skills.

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.

The instructional materials used to support ELLs include all of the Common Core Standards-aligned reading and math curriculum materials, as recommended by the Department of Education (Go Math, Core Knowledge and Expeditionary Learning). Teachers often translate materials for students who are not able to access the English at the level of proficiency required for the texts presented. Spanish-English dictionaries and support CDs provide opportunities for students to independently develop vocabulary at their own individual pace. Class libraries for ELLs include abundant independent reading books and materials, in both English and in Spanish. These reflect both independent reading levels of the students and student interest. Challenging books are also readily available. The school consistently addresses its mission to develop an authentic love of reading by all students by encouraging great student choice in reading and providing extensive amount of time for independent reading. Content area instructional materials include dictionaries, picture cards, flash cards, center based activities as well as leveled instructional texts, articles, hands-on manipulatives as well as activities involving physical movement to reinforce concepts. Native Language Arts materials are also offered in Transitional Bilingual Education classes. Technology is SMART BOARDS in the classroom, as well as access to laptops and Ipads allow students to use internet resources (with guidance and supervision of teachers) to support their learning. Teachers also infuse technology into their daily lessons, such as: SMART BOARDS, laptops, and Ipads allow students to use internet resources (with guidance and supervision of teachers) to support their learning.

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

Home language arts is in integral part of all our bilingual program. Students receive home language art weekly as part of their program. Home language arts is offered to ELL's in our bilingual program where they participate in content rich instruction with literature that is relevant and aligned to the Common Core State standards. Students in our freestanding ENL program receive support in their home language through the use of bilingual glossaries and text in their home language as much as possible. Our bilingual teachers that teach NLA and ENL also provide oral and written support.

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

The required services support and resources correspond to the ELLs of all age levels and grade levels. We focus on grade level

according to common core state standards. The materials used have been selected in accordance to students needs. Academic

supplemental services as well as instructional practice are held in accordance to each grade level. We review all text to ensure

they are age appropriate and use materials that are appropriate proficiency levels for the students, but are not of the appropriate

age level. Services are differentiated according to need and students are regularly assessed to determine growth and movement

as all of our programs have mid-unit and end unit assessments embedded. Some of our technology program such as our use of I-

Ready are appropriate for our ELLs and SWDs by meeting the cognitive needs of our students while being the appropriate

age/grades for our students and assessing the students with each use.

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).

All newly-enrolled ELL students and their families are invited to attend Orientation Meetings to learn about the programs and the school. Our Parent Coordinator is available to assist students during the day, with an additional support of being present in morning line-up and dismissal, so that students have easy access to her for help while not losing instructional time from classes. This is particularly supportive for the ELL students who are enrolled throughout the school year. They are provided with the Student Handbook and help in understanding the expectation comes in many ways, through the support of guidance personnel, Parent Coordinator, social worker, and classroom teachers. Our bilingual school counselor visits students and creates small groups throughout the year to help them assimilate to our school culture. The school counselor meets with the parents to provide them with additional support and tips on how to best support their child during the assimilation process as well as recommend community resources after school for both parents and children. We also have specialty teachers that are bilingual speakers who can support students when they attend their specialty class (music, art and science).

19. What language electives are offered to ELLs?

N/A

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)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

Increasing staff effectiveness through meaningful professional development is directly correlated to student achievement. One of our school goals is to provide all staff with appropriate, differentiated, tiered professional development opportunities, throughout the year. The language development of our ELL and bilingual students has been identified as an integral aspect of our school's priority instructional focus, and as such, becomes the responsibility of all teaching personnel, as a shared goal. All professional development includes a particular and distinct attention to the needs of ELL learners. Throughout the year, our staff selects and receives professional development sessions that includes, but is not limited to, the following:

 - Using the Common Core Learning Standards to Plan Instruction: Teacher team meetings throughout the school year offer teacher's opportunities to engage in professional development opportunities along with their colleagues who teach monolingual classes. Teachers received ongoing training on how to effectively use the Common Core Learning Standards to plan instruction. Special attention is given to developing modifications and providing various entry points into the lessons for our ELLs, thus giving these students the opportunity to achieve grade level Standards.
 - Technology: (I-Ready, Accelerated Reader and IXL)-Integration into Daily Classroom Practice: On-site professional development sessions are given on the various computer-based programs provided to the students. In order to maximize the programs' benefits, time will be provided for teachers to plan and make adjustments, as needed, in order to support our ELL
 - SIOP (Sheltered Instruction Observation Protocol): Throughout the academic year of the 2013-2014, all teachers received professional development sponsored by our network, CEI-PEA, on the SIOP model. Administrators and coaches supported teachers in implementing this model during planning sessions.
 - Assessments data was utilized to differentiate and plan literacy and math instruction: During grade-level meetings and teacher team meetings, teachers analyze student work and formative assessments in order to inform their instruction. Special attention was given to the current and former ELL population, thus ensuring their needs are being addressed as evidenced by the data analyzed.
 - Integrating ESL Methodology into Daily Teaching and Learning: Professional development was provided at school and other sites to provide training for teachers on how to incorporate ESL methodology using the SIOP model and strategies into their daily practice. Ongoing support was given to teachers by the administration and coaches during planning sessions [grade team meetings], therefore ensuring that the proper modifications are being designed to address the needs of our ELL population by using the SIOP model.
 - The minimum 7.5 of ELL training for all staff were provided by PDs organized by ESL teacher and ELL CEI-PEA Specialist. Teachers were also sent to of site professional development to then turn key information with grade teams.
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?

This year, we will continue to support ELLs by doing a Pre-Assessment, identifying children who are developmentally ready to transition and can be more successful meeting the ESL standards as measured by the NYSESLAT if they receive extra, focused, small group practice. We will also be connecting strategies taught during the writing block of literacy to types of writing for NYSESLAT. Along with this, work will continue developing better listening comprehension needed for the NYSESLAT. Students will engage in practice where they would have to listen to an adult other than the teacher to respond to their questions and continue creating instructional opportunities for children to listen and respond to other native speaking adults.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Our guidance bilingual counselor and our bilingual parent coordinator ensure that our ELL students have continuity of services by seeking out appropriate middle school placement for our students. Our bilingual guidance counselor assist families with the middle school application process and provide on-going support and conduct meetings to explain middle school choice to help facilitate a smooth transition of ELLs from elementary school to middle school. Information and correspondence regarding middle school placement is available in English and Spanish.
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.

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?

Several meetings with ELL parents are conducted throughout the academic year to discuss goals of program, language development progress, language proficiency assessment results, and language development need in all content areas. The goal of these meetings is to integrate parents into the learning experience of their children and to reinforce the connection between the instructional goals of the school and the home experience. The expectation with these meetings is to discuss and provide concrete information to parents about their child's academic content and language development progress and needs.

For instance, during registration, the Pupil Accounting Secretary ensures that the ESL teacher interviews the parent. During the interview, parents might share a personal concern about their child to the ESL teacher. The ESL teacher supports the parent by directing them to the correct school personnel or agency. That person or agency conducts a more intense interview and ensures that the parent's needs are met or that the parent is directed in the right path. Also, our bilingual guidance hold individual meetings with parents to educate them about topics of parents are concerned about.

Parents also have online access to Datacatation. This online program offers an array of tools to help parents view break down of complex student data to inform and support parents.

Also, teachers are consistently providing parents with feedback and next steps during our Parental Engagement time on Tuesdays, Parent /Teacher conference or through daily interaction with parents.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. P.S. 192 provides numerous opportunities for our parents to become involved in the school community. In addition, to the scheduled Parent/Teacher Conference (4 times a year), we also use an online program called Skedula to provide the families with opportunities to continuously have access to their child's academic progress, and where they can freely communicate with their child's teacher in their preferred language. The program provides the parents with a translation option to facilitate their understanding. Parents are encouraged to come into the school building throughout the year to discuss their child academic performance, translation are provided for the parents when need. We also have parent associate and parent coordinator (Luz Maldonado) who provides information sessions (in the parents proffered language) regarding the school's culture, progress and continuity of services. At the beginning of the school year, P.S. 192 offers parent orientation to introduce the faculty and welcome the parents. We conduct various parent workshops throughout the month to get parents involved as well as to teach the parents skills (in the parents preferred language). As CR Part 154 parents are invited for a one to one meeting (in the parents preferred language) to discuss language development, goals of the program, assessment results and students progress. Parental involvement at PS 192 has gradually increased throughout the year. We have had an increase of parents attending our parent workshop, curriculum night, Parent/Teacher Conference, etc.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? PS 192 for several years have been a host to Reading Partner, America Reads, America Scores, Doing Arts Together and Cookshops. We also use translation services offered through the NYCDOE for all languages.

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

Our Parent Coordinator distributes a NYC DOE Parent Survey. In this survey, parents are asked various questions regarding school environment and school-wide activities. These surveys are conducted in 2 ways-either physically filling out the survey in hard copy form or online, electronically. The Parent Coordinator is available to assist parents with either option. Parents also fill out a school-based survey (Parent/Family Involvement Survey) which is prepared by the Principal in both English and in Spanish. In this survey, parents indicate what their specific needs are. The school's Learning Environment Survey provides extensive insight into the needs and perspectives of parents. The results of this survey have shown very high parental satisfaction, as per the questions presented. In fact, the number of parents filling out and submitting the survey far exceeds the citywide percentage. Discussions between parents and teachers during Parent-Teacher Conferences, as well as ongoing conversations between parents and school staff offer ongoing opportunities for parents' concerns and needs to be heard and addressed. This "data" is evaluated by the Principal, Parent Coordinator, and other key constituents, such as PA President. We evaluate the needs of parents through the implementation of Parent Surveys, specific requests from parents or based on needs. Parents have forged relationships with the administration, the guidance counselor, parent coordinator and parent association, and feel comfortable requesting support. Based

on the needs of the request we will either provide one to one support or provide workshops if we know it will be beneficial to our parent population.

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

The Parent Coordinator reviews parent surveys and plans ongoing workshops, throughout the year and invites outside organizations and guest speakers to help parents address their expressed concerns and areas of need. Parental participation in the school's Leadership Team committee provides another forum for the needs and perspectives of parents to be voiced and addressed. Examples of such needs include adult education programs, child health issues, Common Core Learning Standards expectations for College and Career Readiness, miscellaneous parenting issues.

D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **06M** School Name: **Jacob H. Schiff**
Superintendent: **Ma**

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

1. Parents fill out the school's Learning Environment Survey and are supported in this through the interpretation and translation services of the Parent Coordinator and other bilingual staff members.
2. The high percentage of students and families that are Spanish speaking such as the newly admitted ELLs are clear indicators of the need for translation and interpretation services in Spanish.
4. The school maintains a record of the primary language of each student and this information is maintained in ATS and on the students' emergency card.
5. As part of the school's CEP planning with the School Leadership Team, the school addresses the language assistance needs, including: regular and timely provision of translated documents through either existing resources or the Translation and Interpretation Unit, timely provision of interpretation services at group and one-on-one meetings upon request when such services are necessary for parents to communicate with teachers, guidance counselors, school nurse and/or other school staff regarding critical information about their child's education; how it will provide those needs, the budgetary and staffing resources it is devoting to fulfill those needs, compliance with the notification requirements in Section VII of Chancellors' Regulation A-663.

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.

The large percentage of students from Spanish speaking households indicates to us that there is a great need to provide language assistance (translation and interpretation services) in order to help our families feel comfortable and so that they will actively be involved in our school life. These findings are reported to the school community through Parent Association Meetings and School Leadership Team Meetings.

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.)

The following documents are disseminated throughout the school year and require translation to be distributed to families:
Parent Handbook (Start of school year), Parent -teacher conference announcements (September, November, March and May), Curriculum Night, Afterschool Program information, Testing notifications (March), as well as other daily communication such as through the Datacion online grading system, notifications from the school health clinic and notifications from school staff.

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.

Formal and informal face- to- face meetings and interaction that occur throughout the school year include: Curriculum Night (September), parent-teacher conferences (November, March and May), Monthly parent workshops (2nd Friday for every month), daily interactions with school staff, including teachers, guidance counselors, parent coordinator, and school administration.

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 school provides the following translation services:
All appropriate language versions of Department of Education documents which are distributed or

electronically communicated to all including, but not limited to: registration, application, Home Language Identification Survey, standards and performance, conduct, safety, and discipline; special education and related services; and transfers and discharges. All school documents related to Student Specific Issues including but not limited to students': Health, safety, legal or disciplinary matters, and placement in any Special Education, and English Language Learner. All school documents related to school meetings, events, news and announcements.

Written translation services are provided by in-house personnel, such as Parent Coordinator, bilingual teachers and the principal. There are funds allocated that we use for translation services provided by the Department of Education Translation Services Unit.

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.

Oral interpretation services are provided by in-house personnel, such as Parent Coordinator, bilingual secretary, bilingual teachers and the principal. All Parent Workshops provide a bilingual staff member to translate throughout the session. Bilingual personnel, including Parent Coordinator, are available during all Open School Parent-Teacher Conferences. All Open Houses and Orientation Sessions for families provide for bilingual translation and interpretation.

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.)

The staff members are provided with training on how to use translation services and the over-the-phone interpretation service at the start of the school year during professional development and are given a copy of the T & I Brochure. Emails are also sent to staff members with links to the translation unit webpage of the NYCDOE intranet website.

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

The School will fulfill Section VII of Chancellor's Regulation A-663 by: providing each parent whose primary language is a covered language and who require language

assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We will obtain translated versions of this document, in the covered languages, through <http://schools.nyc.gov/RulesPolicies/ParentBillofRights/default.htm>.

B. The School posts a sign in each of the most prominent covered languages, indicating the availability of interpretation services. A list of staff members who are able to assist with interpretation and translation is available to all staff, including the school's safety officers. We will obtain such translated signs, in the covered language through <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.

C. The School's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

D. When more than 10% of the children at the school speak a primary language that is neither English nor a covered language, we will obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section.

E. The School will inform parents of the Department's website which provides information in each of the covered languages concerning the rights of parents to translation and interpretation services.

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)

Feedback from parents on the quality and availability of services is gathered from parent surveys and parent reflections from the parent workshops, as well as informal feedback from parents.