

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

25Q193

School Name:

P.S. 193 ALFRED J. KENNEDY

Principal:

DIANE TRATNER

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Alfred J. Kennedy School School Number (DBN): 25Q193
Grades Served: PK-5
School Address: 152-20 11 Avenue Whitestone NY 11357
Phone Number: 718-767-8810 Fax: 718-746-7617
School Contact Person: Diane Tratner Email Address: dtratne@schools.nyc.gov
Principal: Diane Tratner
UFT Chapter Leader: Joanne Genova
Parents' Association President: Laura Koutsavlis, Athena Pappas
SLT Chairperson: Susan Pesso
Title I Parent Representative (or
Parent Advisory Council
Chairperson): none
Student Representative(s): none
none

District Information

District: 25 Superintendent: Danielle DiMango
Superintendent's Office Address: 30-45 Linden Place, Flushing NY 11354
Superintendent's Email Address: DDiMang@schools.nyc.gov
Phone Number: 718-281-7605 Fax: 718-281-7690

Borough Field Support Center (BFSC)

Queens North Field
BFSC: Support Center Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North, Queens NY 11101
Director's Email Address: LPender@schools.nyc.gov
Phone Number: 917-225-2020 Fax: 718-391-8320

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)
Diane Tratner	*Principal or Designee	
Joanne Genova	*UFT Chapter Leader or Designee	
Laura Koutsavlis	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Roselle Tichauer	Member/ teacher	
Athena Pappas	Member/parent	
Randy Goldman	Member/ teacher	
Harriet Demetriou	Member/ parent	
Michelle Holdorf	Member/parent	
Danielle Vargas	Member/parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Nicole Anastasis	Member/ parent	
Susan Pessa	Member/teacher /Chairperson	
Kristy Chan	Member/ Assistant Principal	
	Member/	
	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

PS 193Q is an elementary school (PK-5) with approximately 540 students, in Whitestone, Queens. Our student population is comprised of 23% Asian, 17% Hispanic, 1% Black, 57% White, 1% Other. 18 % of our students receive Special Education services, including Self-Contained, ICT, and SETSS. 13 % of our students are English Language Learners. 28 % of our student population is eligible for free lunch.

The vision for our school is reflected in our Core Beliefs Statement: " The PS 193 community believes that educating the 'whole child' means that academic knowledge is linked to social-emotional learning. Social-emotional learning is based on one fundamental principle:

"Effective, lasting, academic learning and social-emotional learning is built on caring relationships and warm but challenging classroom and school environments."

Over the past year we have made progress in the element of Supportive Environment. In educating the whole child, we think of children who grow up with academic knowledge, social-emotional skills and a strong moral compass. This means:

- Being a good problem -solver
- Taking responsibility for personal health and well-being
- Developing effective social relationships, such as how to work in a group, and relating to others from different cultures and backgrounds
- Being caring individuals with concern and respect for others
- Developing good character and making sound moral decisions.

This has been accomplished through weekly Conflict Resolution lessons conducted in every classroom, a Peer Mediation program, "Caring Beings" in each classroom, Enrichment Clubs/Clusters in Gr. 2-5 which allows students choice of activities based on interest, and student to staff connections for at risk students as identified in PPT. Students also take responsibility for their own learning by referring to an Independent Learning Rubric in the classroom.

Our data team has formulated our Instructional Focus based on the following data sources:

- ELA and Math State Test Scores from 2014 and 2015
- State Test Analysis of Cohorts from 2013-2015
- Areas of Focus as outlined in our Quality Review, conducted in February, 2014
- Tripod Surveys administered to students in Gr. 3-5
- Teacher data from Advance

Our data analysis revealed:

- In ELA State Tests the number of students performing at Level 2 increased for all students, all grades
- In ELA State Tests the number of students performing at Level 3/4 decreased for all students, all grades
- In ELA State Tests there was an overall 15% increase in proficiency for SWDs
- In ELA State Tests there was an overall 39% increase in proficiency for ELLs
- Our previous QR indicated the need to align instruction to the CCLS, increase engagement as it relates to the Danielson Framework, and ensure that instruction is coherent across all grades
- Our Tripod Survey indicated that students felt that there was not enough choice in classwork, and homework was not interesting

This information led to the development of our Instructional Focus:

To improve the coherence of standards based practice and to improve the strategic use of data analysis.

25Q193 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	533	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	0.7%	% Attendance Rate		94.4%
% Free Lunch	31.6%	% Reduced Lunch		8.2%
% Limited English Proficient	11.2%	% Students with Disabilities		14.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		0.8%
% Hispanic or Latino	18.2%	% Asian or Native Hawaiian/Pacific Islander		22.4%
% White	57.6%	% Multi-Racial		1.0%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	13.18	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		3.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		5.87
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	51.5%	Mathematics Performance at levels 3 & 4		57.7%
Science Performance at levels 3 & 4 (4th Grade)	94.9%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

Our needs assessment of our school's academic program as it related to "rigorous instruction" was completed by analyzing a number of data sources, including NY State ELA and Math scores, Quality Review 2013-14, Elementary School Quality Snapshot, and Running Records data. The data analysis revealed:

- In ELA State Tests the number of students performing at Level 2 increased for all students, from 32% to 43%.
- In ELA State Tests the number of students meeting proficiency (Level 3 & 4) decreased for all students, from 54% to 43%.
- In ELA State Tests there was an overall 15% increase in proficiency for SWDs
- In ELA State Tests there was an overall 39% increase in proficiency for ELLs
- Our previous QR indicated the need to align instruction to the CCLS, increase engagement as it relates to the Danielson Framework, and ensure that instruction is coherent across all grades
- Our Tripod Survey indicated that students felt that there was not enough choice in classwork and homework was not interesting
- Teacher data from the Danielson Framework indicated that teachers were rated lower in Domain 3: Instruction.

In reflecting on last year's observation ratings in Advance, it should be noted that all teachers were rated overall as Effective or Highly Effective, with one exception. Our challenge is to move teacher practice from Effective to Highly Effective, with a focus on Domain 3: Instruction.

A review of data and our *ReadyGen* and *GoMath* curricula indicated the need to align instruction to the CCLS more strategically. This work will be done in Teacher Teams, which will improve coherence across grades.

Given that our overall level of proficiency went down in ELA as indicated in test data, we must work to increase the number of students who are reading at or above grade level.

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, we will increase the number of students meeting or exceeding proficiency from 43% to 54% (an increase of 10%), as measured by NY State ELA Tests.

<p>*All students will participate in daily independent reading in school and at home.</p> <p>*Teacher Teams meets for progress monitoring each month – assesses, analyzes, and create revised action plans based upon various forms of data.</p> <p>*Articulation amongst teachers around standards–based instruction and best practices</p>	Grade 4-5 teachers	January - June	Teacher Leader
<p>*Tier I Interventions will be provided 5 days a week for 20 minutes a day in small groups within the classroom with a focus on the lowest performing students.</p> <p>*Leveled Literacy Instruction (LLI) will be provided as Tier 2 intervention to struggling students 4 times per week for 30 minutes.</p> <p>* Wilson/Fundations will be provided as a Tier 2 intervention to students struggling with decoding 4 times per week for 20 minutes.</p> <p>Title III program to support the needs of ELL students in Grades 2-5.</p>	<p>Identified students in all grades- including ELLs & SWDs, and Lowest 1/3 students</p>	September - June	<p>Classroom Teachers</p> <p>SETSS teacher</p> <p>ESL Teacher</p> <p>Paraprofessionals</p>
<p>Translatable school website that includes bi-monthly newsletters for each grade that indicates topics, essential questions, and standards addressed for content areas.</p> <p>School website that includes Educational Links to programs such as ThinkCentral, PracTutor, Raz-Kids, Readworks, and Quizlet.</p>	All parents	September - June	<p>Classroom teachers</p> <p>Parent Coordinator</p> <p>PTA</p> <p>School Leaders</p>

School website that includes information about the Framework for Great Schools.			
Parent workshops on curriculum based topics (Family Math Night, etc.) to support student learning and parent understanding			
Parent Orientations			

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.											
Human Resources: All classroom teachers for Tier 1; SETSS / Spec Ed teachers; ESL teacher; paraprofessionals trained in LLI.											
Instructional resources: LLI materials; Foundations / Wilson materials; AIS materials;											
STAR periods scheduled; Professional Development time; Parent Engagement time											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		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.
* F & P Running Records assessments administered in Grades K-5 in October, February, and June.
The mid-point benchmark will be in February.
* ELA NYC Performance Tasks administered as part of MOSL in Grades 2-5 in October and May. The mid-point benchmark will be a Teacher's College writing assessment administered in February.
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.

Our school conducted a needs assessment by analyzing the following data: Learning Environment Survey; Quality Review; Elementary School Quality Snapshot; monthly attendance reports; OORS report.

Monthly attendance data is inconsistent but it can be noted that attendance had decreased over the last 3 years in October and November, with overall attendance being lowest in January-February.

According to the Learning Environment Survey, 97% of parent feel that their child is safe; 98% of parents believe there is an adult whom their child trusts and can go to for help with a problem; 98% of parents feel that students with disabilities are included in all school activities; and 96% of parents feel that teachers and staff treat all students with respect. Also in the LES, 93% of teachers feel that the school does a good job teaching students the social and emotional skills to succeed in, and be prepared for, the next grade level.

There were 8 Principal suspensions in the year 2013-2014. This year, Principal suspensions decreased to 3.

OORs report data indicates that 43% of incidents occur at lunchtime, in cafeteria or playground, between 11:00 -1:00. 64 incidents occurred during that time frame this academic year.

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, structured activities, opportunities for students to increase their voice and leadership in our school community, and reinforcement for positive behaviors throughout the day will result in a 30% reduction of incidents during the 11:00- 1:00 time period, as measured by bi-monthly review of OORS report data.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>*Professional development for PE teacher who will turnkey to school aides in teaching students recess games.</p> <p>"Go Noodle" movement videos that promote movement while inside during winter months.</p> <p>*Fitness Mile</p> <p>*School Assembly programs to promote school citizenship</p> <p>* Student Council in Gr. 4 & 5 to increase student voice and support school citizenship</p> <p>* Adoption of PBIS (School-wide Positive Behavior Support) strategies</p>	<p>All students during lunch periods</p>	<p>September 2015-June 2016</p>	<p>PE Teacher</p> <p>Music Teacher</p> <p>S. Banner - Gr. 5 teacher</p> <p>SBST</p> <p>Admin</p> <p>Parent Coordinator</p>
<p>* One to one connections with specific students and various staff members (including Principal, AP, Parent Coordinator, Youth Coordinator,SBST) for students identified as high-need to have consistent contact with a trusted adult.</p> <p>* Collaboration with after school Sports & Arts Program to identify high-need students and provide supports.</p>	<p>All students</p>	<p>October - June</p>	<p>SBST</p> <p>Youth Coordinator</p> <p>Parent Coordinator</p> <p>Teachers</p> <p>Outside organizations</p>

* Enrichment Clubs in Grades 2-5 scheduled first period to encourage on-time arrivals.			
*Parent communication through various methods including school website, and involvement in attending and organizing events. * Establishment of PBIS strategies to promote a school culture and good citizenship.	All parents	September - June	Parent Coordinator PTA Teachers Administrators Student Council

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.											
Human resources: school aides, peer mentors, Community organizations, PPT members; Parent Coordinator; PTA School Wellness Grant											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant	X	SIG/SIF	X	PTA Funded	X	In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Bi-monthly review of OORS report with a goal of reducing the number of incidents by 50% over the same time period of the previous year. Mid-year review of student feedback forms about special lunch programs and activities. Bi-monthly review of PPT member - student progress in reducing OORS incidents. Bi-monthly monitoring of school website use by parents.
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.

Our school conducted a needs assessment by analyzing data: Quality Review 2013-2014; Learning Environment Survey; teacher observations.

While teachers effectively utilize common classroom practices to support all learners, our Quality Review indicated the need for deeper collaboration amongst teachers within all grades, and across all grades. Data analysis revealed, as reflected in our Instructional Focus, the need for deeper standards based instructional practice, using the ReadyGen and GoMath curriculum as a tool.

The Advance Observation Analysis Dashboard indicated that in Domain 3b: Questioning & Discussion, 17% of teachers were rated overall Developing, 64% of teachers were rated overall Effective, and 19% were rated overall Highly Effective.

Previously, Teacher Team time was scheduled during a weekly common prep. This was found to be unsuccessful for a number of reasons:

- Preps were sometimes changed resulting in some teachers not being available to meet
- There was little "buy in" to the professional inquiry process
- The abundance of data left teachers not knowing where to begin, and what data was pertinent.

Part 2 – Annual Goal

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

By June 2016, 100% of teachers will implement a learned pedagogical skill from professional learning activities that results in an increase of 5%, from last school year, of our students meeting benchmark reading levels in F & P Running Records

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>PD given in accurately assessing students using F & P to ensure consistency across classrooms and grades, and how to use the data gleaned from running records to group students and drive instruction.</p> <p>PD given in unpacking CCLS and developing unit plans in Reading, Writing and Math based on CCLS and aligned with ReadyGen and GoMath.</p> <p>Time scheduled on Monday PL for teachers to meet in Professional Learning Communities to unpack standards, create unit plans based on CCLS, and utilize data from F & P to analyze student work. A "Bridge to Practice" model will be used on Monday PL time. Tuesdays will also be used 2 times per month to meet in PLCs to continue the work.</p> <p>Teachers select workshops of interest from the menu of PD offerings from Queens North. Some teachers are assigned PDs by supervisors, based on identified areas of need.</p> <p>Instructional mentors in ELA, Math, and ESL will provide professional development, individual coaching, and PLC support and resources in their specific areas of expertise.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Teachers Admin Instructional Mentors</p>

	teachers	September-June	School leaders teachers
School administration and Lead Teachers will develop a trusting, collaborative environment, offering support, information, and resources, as feasible, with specific feedback, clear next steps, and provide Professional Development opportunities to support the needs of teachers.	All teachers	September-June	Professional Learning Committee School leaders

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.											
Human resources: Grade Teacher Teams; administration; Teachers trained in The Danielson Group’s, “ Enhancing Professional Practice Through Inter-Visitation ”											
Scheduling adjustments: common preps, Monday and Tuesday afternoon Professional Development time;											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		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, 15% of teachers will be rated Highly Effective overall, from the formal, or informal, observations.
End of cycle summative benchmarks, including observations and student work.
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.

The 2014-2015 Learning Environment Survey indicated a significant improvement in positive responses, as aligned to the Framework for Great Schools:

Rigorous Instruction 98%

Supportive Environment 99%

Collaborative Teachers 95%

Effective School Leadership 88%

Strong Family- Community Ties 86%

Trust 93%

Specific areas that still need to be addressed are:

- Shared decision making

- Family and community involvement

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.

The Principal will share his / her personal vision for PS 193, gain input from various constituencies, and then collaboratively develop school level goals and action plans, as measured by an increase in our DOE school survey “ Systems for Improvement” category by 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). • 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>*The principal will participate in a District 25 professional learning community</p> <p>* Implement a "School Cabinet" and "Data Team"</p> <p>* Budget decisions support reducing class size</p> <p>*Align the use of resources to support instructional goals that meet student needs.</p> <p>*Support teachers' professional development based on needs identified by teachers and supervisors.</p> <p>*Be an active participant with teachers in Teacher Teams.</p> <p>*Informally visit every classroom 1-2 times a week.</p>	<p>All staff</p>	<p>September-June</p>	<p>Administration</p> <p>Professional Learning Committee</p> <p>Teacher leaders</p>
<p>* Share instructional vision with parents at PTA meetings, and school website.</p> <p>* Provide access to administration through open door policy, and provide assistance to parents through a "How Can We Help You?" form available in the office to be directed to the appropriate staff member.</p>	<p>parents</p>	<p>October-June</p>	<p>Administration</p> <p>Parent Coordinator</p> <p>PTA</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

District 25 Inquiry Study group

Pre-K per session funds will be used for co-planning with paraprofessionals.

Professional development opportunities available for teachers through Central at no cost.

In-house PD Monday PD sessions with "Bridge to Practice" Teacher Team meetings will be utilized to share common vision of consistent school goals and action plan, as well as sharing expertise of in-house professionals i.e. LLI Reading Intervention, Foundations, Wilson programs.

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		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	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.

Informal teacher survey in January using DOE LES questions referenced in Needs Assessment.

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.

According to the Learning Environment Survey question “How often this year have you been invited to an event at your child’s school?”

35% of parents responded they have been invited to school events 5 or more times the year: 37% stated 3-4 times; 24% responded 1-2 times; 5% responded never

Because we know every parent is invited 5 or more times, are parents not getting the information about the events, or are parents responding to the number of times they have attended an event?

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.

50% of parents will respond that they have been invited to school events 5 or more times, as measured by attendance sheets at various school-wide events, and responses on the Learning Environment Survey in Spring.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Information and access for parents about school events and curriculum provided through: Increased communication in different languages, redesign school website to make it easier to navigate to important links and to be more user-friendly; increase use of 'Autodial' system to phone parents, increased use of Remind 101, maintain School Bulletin Board outside school's main entrance, Family Handbook, monthly calendar, Principal and Grade newsletters..</p>	<p>parents</p>	<p>September 2015 – June 2016</p>	<p>Parent Coordinator Website designer Teachers Translators School leaders</p>
<p>* School reaches out to parents to discuss their child's progress through Tuesday Parent Engagement, and uses translators when necessary.</p>	<p>Parents</p>	<p>Sept 2015- June 2016</p>	
<p>*Creation of a PS 193Q school garden designed, built, and maintained by staff, parents, neighbors, and students. The purpose of the school garden is to help support and improve student outcomes, through learning about Earth Science.</p> <p>*A committee has been formed for bilingual parents to partner with non-English speaking parents in order to support their participation in school</p> <p>*Continue school events during and after school day, with increased and improved notification: Arts and Crafts Night, Movie night, parent workshops in curriculum areas and Common Core, Get-Acquainted party in September, Curriculum Fair in May, Breast Cancer Walk-a-thon in Fall, Halloween Dance, Book Fairs throughout school year, Grade- and Principal Newsletters. Additional events of interest to parents may include: International Food Festival and Talent Night, Cultural Dance performances, with translated flyers.</p> <p>*Provide flexible scheduling of meetings / events, where feasible, to encourage parent involvement.</p>	<p>School community Including families, staff, and neighbors</p>	<p>July 2015- June 2016 September 2015-June 2016</p>	<p>Families, staff, neighbors Bilingual parents Non-English speaking parents Parent coordinator PTA</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Community partnerships, school community, translators.											
Adjusting schedule of events to meet needs of majority of parents											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
Attendance sheets for each event will monitor parent participation as a result of improved communication.										
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)	Teacher recommendation; Reading levels, test data	Shared Reading/Writing; Foundations, Wilson, LLI; repeated Read Alouds; specific reading /writing strategies; Guided Reading; Thinking Maps; technology; ImagineLearning, RazKids, Starfall; Test Sophistication program Title III Program	Small group	During school day - STAR period, After school Title III program
Mathematics	Teacher recommendation; test data	Charts with simplified language and picture support; content vocabulary; Math games; technology; GoMath reteach; Think Central Test Sophistication Program	Small groups	During school day – STAR period; before school (for ELLs)
Science	Teacher recommendation; test data; running records	Charts with simplified language and picture support; content vocabulary; Grade 4 teachers support science content through literacy	Small groups	During school day, and embedded in ELA
Social Studies	Teacher recommendation; test data	Charts with simplified language and picture support; content vocabulary; Thinking Maps	Small groups	During the school day; embedded in ELA

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher and PPT referral	Counseling and support – discussions, games, scenarios, about following rules, dealing with family issues, getting along with peers, appropriate self-expression, self-esteem.	Small groups	During the school day
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
N/A

2b. High Quality and Ongoing Professional Development

Describe the 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).
N/A

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

N/A

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, 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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

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

PS 193Q, 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>Alfred J. Kennedy</u>	DBN: <u>25q193</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>30</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>1</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: PS 193's ESL Title III Program will take place two mornings per week from 7:35am-8:20am. An additional day per week will be reserved for planning and PD for the teachers. We will be servicing 30 current and former ELL students from grades 2 through 5. Students will receive their instruction in English. One certified ESL and general education teacher, will service 2nd grade students and beginners in grades 3 through 5. An additional certified ESL and general education teacher, will service intermediate and advanced students in grades 3 through 5. During this instructional time, the two ESL teachers will work with their groups focusing on both math and ELA skills as well as the NYSESLAT, alternating daily. Our rationale for this instructional decision is based on how our ELL students performed on the state tests last year. In our efforts to help close the achievement gap of our ELL students, we are purchasing several resources students are not using in their regular instructional day.

During math instruction, students will learn academic vocabulary to enable their ability to comprehend word problems. As a scaffold, students will have access to manipulatives, such as counters, base ten blocks and tiles for concrete learning. Additionally, students will be provided with vocabulary words in both English and their native language with picture support to reinforce the word. Students will also watch math videos that target their specific needs on laptops, using websites such as Kahn Academy and Brain Pop, Jr.. We are purchasing hands on math activities from Lakeshore Learning to support math concepts. We have purchased "Simplified Math Exercises for ELLs" by Continental Press.

During ELA and NYSESLAT instruction, students will rotate through a variety of learning activities based on their specific needs. Students will be reading their leveled books called Easy Readers and learning reading skills for informational and literary texts, such as identifying the main idea and key details or making inferences. Teachers will focus on bolstering students' language acquisition through the use of vocabulary cards with picture support as well as story telling strategies. Hands on learning activities that promote phonics skills and well as reading and writing skills will be purchased from Lakeshore Learning. Also, students will access the Imagine Learning System, which is a software ESL literacy program will be used for independent work. Imagine Learning teaches direct vocabulary development (including academic language), listening and speaking, phonemic awareness, emergent literacy, and school readiness, with individualized lessons and graphic support.

We will also be taking the ELL students in this program on a trip to the Queens County Farm Museum to the Honey Bees Alive! Workshop, where students will have a hands on experience to learn about the life-cycle of honeybees, their products and how they help us. Students will make a candle from beeswax and an edible honey stick. This trip will support language acquisition and provide students with a real life experience to connect to nonfiction texts and produce informational texts. Our school will be using non-Title III funds for this trip.

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

Part C: Professional Development

Begin description here: Our ESL teachers will be attending SIOP workshops as well as ELL workshops offered by our Teaching Matters network throughout the year in order to learn additional strategies for instructing ELLs. Teachers will participate in workshops offered by OELL. Teachers will also use video resources offered by DOE, such as "Math Problem-Solving Strategies for ELLs in Elementary Grades", "Teaching Common Core-aligned Math to ELLs", and "Teaching Vocabulary to English Language Learners".

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: An orientation session for parents of ELLs takes place in early October. Topics at the orientation include state standards, assessments, school expectations, and general requirements for the ESL programs. Also, a parent workshop interest survey will be sent home to assess the needs and interests of ELL parents including financial budgeting, computer classes, learning to speak English, job preparation, etc. Parent workshops will be planned accordingly and will be offered throughout the school year.

One Content Area teacher (Computer) will conduct 4 parent workshops using computer skills, along with outside specialists in Adult Continuing Education topics, based on survey results. Three translators will be available (Spanish, Chinese, Korean).

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$6,896.00</u> <u>-2 teachers @ \$52.00 per hour @ 3 hours per week for 16 weeks = \$6240.00</u> <u>- 1 teacher @ \$52.00 per hour @ 2 hours per month for 4 months = \$416.00</u> <u>- 3 translators @ \$20.00 per hour @1 hour per month for 4 months = \$240.00</u>	- <u>Two Certified ESL teachers will teach two ELL Morning Academy Classes. One certified ESL teacher will teach the Morning Academy Program for Grade 2, and Beginner ELLs in Gr. 3-5. One certified ESL teacher will teach the Morning Academy Program for Gr. 3-5 Intermediate/Advanced students.</u> <u>One Content Area teacher (Computer) will conduct 4 parent workshops using computer skills, along with outside specialists in Adult Continuing Education topics, based on survey results. 3 Translators will be available (Spanish, Chinese, Korean).</u>

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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. 	- <u>Copy paper and folders=\$250.0</u> - <u>Educational Activities purchased from Lakeshore=\$933.0</u> - <u>Workbooks "Simplified Math Exercises for ELLs" (Continental Press) 20 workbooks x \$5.78 = \$116.00</u>	<u>Packets for ELL Workshops for parents.</u> <u>-Language Center</u> <u>- Highlight your Skills</u> <u>-Phonics Center</u> <u>- Sightword Talking Board</u> <u>-Vocabulary Match Ups</u> <u>- What's the Order Sequencing</u> <u>- Comprehension Tub</u> <u>- Teaching Chat</u> <u>- Puzzles</u> <u>- Flip Books</u> <u>- Word Builders</u> <u>- Math Puzzles</u>
Educational Software (Object Code 199)	<u>\$2280.00</u> <u>Imagine Learning software license renewal = 30 licenses</u>	<u>An ESL computer literacy program used for direct vocabulary development.</u>
Travel	<u>Metro Cards for parents to attend DOE workshops for parents = \$300.00</u>	<u>Parents will be able to travel to DOE workshops for parents.</u>
Other	_____	_____
TOTAL	<u>\$10,775.00</u>	_____

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 25	Borough Queens	School Number 193
School Name Alfred J. Kennedy		

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 Diane Tratner	Assistant Principal Kristy Chan
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Madelyn Wasserman	School Counselor Mei Ling Liu
Teacher/Subject Area Ayse Altan-4th Gr ENL teacher	Parent Laura Koutsavlis
Teacher/Subject Area Lauren Waters-K ENL teacher	Parent Coordinator Jennifer Gilmore
Related-Service Provider Susan Pessa-SETSS/IEP teacher	Borough Field Support Center Staff Member
Superintendent Danielle DiMango	Other (Name and Title)

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 <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	542	Total number of ELLs	51	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
---	--

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	51	Newcomers (ELLs receiving service 0-3 years)	50	ELL Students with Disabilities	4
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	50	2		1						0
Total	0	0	0	0	0	0	0	0	0	0
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	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	4	7	0	1	3	3								0
Chinese	4	5	2	5	1	2								0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean	1	1	1	1	1	1								0
Punjabi														0
Polish														0
Albanian														0
Other	2	1	2	3										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)	2	2	0	4	0	3								0
Emerging (Low Intermediate)	1	0	0	1	1	0								0
Transitioning (High Intermediate)	3	3	2	2	1	0								0
Expanding (Advanced)	5	9	3	5	3	1								0
Commanding (Proficient)	5	0	6	8	0	2								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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	0	10	13	2	6								0

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 The assessment tool that our school uses to assess the early literacy skills of our ELLs is Fountas and Pinnell. Fountas and Pinnell is a system of reading levels, and it is what our teachers use for Running Records. It tells us what reading level our English Language Learners are on, (Levels A-Z). We use it to also monitor progress, so we can differentiate the needs of each of the ELLs. Our Entering ELLs who cannot decode and those scoring very low need picture clues and phonics to move them along. Our Emerging and Transitioning ELLs need practice reading and writing - help with main idea and sentence structure, for example. We revise unit plans to address all students including the ELLs needs. Data is shared between the ENL provider and the teachers. According to this data, the ELLs are advancing in Literacy and Math.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The NYSITELL data shows that of our 11 Kindergarten ELLs - 5 are Expanding (A), 2 are Entering (B), 3 are Transitioning (High I), and 1 is Emerging (Lower I). We have 4 new admits that are at the Entering (B) Level on the NYSITELL - 2 in Grade 3, and 2 in Grade 5. The NYSELAT data shows that we have 5 at the Entering (B) level, 2 at the Emerging (Low I level), 8 at the Transitioning (I level), and 22 at the Expanding (A) level. We have 15 children in Grades 2-5, who passed the NYSELAT in 2015, 5 of whom are in G & T. By looking at the data, we see that we need a great deal of differentiated instruction to best meet the needs of our students. We need to use this data to drive instruction to meet the needs of our diverse ENL population (G&T, SPELLs, and Entering (B) and Transitioning (High I) ELLs) to move them ahead. For our Entering ELLs, we need to focus on vocabulary and speaking. For our G&T and Expanding (A) ELLs, we will focus on higher order thinking skills and academic language to move them ahead and have them reach proficiency on the NYSESLAT.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 In order to design effective instruction, and / or interventions, we gather and analyze information for the AMAO, using such factors as Home Language, grade level, years of ENL service, ELA / Math performance, NYSESLAT proficiency and progress, hold-over status, SIFE status, and disability classification. The Early Warning Indicator feature automatically calculates the number of risk factors

exhibited, and color-codes them accordingly. The data reveals that most of our ENL students meet and exceed their annual AMAOs. Those students who do not meet their AMAOs, will work on their areas of need during the STAR period for RTI, during Title III, and during their mandated minutes of ENL.

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?

- a. On the NYS Math test, we found that we had twice as many students score Levels 3 and 4 when taking the test in their home language, as opposed to taking it in English. On the NYS Science test, we had 4 ELLs take the test. Of those four, 3 students who took it in the home language scored Level 4. One student who took the test in English scored a 4.
- b. We are using school based Periodic Assessments - Fountas and Pinnell, GoMath! assessments, and Writing on Demand to monitor ELL student progress. We use these results to note student weaknesses and strengths, and adjust our instruction accordingly.
- c. We use glossaries, translated exams, translated alphabet charts, as well as bilingual dictionaries. We also have reading books in other languages. We use native language with our Imagine and LeapFrog programs to help the students understand the directions. Students may also be strategically partnered at times in class with a student who is both English proficient as well as a speaker in the ELL's native language.
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 classroom teacher is the primary interventionist in Tier 1 of RTI. Using curriculum and assessments in the classroom (Fountas and Pinnell Running Records, DIBELS and Imagine Learning), as well as any of the other Tier 1 interventions listed on our Response to Intervention programs, the classroom teacher evaluates each student, including the ELLs, to gauge skills in Literacy and Math. Through Progress Monitoring, the teachers are able to note academic gains. The classroom teacher and ESL teacher discuss the outcomes for our ELLs and meet to see if further intervention than ENL is warranted. Continuous assessment and evaluation occur. The fully-certified classroom teachers and our fully-certified ENL teacher will provide the highest quality of instruction by providing multiple entry points to instruction, and using research based strategies and interventions. Assessment data will be shared with parents as well. For any student, including the long term ELLs, not responding to Tier 1 strategies, Tier 2 interventions may be looked at.
6. How do you make sure that a student's new language development is considered in instructional decisions?
We take into consideration the second language development of all of our ELLs when making instructional decisions. We plan our instruction with multiple entry points to make sure our ELLs are learning the academic language and skills needed in each academic subject area.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

We do not have dual language programs.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We use the NYSELAT scores and State ELA, Math and Science scores to identify gains in proficiency levels and thus success of our ELL program. In the lower grades, we use the Fountas and Pinnell Running Records to assess the students' progress and the efficacy of our programs.

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 following steps are followed for the initial identification of our ELLs. At registration, our fully certified ENL teacher determines the home language of our new admits by a combination of interviews with the parent or guardian, and with the student, in English or in their preferred language with the help of a translator, or we use the DOE's Translation and Interpretation Unit. Our ENL teacher completes the responses to the K-12 Home Language Identification Survey (HLIS) at this time, using a translator when needed. Many times, parents bring their own translator. We then conduct an in-depth interview for students whose home language is not English,

NYSITELL eligibility is determined. The information is entered into ATS. Next, our fully certified ENL teacher prints out the NYSITELL answer documents (RLBA on ATS) to administer the NYSITELL within ten days. After administering the NYSITELL, the answer sheets are scanned using RLCB in ATS. Within five school days of ELL determination, parents are informed of the results. All new entrants whose HLIS forms indicate a home language of Spanish, and who are newly identified as ELLs based on NYSITELL results, are given the Spanish LAB during the same ten day window. We print these answer documents using RSLA on ATS. We scan the answer documents within the ten days.

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 school days from initial enrollment, we make an initial SIFE determination. We administer the oral interview questionnaire and, if it applies, we administer the Literacy Evaluation for Newcomers SIFE (LENS). We indicate SIFE status on BNDC in ATS within 30 days or initial enrollment.

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).

If a child enters our school with an IEP, then our Language Proficiency Team (LPT) determines eligibility for taking the NYSITELL or whether the student's disability is the predominant factor affecting whether the student can be proficient in English. Our LPT Team consists of the fully certified ENL teacher, our School Psychologist, our school Social Worker, our Assistant Principal, and the student's parent or guardian. A qualified interpreter or translator is present for each meeting of the LPT. The LPT determines whether the student should take the NYSITELL, including an individual evaluation of the student that includes assessments administered in the student's home language, and information from CSE, as to determine if the student's disability is the determining factor affecting whether the student can demonstrate proficiency in English. If the LPT determined that the student may have English language acquisition needs, the student takes the NYSITELL. If the LPT determined that the student does not have English language acquisition needs, and should not take the NYSITELL, the Principal is sent this information. The final decision is made by the Superintendent within ten school days. The Superintendent has ten days to accept or reject the LPT's recommendation. The parents must be notified within 3 school days of the decision, in their preferred language. If the Superintendent determines that the student must take the NYSITELL, the school has 5 additional calendar days to administer NYSITELL and to notify the parents. The LPT NYSITELL Determination Form must be completed.

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.

Our ENL teacher, ensures that letters are distributed within 5 school days after NYSITELL is scanned and scored and students are determined. The letters are sent in parents' preferred language.

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).

At the parent orientation, the ENL teacher informs parents of their rights to appeal ELL status, in their preferred language.

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.

The ENL teacher notifies the parents of their child's eligibility for ENL services and provides information and program selection through parent orientations. Translators are available throughout the orientation to assist parents. Letters are sent out in parents' preferred language to inform them of the Orientation. We show the Parent Orientation video in their preferred language. An attendance sheet is used to provide records on who attended the orientation. Questions are answered after the viewing of the video about the three program models in their preferred language. Whenever we get a new admit, throughout the school year, an orientation is provided in their preferred language within ten days.

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.

Our fully certified ENL teacher provides parents with a Parent Survey and Selection form, in the parents' preferred language, after the video is shown, and questions are answered, (all in parents' preferred language). The parents fill out the forms at this time with the help of a translator if needed. Parents have always chosen to fill out the forms at this time. If a parent does not attend the first orientation, a phone call is placed to the parent, and another date is set up for another orientation. This call is made in the parent's preferred language. The forms are collected by our ENL teacher, and she enters the parental choice in the ELPC screen on ATS. The original forms are placed in the student's permanent records, and a copy is kept by the ENL teacher.

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

Our ENL teacher is the one responsible for collecting and storing the Parent Survey and Selection forms that were filled out in their preferred language. We have always had our parents fill out these forms at the orientation. We have always had our parents choose Free -Standing ENL, the program we have at PS 193, not Bilingual, or Dual Language programs. They have made this choice on their own, usually prior to orientation.

9. Describe how your school ensures that placement parent notification letters are distributed.
After the Orientation, the Placement Parent Notification letters are printed in a parent's preferred language, and filled in by the ENL teacher telling the parent which program the child is in, and this is sent home. Our ENL teacher is responsible for sending the letters and making and keeping these letters for our files.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All of our ENL documents are kept in the student's cumulative records. A second copy is kept by our ENL teacher.
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.
All of the ELLs in our school take the New York State English As a Second Language Achievement Test (NYSESLAT). To ensure that all ELLs take the NYSESLAT annually, our fully certified teacher checks the RLER in ATS. Our ENL teacher, and several other fully certified teachers annually administer all four parts of the NYSESLAT - Speaking, Listening, Reading and Writing. These teachers have been trained by our ENL teacher to administer the NYSESLAT. To ensure that all four components are administered, our ENL teacher uses the following order when administering the exam: Speaking, Listening, Reading, Writing, followed by any make-up exams that are needed. The tests are carefully counted and recounted before and after the exam is administered, and stored in a secure location by our ENL teacher, who makes sure that the tests are safely returned to the State at the end of the exam period. We ensure that all 4 components of the NYSESLAT are administered by keeping a master list with the 4 parts listed at the top, and all of the student names listed on the left. This master list is checked off after each part is administered to each child. This list is kept by our fully certified ENL teacher.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Our ENL teacher distributes and follows up on continued entitlement and transitional support parent notification letters. These letters are always sent out in the parent's preferred language.
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).
For the past years, all the parents of our new admits have chosen the ENL instructional program as their first choice. The program we have at P.S. 193 is Freestanding ENL, and that has been the choice of the parents of the new admits. Our Parental Choice forms will validate this information.

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.
To assure that the mandated number of instructional minutes is provided for all ELLs, we are using both a push-in and pull-out model. We have grouped our ELLs in one class on each grade. We are using that model in Grades K-5. The General Education classes in our school are heterogenous, and our ELLs are placed in these classes by age. We use Stand-alone ENL and Integrated ENL for each of our groups of ELLs. Our Stand-Alone ENL is delivered by our fully certified ENL teacher in Grades 1, 2 and 5. and by our dually -certified teachers in Grades K, 3 and 4. Our Integrated ENL is delivered by our same dually certified teachers - ENL and a Content area, and by our certified ENL teacher, and a certified Content area teacher.
 - b. TBE program. *If applicable.*
Not applicable.
 - c. DL program. *If applicable.*
Not applicable.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Our Entering (Beginner) students are receiving 8 periods (360 minutes) of ENL per week. That is divided into one unit of study in ENL (180 minutes) and one unit of study in ENL / ELA (180 minutes). Our Emerging (Low Intermediates) are also receiving 8 periods (360 minutes) of ENL per week - 180 minutes (one unit of study) in ENL / ELA and 90 minutes (.5 units) of Stand-Alone ENL and another 90 minutes (.5 unit) can be Stand-Alone or Integrated ENL / Content Area. Our Transitioning (Intermediate) students are receiving 180 minutes - 90 (.5 units) of Integrated ENL / ELA, and 90 minutes (.5 units) of Stand-Alone or Integrated ENL (with ELA or other Content Area.) Our Expanding (Advanced) students are receiving 180 minutes (1 unit) of study in ENL / ELA, or other content area. Our Commanding (Proficient) students, who are our former ELLs continue to receive services for 2 additional years. These students receive 90 minutes - (.5 units) of integrated ENL in ELA or content area.

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.

Our fully certified ENL teacher will be pushing in and pulling out in Grades K-5 during the 2015-2016, and 2016-2017 school years to help provide Stand-Alone and Integrated ENL instruction in the content areas. She will focus on academic language, vocabulary and ENL strategies as she works with the classroom teachers to help make the content areas comprehensible for the ELLs. Picture word walls, glossaries, small group instruction and multiple entry points will be used to foster and enrich language development to meet the demands of the Common Core Learning Standards. In Grades 1, 2 and 5, our ENL teacher will be pushing into the classrooms to do Stand-Alone and Integrated ENL and work directly with the classroom teachers to use ENL strategies, to make content comprehensible and to enrich language. We will be pre-teaching difficult words, using pictures, and working in small groups to ensure that the ELLs work on Listening, Speaking, Reading, and Writing at their grade level. In Grades K, 3 and 4, we have dually certified ENL teachers. Our Kindergarten and Grade 3 ENL teachers are bilingual as well. They deliver the Stand-Alone and Integrated ENL to the ELLs. These teachers work in a self-contained classroom setting and work with ELLs throughout the day, fostering language development, using pictures, the SmartBoard, and ENL strategies .

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

A fully certified pedagogue who speaks Spanish ensures that our ELLs are appropriately evaluated in Spanish for the Spanish LAB.

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

Our fully certified ENL teacher works with our ELLs during push-in and pull-out classes to ensure that Listening, Speaking, Reading and Writing are covered in the curriculum. The Diagnostic Assessments used are the Fountas and Pinnell Running Records for Reading, Pre- and Post- On Demand tasks for Writing, and conference notes to track progress in Listening and Speaking, in regards to the standards. These assessments occur periodically throughout the year, and conference notes are taken daily.

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

a. SIFE

b. Newcomer

c. Developing

d. Long Term

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

a. We currently have two SIFE students. We will use translated glossaries, picture word walls, small group instruction, and multiple entry points to help our SIFE students move towards proficiency. Our ENL teacher will work with our SIFE students for 360 minutes per week, as per CR Part 154, using research based programs. These programs include Ready Gen ENL component, Imagine Learning English, and LeapFrog. The ENL and classroom teacher will collaborate to develop appropriate differentiated lessons for the SIFE students, that include pictures, to stress the teaching of academic language.

6b. Our fully certified teachers and our fully certified ENL teacher use the following research based programs with our ELLs who have been in the U. S. schools for less than 3 years - ReadyGen ENL scaffolded strategies, Imagine Learning English. The following strategies are used to help our ELLs move towards proficiency on NYSESLAT, and move up on the State Reading and Math tests. Both during our push-in and pull-out model, the following instructional approaches and methods are used to make content comprehensible and enrich language development using ENL strategies: pre-teaching activities, Total Physical Response (TPR), cooperative learning activities, teacher modeling, use of manipulatives and visuals, peer-tutoring, and lessons with hands-on activities. The ENL teacher introduces high-interest and grade appropriate topics, and supports topics being learned in the classroom. ENL strategies are infused in content area instruction. We will be placing a great emphasis on the learning of academic language. Throughout the day, the classroom teacher provides additional language development instruction, both in language acquisition, and in content areas. The ENL teacher introduces high-interest, and grade appropriate topics, for example, holidays, home and school events, and everyday experiences. In addition, the ENL teacher provides support for content area subjects. Through these multi-modality activities, students are offered many and varied opportunities to integrate listening, speaking, reading and writing daily.

6c. Our school has established that any student who has been in ENL for 4-6 years, and are our Special Needs ELLs, receive ENL and RTI services. Many of them receive SETSS, Speech, and / or Occupational Therapy, as well. The services provided to long-term ELLs are as follows: RTI services, special education support during the day in the SETSS program, and in our RTI STAR period implemented by classroom teachers, cluster teachers and our ENL teacher, in small groups, ongoing throughout

the school year. Research shows that small group instruction enhances academic and social performance. Many of our ELLs receiving services for 4-6 years will be coming in for the Title III program, and work in small groups with our ENL teacher to help them reach proficiency on the NYSELAT and improve on their Reading and Math scores on the State tests.

6d. We do not have any ELLs who have completed 6 years.

6e. We are carefully following our ELLs who have reached proficiency on the NYSELAT exam. For at least two years following the school year in which a student is exited from ELL status, former ELLs receive at least .5 units of study of ENL (90 minutes per week). Those students also receive extended time (time and a half) on State Assessments, and take the test in a separate location. These students also use the Imagine Computer program. These children are included in our Title III program as well.

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.

We do not currently have, or have had in the past, any students re-identified as ELL or non-ELL based on the approved Re-identification Appeal process within 45 days of student enrollment. In the event this occurs, we will follow all the protocols spelled out in the ELL Policy and Reference Guide. Our fully certified ENL teacher will manage the initial identification process, or re-identification process.

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?

The instructional strategies and grade level materials that teachers of ELL-SWDs use that provide access to academic content areas and accelerate English language development are hands-on materials, picture word walls, glossaries, buddies, small group instruction, and SmartBoards. We use vocabulary apps on our iPads, we pre-teach vocabulary using content-specific vocabulary instruction. We use translated glossaries, and math manipulatives, to foster English language development. We use the ImagineLearning English computer program to support our ELLs. The following components are key to its use as an effective intervention to support all of our ELLs including our ELL - SWDs, and help them move forward; high -quality, scientifically based classroom instruction, with instructions in their preferred language as needed, ongoing student assessment, and tiered instruction. We print our reports and we use these reports to see the progress our ELLs are making in academic areas and English Language development. We reteach as necessary. With this program, the children are provided opportunities to apply skills and strategies in reading and writing meaningful text.

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?

Our school utilizes the push-in model for ENL support for added flexibility in scheduling, in order to deliver curriculum instruction to meet the diverse needs of the ELL-SWDs within the least restrictive environment. Depending on the student's IEP goals and recommended services, Special Education teachers provide academic support in the Least Restrictive appropriate environment, to support participation and progress in the General Education curriculum. The push-in support of the ENL teacher, enables the student to receive academic and language support during class instruction, meeting their appropriate units of study. The ENL teacher works collaboratively with the Special Education, and General Education teachers to gather appropriate instructional materials with visual supports and cues, to support ELL-SWDs' academic needs.

Chart

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

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

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

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



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

Chart

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

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

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

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

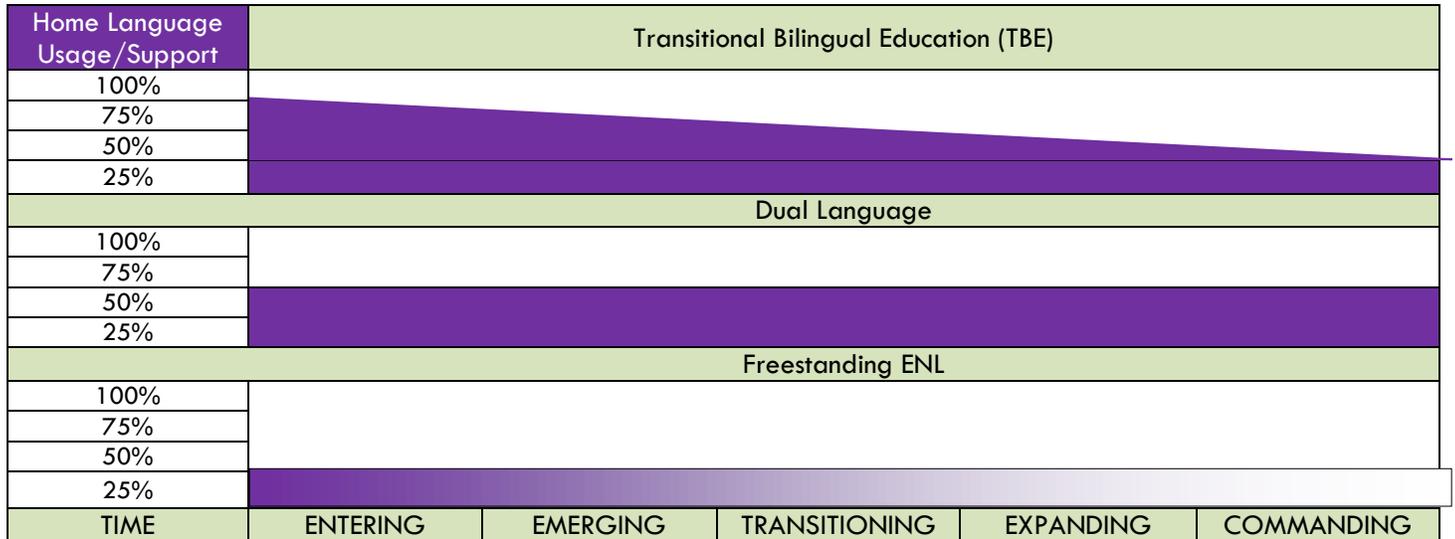


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. The ENL teachers examine results of the Benchmark Assessments as scores become available to us, to inform our instruction. In analyzing the results, the teacher determines which individual ELLs are weak in particular areas. Using this information it is decided how to address their needs with additional help. This may include participation in RTI interventions, use of technology, small group instruction in classrooms, and support for the Core Curriculum by the ENL teacher in either pull out periods or periods when the ENL teacher works with students in their classrooms.
The ENL teacher will collaborate with classroom teachers to plan strategies for reading and writing for the ELLs using the ReadyGen program and GoMath. In addition, ELLs are assigned to various RTI programs throughout the school, during out STAR period for interventions, ongoing throughout the year, working on reading, math and writing. We try to help our Entering and Emerging ELLs struggling in Reading and Math by scaffolding the instruction further, based on any weak areas such as math, phonics, comprehension, or writing, with the goal of being able to attain proficiency levels in English and academic subjects. This works well because our ELLs receive additional support on skills they need in a small group setting. All of our ELLs who are in testing grades receive time and a half extended time and separate location to take the State assessments, as do our ELLs who have recently passed the test.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our ENL program is effective and it meets the needs of our ENL population. Our ELLs have, in the past, and continue to do well on the NYSELAT. Our ELLs also continue to do well on the ELA and Math State assessments. We use the ATS report, RLAT, to see the effectiveness of our current programs. We have had children on every grade pass the NYSELAT last year, which shows the effectiveness of our programs in moving our ELLs to meet grade level standards, and achieve proficient levels on the NYS ELA and Math Assessments. At a meeting in June with the Principal, teachers are made aware that they will be teaching the ENLs in the Fall, and in what grade.
12. What new programs or improvements will be considered for the upcoming school year?
We will be continuing our Title III Morning Program for the 2015-2016 school year. Grades 3-5 will meet three mornings a week to work on math and literacy skills, to work towards proficiency on the NYSELAT and State Assessments.
13. What programs/services for ELLs will be discontinued and why?
We are continuing all previous programs and services for our ELLs during the 2015-16 school year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Our ELLs have equal access to all school programs during and after school, and fully participate. Our ELLs have the same access to our Sports and Arts After School Program and Best Prep Program. They also have the opportunity to receive RTI help. They also participate in Enrichment clubs with their grade held during the school day.
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.
In addition, we have continued to receive ENL funds (Title III) enabling us to provide a morning literacy program five times a week for Grades 1-5, using research based programs. We purchased the Imagine Learning English program, a research based computer instructional program that teaches children English using 1:1 instruction. Imagine Learning English allows us to differentiate instruction for each ELL while working on vocabulary, phonemic awareness, conversations, letter recognition, listening comprehension and reading fluency. All of our ELLs have been placed on this program and have access to it in their classrooms, and in the ENL room. Progress is shown on detailed reports for the student and teacher, with native language support. The ReadyGen literacy program used by the entire school has an ENL scaffolded support component. Our LeapFrog system provides a great deal of support for our ELLs. We are currently using LeapFrog assessments and skill cards, which are differentiated for each child's reading level. We have LeapFrog interactive books, a LeapFrog leveled library and a phonics series. For our Emerging ELLs, we also use the LeapFrog Language First series, a multi-sensory program for English language development. This program is a series of books, designed to develop English language proficiency, but, in addition, it supports reading instruction appropriate to the child's level of language proficiency. Directions for all "Language First" activities can be accessed by the children in their native languages for vocabulary development. We are using Acuity tutorials to provide reading and skills practice for our ELLs on their level. We are also using the Rigby ELL assessment kit and leveled library for Title III. Using the Rigby In-Step program leveled readers, we are reading leveled books and working on comprehension skills in academic subject areas as well. Our plan is to help all of these children work their way from 8 periods of ENL a week, to 4 periods a week, and then to pass the NYSELAT exam.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Home language support is delivered to the Entering and Emerging ELLs in our Imagine Learning English program. Directions to the activities are given in the child's home language. Directions for the 'Language First' part of the LeapFrog program are also given in a student's home language. We also have books and charts and dictionaries in home languages. Multicultural materials are also available.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All of our ELLs are placed in classes based upon their age and are given support and help based upon their age. No student is placed in a class based on ability.
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).
We do not offer any activities for newly enrolled ELLs before the school year begins. Our screening for the new ELLs begins as soon as school starts, and continues throughout the year.
We have a Parent Orientation for the parents of all new ELLs throughout the year, as needed, attended by the fully certified ENL teacher. We have a Kindergarten orientation at the beginning of the school year attended by our Kindergarten teachers, one of whom is a dually certified ENL teacher, and our ENL teacher.
19. What language electives are offered to ELLs?
We do not offer any language electives at P. S. 193, a PK - 5 school.
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?
- We do not have a dual language program.**

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.)
Professional development in the area of ENL is available both through the Department of Education of NYC and through our school, and will be ongoing throughout the year. Our ENL teacher turnkeys ENL strategies, and scaffolds in all content areas in the classroom during push-ins, and turnkeys ENL workshops for our staff. We review the academic language the ELLs need for development in Math, Social Studies, and Science. Monday afternoons are the times available to provide PDs for all ELL personnel. This includes the Assistant Principal, Common Branch teachers of ELLs, Special Education teachers of ELLs, paraprofessionals, Guidance Counselor and Parent Coordinator. These PDs include information about all the new language progressions and the newly amended NYS Commissioner's Regulations (CR-Part 154) changes, as well as strategies and scaffolds to implement when working with our ELLs. We discuss strategies, mandates, and changes to the ENL program. Our AP attends monthly ELI workshops, monthly District AP meetings, and Test Coordinator workshops, that will cover State testing, Gifted and Talented, and School Quality Reports. All of these topics include our ELLs, present and former. Our secretaries attend PDs that give an overview of all school regulations, including those affecting our ELLs. Our Parent Coordinator attends workshops that discuss how to "engage" and "communicate" with ELLs and their families.
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?
Our ENL teacher attends a monthly workshop, "English as a New Language: Helping ELLs Integrate into our Schools" given at the Queens North Borough Field Support Center. This workshop will provide awareness of the amended NYS Commissioner's Regulations (Part 154) and an understanding of the NYS Bilingual Common Core Progressions and Considerations for Teachers of ELLs. These PDs support the teachers of ELLs by giving them an understanding of research based methods for teaching ELLs in the disciplines, and the importance of explicitly teaching academic vocabulary to the ELLs. One of our classroom ENL teachers is going to a monthly workshop as well, called "Academic Research Rounds". In Academic Research Rounds, teachers are learning how to develop academic language in their teaching and how to instruct vocabulary for ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
In transitioning from Elementary to Middle School, teachers indicate all information necessary for placement in classes and into ENL programs, and forward this information through our guidance office to schools chosen by the respective students and parents, ensuring that all services which should be provided in the next school are indicated on the students' record. Much help is available through our guidance department to assist parents in this transitional time. The professional development received by our Guidance Counselor in order to assist the ELLs as they transition from Elementary to Middle school includes meetings about Middle School choice programs. These PDs also cover which schools will best suit the needs of our ELL population.
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.
Our ENL teachers will provide ongoing professional development during the school day, at Professional Development meetings, and at Faculty Conferences, to ensure that the classroom teachers receive the 15% of the required Professional Development hours for all teachers prescribed by CR- Part 80. Our staff keeps personal records of their hours of ENL training. For new staff, our ENL teacher will provide professional development. Our ENL teacher is attending monthly PDs for this purpose.

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?

Our ENL teacher sets up meetings throughout the school year to discuss the goals of our program with parents. Additionally, phone calls and additional meetings are set up throughout the year by the classroom teacher, as well as the ENL teacher, on an as needed basis, outside of the mandated NYC DOE meetings. We have translators available for all meetings 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.

All evidence of meetings or outreach is maintained by the ENL teacher in her room.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The ENL parents of our new admits come to our school for an orientation meeting. During the school year, the ENL teacher is available to meet with all parents of ELLs on Back to School Night, and during our two Parent Teacher Conferences. Translators are available during those times. During the year, there is ongoing contact as needed in the form of conferences, or on the telephone. The ENL teacher also participates in SBST meetings involving all ENL students with IEPs, as well as Annual Reviews of IEPs. We offer activities where parents of ELL students can participate. These activities include Family Fitness Night, Craft Night, Movie Night, and State Testing workshops in various languages. The Parent Coordinator's role is to facilitate the need for translators. We have translators available for all the above activities, in all the languages needed.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? One of the services provided to ELL parents is the Dial-a-Teacher Program, where our ELLs can get homework help in many different languages. The New York City Public Library system offers services to help our ELL students and parents.
5. How do you evaluate the needs of the parents?

We evaluate the needs of the ENL parents, on an individual basis. We provide translators for our ELLs' parents during Parent-Teacher Conferences. We provide translated parent workshop surveys. We use translators as needed during SBST or annual review processes. We can also evaluate the needs of our ELLs during the Back to School Night Parent Orientation, and during the ENL Parent Orientation for new ENL students. We will be sending out Parent Surveys to find out what further help our ENL parents require. Teachers forward to the Parent Coordinator a list of the children that need translators during the course of the school year. By getting to know the parents of the children in the school, the teachers, the ENL teacher, and the Parent Coordinator address individual needs of the students and their families. We reach out to these parents on Tuesday Parent Engagement afternoons where time is set aside for individual parent conferences to discuss their needs.

6. How do your parental involvement activities address the needs of the parents? During all parental involvement activities, parents are able to express any concerns or needs that they have and we respond to those needs accordingly with workshops, translation or individual meetings. Parent activities are also designed to specially address parent needs, like computer literacy workshops or workshops designed to help parents understand the Common Core Learning Standards. Our Occupational Therapist will be doing a writing workshop for all parents in our school.

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: PS 193Q**School DBN: 25Q193**

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)
Diane Tratner	Principal		12/1/15
Kristy Chan	Assistant Principal		12/1/15
Jennifer Gilmore	Parent Coordinator		12/1/15
Madelyn Wasserman	ENL/Bilingual Teacher		12/1/15
	Parent		1/1/01
Lauren Waters	Teacher/Subject Area		12/1/15
Ayse Altan	Teacher/Subject Area		12/1/15
	Coach		1/1/01
	Coach		1/1/01
Meiling Liu	School Counselor		12/1/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Susan Pessa	Other <u>IEP/SETSS teacher</u>		12/22/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 25 **School Name: Alfred J Kennedy**
Superintendent: D. DiMango

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.

P.S. 193Q uses the results from the Learning Environment Survey, as well as, schools created survey, and evaluations to determine the translation needs of our school community. We also use the ATA OTELE report, the Home Language Information survey (HLIS) and the Emergency Contact information, to assess this need.

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.

a. The 3 major languages spoken in PS 193 other than English are: Chinese, Korean and Spanish. b. The following languages are spoken by a small number of parents: Greek, Arabic, Farsi, Italian, Urdu, Pashtu, Hindi.
These findings will be reported to the school community via the parent newsletter.

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.)

Open School invitations
Central notices not already available in translated versions
School automated messaging system is able to send school-wide messages in Spanish, Chinese and Korean
The following materials are available on our school website in translated versions, and is often updated: newsletters, calendars, Parent-Teacher conference announcements, After School program information, and New York State testing information.

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 face-to-face meetings our school typically holds with parents include September Curriculum night (Meet the Teacher), November, March and May Parent Teacher Conferences, November Open School Week.
In- house school staff, or parent volunteers, will be available for all formal, and informal, oral interpretation at:
- Student Admissions
- ELL Parent Orientations
- PTA meetings, Open School Week activities, special events or activities, parent workshops
-Counseling
-telephone communications

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 Parent Coordinator and School Secretary will maintain a list of parents who need translation services. Notices will be sent in the specific languages needed. Letters will be sent to the DOE Translation Unit, for translation of form letters. The school will assess the need for services and provide as needed.

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.

We provide translation services by our school staff, in most cases. We do provide over-the-phone interpreters, if school staff is not available, or if we do not have a staff member who speaks a specific language.

Part D: Training Staff on Policies and Procedures

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

Staff is trained during Professional Development in the regulations, included in A-663, and how we as a school will implement this plan.

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

All of the above documents are available for parents in the school lobby, in the Main Office, and with our Parent Coordinator. The Parents' Bills of Rights has been sent home. Classroom teachers will also have the information and phone numbers available. Our ESL teacher will also make this information available during her orientations and conferences with parents.

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)

Our Parent Survey will give us feedback on the availability and quality of translation services.