

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **25Q194**

School Name: **J.H.S. 194 WILLIAM CARR**

Principal: **JENNIFER MILLER**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: William H. Carr School Number (DBN): 25Q194
Grades Served: 6-8
School Address: 154-60 17th Ave. Whitestone, NY 11357
Phone Number: 718 746 0818 Fax: 718 746 7618
School Contact Person: Jennifer Miller Email Address: Jmiller15@schools.nyc.gov
Principal: Jennifer Miller
UFT Chapter Leader: Carol Dipasquale
Parents' Association President: Maryna Nosava
SLT Chairperson: John Fazakas
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s): N/A
N/A

District Information

District: 25 Superintendent: Danielle DiMango
Superintendent's Office Address: 30-48 Linden Place, Flushing NY 11354
Superintendent's Email Address: DDiMang@schools.nyc.gov
Phone Number: 7182817605 Fax: 7182817690

Borough Field Support Center (BFSC)

BFSC: Queens North Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North, Queens, 11101 4th Floor
Director's Email Address: LPender@schools.nyc.gov
Phone Number: 9172252020 Fax: 7183918320

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)
Jennifer Miller	*Principal or Designee	
Carol Dipasquale	*UFT Chapter Leader or Designee	
Maryna Nosava	*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	
John Fazakas	Member/ Staff	
Kristen Denicker	Member/Staff	
Donna Groeneveld	Member/ Staff	
Elizabeth Yarmy	Member/ Staff	
	Member/ Parent	
Ann Marie Figueira	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Vicky Poulos	Member/ Parent	
Katina Slattery	Member/ Parent	
Helen Christakos	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

1. JHS 194 is comprised of 1,130 students. The student population is comprised of 50.05% female students and 49.95% male students. The ethnic composition of JHS 194 is as follows: 33.55% White, 33.36% Asian, 30.68% Hispanic, 1.67% African-American. 6.95% of our students are ELL and 12% are Students with Disabilities.

2. At JHS 194, we created the following mission: Our mission at 194 is the belief that to develop and maintain a community of life-long learners it is essential to educate the "whole student". While we strive to challenge every student through rigorous instruction and engaging tasks, we also look to support each

To support our community in fulfilling our mission, JHS 194 applied for and was accepted to be part of the Learning Partners Program for the 2014-2015 school year and was accepted as a continuing school in the Learning Partners Program for the 2015-2016 school year. During the 2014-2015 school year, we partnered with multiple outside organizations to support the engagement of all students with rigorous instruction, as well as to support the individual needs of our students. Some of the partnerships we had during the 2014-2015 school year were: LEAP – who worked specifically with our 6th grade ELA teachers (focus on general education and ICT students); the NY Historical Society (7th grade social studies); Magic Box (after school STEAM program); Arts Connection (SWD and ESL student support); Jazz at Lincoln Center (special performances for our 8th grade); City Center (worked with select 8th grade dance and drama students).

To support the social and emotional well-being of our students, we obtained an on-site social worker from the Child Center of New York who works within our school community two days a week. During the 2014-2015 school year, several staff members attended training from LSCI and Restorative Circles to further support our building of a strong culture and community built on trust and respect.

3. To support the education of the "whole-child" we added to our already diverse fine and performing arts department, Lego Robotics and School Newspaper in the 7th grade, and photography for our 8th grade.

4. Based on our School's Quality Review from May 2015, we attained a Proficient in four of the rated categories and a Well-Developed in the fifth. Our school's area of celebration was in 4.2, where our teacher teams and collaborations have promoted a shared leadership at JHS 194. Our school's area of focus was in 1.2, where we will continue our work on strengthening pedagogy in all classrooms to support student growth and success.

5. Based on the 2015 NYS Common Core ELA exam, JHS 194 had an overall decline in students performing at levels 3 & 4. Our 6th grade showed significant gains in students performing at level 4 (10%), our 7th grade students evidenced a decline in students performing at level 4 (9%) and our 8th grade showed a slight decline in students performing at level 4 (1%).

6. Based on the 2015 NYS Common Core Math exam, JHS 194 had an overall decline in students performing at levels 3 & 4. Our 6th grade had an increase in students performing at level 4 (5%), our 7th grade had a slight decrease in students performing at level 4 (<1%), and our 8th grade had no change in students performing at level 4.

7. When reviewing state accountability, JHS 194 met AYP in all categories for ELA and Math, however, we did not meet AYP in Science.

8. Based on a review of the NYC School Survey, JHS 194 is below the citywide average in positive responses in all categories. The area where we are farthest below as compared to the city is Effective School Leadership, with 77% of positive responses.

9. As a school, our Learning Partners Focus this year will be around rigorous instruction for all students and supporting a culture of distributive leadership. Our school's Instructional Focus will be on Using Assessment in Instruction (3D), which will be supported by our Learning Focus to *Support the Engagement and Achievement of All Students through the Effective and Strategic Use of Assessment during Instruction.*

25Q194 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	1081	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	20	# SETSS	8	# Integrated Collaborative Teaching	32
Types and Number of Special Classes (2014-15)					
# Visual Arts	14	# Music	6	# Drama	6
# Foreign Language	15	# Dance	6	# CTE	N/A
School Composition (2013-14)					
% Title I Population	0.9%	% Attendance Rate			94.4%
% Free Lunch	47.0%	% Reduced Lunch			14.1%
% Limited English Proficient	6.5%	% Students with Disabilities			15.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.1%	% Black or African American			1.3%
% Hispanic or Latino	30.1%	% Asian or Native Hawaiian/Pacific Islander			33.7%
% White	34.6%	% Multi-Racial			0.2%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.15	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			22.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			6.87
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	45.6%	Mathematics Performance at levels 3 & 4			51.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			74.2%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
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			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			YES
White	NO	Multi-Racial			YES
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

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

- Percentage of students attaining at level 3 & 4, based on the 2015 NYS Common Core ELA exam was 44%, which was a decrease of about 3% from 2014.
- Percentage of students attaining at level 3 & 4, based on the 2015 NYS Common Core Math exam was 51%, which was a decrease of about 2% from 2014.
- Based on a review of cohort data for the 2015 NYS Common Core ELA exam, grade 6 students had a 10% increase in level 4, grade 7 students had a 9% decrease in level 4, and grade 8 students had a 1% decrease in level 4.
- Based on a review of cohort data for the 2015 NYS Common Core Math exam, grade 6 students had a 5% increase in level 4, grade 7 students had a decrease of <1% in level 4, and grade 8 students had no significant change in level 4.
- While JHS 194 made AYP in ELA and Math, including all subgroups, we did not make AYP in Science. For the 2013-2014 school year, we did not make AYP in the following areas for Science: all students, Asian subgroup, White subgroup, and economically disadvantaged subgroup.
- The Quality Review from 2015 provided our school with the Area of Focus on coherent instruction (1.2) and an Area of Celebration in teacher leadership and teacher collaboration (4.2).
- The NYC School Survey shows that teachers agree that they work together on teams to improve instructional practice, however, the survey also evidenced that professional development needs to be sustained and coherent, as well as provide targeted support in content areas and time for teachers to implement and reflect.
- During the 2014-2015 school year, we participated in the Learning Partners Program. Through the program, the LPP team facilitated inter-visitations among staff, fostering trust and collaboration among all teachers. This year we will continue our work with the Learning Partners Program with a focus on rigorous instruction and distributive leadership.
- As a school community, it is a continued focus and goal to establish a climate where all teachers are truly supportive of each other, with the knowledge that this will improve every student’s performance.

Our focus on rigorous instruction and the use of assessment to support instruction and all students for the 2015-2016 school year is in alignment with the Framework for Great Schools - Rigorous Instruction.

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, Science teachers will collaborate in teacher teams within their department and with the ELA department to support their professional learning around rigorous instruction and consistent instructional practices, which will result in an increase in students performing at levels 3 and 4 to 77%, as evidenced by the Grade 8 NYS Science exam.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> - Science curriculum review and revision in connection with review of student work products throughout the school year - Use of the 2015 NYS grade 8 science examination results to support identifying of needs of students and curriculum revision - Use of 2015 ELA MOSL post-assessment to identify student, grade level, and school wide ELA/Literacy needs - Use of Word Generation to support vocabulary alignment across the school, to support increased reading levels of all students and achievement in all subjects - MyON Reader – online reading program to support students in increasing Lexile levels - Newsela – online program providing nonfiction text for Science - Monday Professional Learning opportunities that will allow the Science Department and the ELA Department to collaborate - Continued UA partnership for Science Department - Science Olympiad and Lego Robotics teams to foster student engagement in Science - Continued partnership with NYC Center for Space Science Education 	<p>Entire student population</p>	<p>September 2015 – June 2016</p>	<p>ELA Assistant Principal; Model Teachers; entire teaching staff</p>

<ul style="list-style-type: none"> - Saturday Academy – provide instructional support for ESL students - Arts Connection grant – partnership to provide enrichment and foster engagement for ESL and Students with Disabilities - Use of Bilingual science student glossaries for ESL students - Discovery Learning - Newsela 	ESL students and Students with Disabilities	September 2015 – June 2016; November 2015 – March 2016	ELA Assistant Principal; ESL coordinator/teacher; ELA and Science teaching staff
<ul style="list-style-type: none"> - School family newsletter - Grade/content syllabi - School Wide Calendar - PTA website - Datacacion – Online gradebook and communication site - Saturday classes for parents of students who attend Saturday Academy - Curriculum events held throughout the school year to engage parents in work their children are learning, specific to departments 	Entire school community	September 2015 – June 2016	Principal and entire school community in partnership with the PTA executive board

During the school year, we will continue to utilize Tuesday afternoons to support parent engagement through the meetings and other tools to increase parent communication. In addition, through the variety of events that will be held for parents on understanding curriculum, as well as celebration events for students and families, communication between all members of the school community will be enhanced. Our science teachers will continue their partnership with UA, which affords for school trips and parent trips on the weekends; both of which allow for parent involvement with their children not only academically, but socially.	Entire school community	September 2015 – June 2016	School Administration, Parent Coordinator, and Science Department
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teachers, technology, Monday afternoon time to support teacher professional learning, Tuesday afternoon time to support parent engagement, Curriculum events and celebrations, use of LPP funding and Citywide Instructional Funds to support time for teachers to participate in learning activities.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	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.
By January 2016, there will be an increase in reading levels of 75% of the entire students, as measured by Myon. By January 2016, there will be a minimum of 50% of grade 8 students attaining a grade of 85% or higher on their report card in Science.
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.

- For each grade, we have an Assistant Principal and Dean, housed on the floor for students.
- We have two guidance counselors for the school, with one for grades 6 & 7 and one for grade 8.
- During the 2014-2015 school year, we established a partnership with Child Center of NY that allows JHS 194 to have an on-site social worker to support students' social and emotional well-being two days a week.
- Advisory periods for classes across all grades were implemented during the 2014-2015 school year to support the idea of every child being known by at least one adult in the building. During advisory periods, teachers will provide the mandatory lessons on Cyber-Bullying to all students. For classes that do not have advisory due to programming, Social Studies teachers will implement the lessons.
- We have provided opportunities for staff to attend training from LSCI, Restorative Circles, and Respect for All Regulations. In addition, we will provide our staff with training on Chancellor's Regulations A-832 and Respect for all hosted by the LGBT of Long Island.
- While the yearly incidents have declined minimally when compared to the previous school year, there has been a decline in serious incidents which would typically result in suspension during the 2014-2015 school year.
- We will host training for parents on the Discipline Code, Cyber-Bullying, and on Respect for All.
- There has been an increase in attendance during the 2014-2015 school year by 1%; JHS 194 yearly attendance to date is 95.6%
- We believe that if students are safe and are in attendance, they will have the opportunity to engage in instruction across classrooms.
- We will continue our work on Respect for All with our students by hosting assemblies throughout the year to foster a community of Respect. In addition, we will continue our work in hosting a Career Day for students, as a way to promote College and Career Readiness for all our students.

The data within our needs assessment revealed that our school community needs to continue prioritizing attendance and reducing school-wide suspensions by providing appropriate support to all students. This priority is in alignment with the Supportive Environment element within the Capacity Framework.

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, student and staff partnerships at JHS 194 will support all students through advisories, before and after school activities, and student council to facilitate a safe and inclusive environment, which will result in a decrease of our yearly incidents by 15% and an attendance rate of above 95%.

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>
<ul style="list-style-type: none"> - Training for all staff on Discipline Code and Ladder of Referral - Bi-Monthly PPT meetings - LSCI training - Restorative Circle training - Partnership with LGBT of Long Island to facilitate Respect for All training for staff - Beautiful Me program - Utilization of anti-bullying program aligned with student planners for teachers to implement during Advisory periods - Mandatory cyber-bullying lessons for all students during Advisory periods 	<p>Entire school community</p>	<p>September 2015 – June 2016</p>	<p>Administration; Deans; Guidance Counselors; Advisory Teachers</p>
<ul style="list-style-type: none"> - At-risk counseling provided for students, as needed 	<p>Entire School Community</p>	<p>September 2015 - June 2016</p>	<p>Guidance Counselors</p>

<p>- AIS services provided to 8th grade students, based on being identified in lowest third school-wide</p> <p>- MyON and Khan Academy</p>	<p>8th grade lowest third students</p> <p>Entire School Community</p>	<p>October 2015 - March 2016</p> <p>October 2015 - August 2016</p>	<p>Assistant Principal of ELA; ELA teacher</p> <p>Math Teachers; ELA Teachers; Assistant Principals</p>
<p>- School family newsletter and parent emails</p> <p>- Grade/content syllabi</p> <p>- School Wide Calendar</p> <p>- PTA website</p> <p>- Datacation – Online gradebook and communication site</p> <p>- Saturday classes for parents of students who attend Saturday Academy</p> <p>- Workshops for parents on topics of interest and need, as determined through sign-up sheets at the PTA meetings</p> <p>- Curriculum events held throughout the school year to engage parents in work their children are learning</p>	<p>Entire school community</p>	<p>September 2015 – June 2016</p>	<p>Principal and entire school community in partnership with the PTA executive board</p>
<p>In looking to continue building trust among students, advisory groups have been established for a majority of our classes. Additionally, our school attained a grant from Morningside during the 2014-2015 school year to support the Restorative Circle training that the Guidance Counselors, Deans, and Assistant Principals attended in the summer. Through Restorative Circles, our staff and students will continue to work together to find ways to increase communication and thereby increase trust among all participants during the 2015-2016 school year. Parent workshops will be held throughout the year, based on input from PTA executive board, to support parents in understanding ways they can support their child</p>	<p>Entire school community</p>	<p>September 2015 – June 2016</p>	<p>Principal, staff, and the PTA</p>

during the middle school years. Topics will include: Bullying and Cyber-Bullying; the Discipline Code; High School Application Process.

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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Advisory periods programmed for students and staff; Deans; Guidance Counselors; Grants for outside partnerships and collaborations; Tuesday afternoons for parent engagement as per the UFT contract.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	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.
By February 2016, the attendance data will demonstrate school-wide attendance rate of 96.5% and OORS data will evidence a 15% decline in all school incidents.
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.

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.

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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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.

- Based on feedback from our 2015 Quality Review, indicator 4.2 (Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning) was our Area of Celebration.
- Based on a review of the NYS School Survey, there was 77% of a positive response to the questions asked about Effective School Leadership.
- Through continued reflection on the questions within the NYC School Survey, 71% of teachers responded positively to the question "curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school"; 73% of teachers responded positively to the question that the principal "participates in instructional planning with teams of teachers."
- 67% percent of teachers responded positively to the question "The Principal and Assistant Principals function as a cohesive unit".
- To support a shared decision making community, our school will continue to have a Professional Learning Community that will share ideas on ways to support teachers during Monday Professional Learning Time.
- During the 2015-2016 school year, JHS 194 will have three model teachers to support the work of Learning Partners and the Instructional Practices of all teachers.
- Our School-Wide Inquiry team will expand to become an Instructional team for the school where student work products will be analyzed to identify needs and strengths within our school and collaborate on ways to support all teachers.

Based on the needs assessment data, we have identified open communication and shared decision making to support teachers and the community, as a priority for bolstering effective leadership practices at JHS 194.

Part 2 – Annual Goal

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

By June 2016, we will have 100% of our teaching/support staff engaging in or facilitating professional learning opportunities for their peers as evidenced by Professional Learning calendars, Agendas, inter-visitation schedules, and minutes.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> - Learning Partners Program - Teacher Development Coach - School-Wide inter-visitation opportunity - Teacher teams – department and grade level - School-Wide Inquiry/Insrtuctional Team - Supervisory Inquiry Team - PPT Inquiry Team 	<p>Staff</p>	<p>September 2015 – June 2016</p>	<p>Principal; Administration; LPP team; Model Teachers; PL committee</p>
<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<ul style="list-style-type: none"> - School family newsletter - Grade/content syllabi - School Wide Calendar - PTA website - Datacation – Online gradebook and communication site - Saturday classes for parents of students who attend Saturday Academy - Workshops for parents on topics of interest and need, as determined through sign-up sheets at the PTA meetings 	<p>Entire school community</p>	<p>September 2015 – June 2016</p>	<p>Principal and entire school community in partnership with the PTA executive board</p>

- Curriculum events held throughout the school year to engage parents in work their children are learning			
The SLT and PTA are integral parts of our school community, not only for establishing goals for the school year, but as a resource for ideas to support involvement among all members of our community.	Parent community	September 2015 – June 2016	SLT and PTA executive board

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.											
LPP team, model teachers, Monday afternoon time to support professional learning and teacher team meetings, PTA, SLT, school created parent and teacher survey to assess needs and ways to support involvement, NYC school environment survey.											
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	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.
By February 2016, a mid-year teacher survey will be utilized to assess the percentage of teachers who have facilitated a professional learning opportunity for their peers to be 50% of the teaching staff.
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.

Based on the 2014-2015 NYC School Survey the percentage of positive responses within our school by participant were: 88% - parents; 84% - teachers; 78% - students.

- JHS 194 scored 86% in positive responses to questions around rigorous instruction
- JHS 194 scored 75% in positive responses to questions around strong family-community ties

There was an increase in the percent of positive responses by parents to the question "How satisfied are you with the response you get when you contact your child's school?"

There was a slight decrease in the percent of positive responses by teachers to the question "I usually look forward to each working day at my school".

There was an increase in the percent of positive responses by students to the questions "My school offers a wide enough variety of programs, classes and activities to keep me interested in school" and "I feel safe in the hallways, bathrooms, locker rooms, and cafeteria of this school".

Other question identified through review of the survey with the SLT:

- 33% of parents responded positively to the question "volunteered time to support this school".65% of teachers responded positively to the question "

During the 2014-2015 school year, parent participation at PTA meetings in September and October was approximately 50 parents; by May and June, participation was at 10 parents.

Based on review of the data, JHS 194 will focus on increasing communication and finding ways to involve parents within our school community to establish a stronger sense of family-community ties within the school.

Part 2 – Annual Goal

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

By June 2016, the PTA in collaboration with the school administration and staff will foster community interaction with the goal of having more parents and families participating at school events and at PTA meetings, which will result in a greater percentage of parents responding positively on the NYC School Survey, from 33% to 40%.

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>
<ul style="list-style-type: none"> - Guest speakers at PTA meetings to address varied issues for Middle School Parents - PTA meetings to be held both AM and PM to support parent schedules - Parent workshops - Utilization of Pupil Path and School Messenger to inform parents of events and meetings at the school 	<p>Parent community</p>	<p>September 2015 – June 2016</p>	<p>PTA, Parent Coordinator, and School Administration</p>
<ul style="list-style-type: none"> - Utilization of Pupil Path and School Messenger which provides translation to parents - Utilization of translation services, as provided by the DOE to support bilingual parents - IEP workshops to support parents of students with disabilities 	<p>ESL students, Student with Disabilities, and their parents</p>	<p>September 2015 – June 2016</p>	<p>ESL coordinator, Assistant Principal of ESL, Special Education teachers and Assistant Principal</p>
<ul style="list-style-type: none"> - School family newsletter - School Wide Calendar - Grade/Content syllabi - PTA website - Datacation - Online gradebook and communication site - Curriculum events will be held throughout the school year to engage parents in the work their child will be learning 	<p>Entire School Community</p>	<p>September 2015 – June 2016</p>	<p>PTA and School Administration</p>
<p>We will continue to focus on events at the school to increase parent and child involvement at JHS 194. Plans include book talks with authors; fine and performing arts celebrations;</p>	<p>Entire school community</p>	<p>September 2015 – June 2016</p>	<p>PTA executive board in collaboration with school staff</p>

Barnes and Noble night; Paint Nite at JHS 194. As a school community, we will look for ways to invite parents to participate in activities with their son or daughter to support engagement and opportunities to increase communication and trust among all of us.

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Part 4 – Budget and Resource Alignment

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

School Messenger phone system, Skedula, School based parent surveys to understand ways to support parent involvement, NYC School Survey, PTA, School Administration and support personnel. After school workshops will be held during the Tuesday parent engagement time. If additional workshops are required outside the contractual school day, per session will be provided to staff following appropriate postings.

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

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

By February 2016, there will be an increase in parent involvement for the school year when compared to the 2014-2015 school year, as evidenced by attendance at events and feedback provided on a mid-year parent survey provided by the school.

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 feedback and NYS ELA exam	MyON, Newsela	Individual and small group	During the school day and after school
Mathematics	Teacher feedback and NYS math exam	Khan Academy and peer tutoring	Individual and tutoring	During the school day, before and after school
Science	Teacher feedback	N/A	Small group	During the school day
Social Studies	Teacher feedback and MOSL assessments	N/A	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teachers and PPT team	At-Risk counseling	Small group and one-to-one	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
	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. **JHS 194**, 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. JHS 194 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-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-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-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)

JHS 194, 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>William H. Carr/JHS 194</u>	DBN: <u>25Q194</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 type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>78</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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>3</u>
of content area teachers: <u> </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: The Saturday Academy will feature targeted opportunities in Listening and Speaking and Reading and Writing to help students grow with targeted opportunities in the language modalities to raise academic achievement through ESL best practices and methodology in core areas. The Saturday Academy will include eleven language-rich three hour sessions (9a.m.-noon with a half an hour prior to the session at 8:30 for breakfast. The dates are: November 15, November 22, December 6, December 13, December 20, January 10, January 24, January 31, February 7, February 28 and May 16 . The language of instruction is English. Because we are a recipient of the English Language Learner and Special Education Arts Grant, we will have a teaching artist exclusively teaching ELLs on five Saturdays. There is no cost to Title 3 for the teaching artists with drama. An ESL licensed teacher will support the teaching artist. The culminating performance as a result of the work accomplished on Saturdays will be included in a showcase of drama in May. There will be one supervisor onsite. No other supervisor will be onsite.

-
 The seven y eight (78) English Language Learners performed on these levels with the 2013-2014 NYSESLAT: 35 Advanced; 13 Intermediate; 20 Beginner. For Saturday Academy, students will be cross graded and heterogeneously mixed by NYSESLAT level. The schedule will be as follows:

 November to January 10

<u> </u> Group A	<u> </u> Group B
<u> </u> 9:00-10:30 Flight project (small group vocab instruction	<u> </u> Garden project (with small groups working on Achieve 3000)
<u> </u> 10:30-12:00 Garden Project (with small group working on Achieve 3000	<u> </u> Flight project (small group vocab instruction

-
 Starting January 17 the schedule will be as follows:

<u> </u> Group A	<u> </u> Group B
<u> </u> 9:00-10:30 Flight project (small group Achieve 3000	<u> </u> Free-style drama and improvisation
<u> </u> 10:30 to 12:00 Free style drama and improvisation	<u> </u> Flight project (small group Achieve 3000)

-
 The program is designed to group students heterogeneously for maximum growth in oral (listening and speaking) language development and homogeneously for targeted skill building areas in reading and writing. Our goal is to create meaningful and purposeful opportunities for language acquisition through STEM and the arts over the term of the 11 sessions. The Flight project offers ESL/math teacher project-based learning about the evolution of flight through the work of the Wright Brothers. There are creating model airplanes with paper plates, paper trays, toothpicks and glue, tracking the speed of flight, and will create a group compilation with entries by all how-to book create model planes. All students will be reading articles on the subject and this will be differentiated from the NASA website, Achieve 3000 and the biography of the The Wright Brothers: How They Invented the Airplane by Russell Freedman, a non fiction book which incorporates original photographs. These materials will enhance critical reading and analysis skills.

 The Garden project will focus herbs, gardening, soil, the water cycle, and food. Students will create terrariums in class and plant seeds in recycled water/soda/milk containers so they will be able to be planted in the school garden in the spring.

Part B: Direct Instruction Supplemental Program Information

Because received we received a Grant for the Arts for English Language Learners/Special Education students, the garden phase of the program will cease in mid January when a teaching artist in theater will begin working with the students as explained above.

The culminating projects -- the how to book, the herb garden, and the work resulting from the time with drama -- will be showcased in May when JHS 194 offers its Spring Arts Celebration and on Saturday, May 16, 2015. We will also be documenting the process of this work with our ELL students who take video/media electives during their regularly school day.

Subgroups:

Newcomers

Grade 6	19
Grade 7	16
Grade 8	12

Middle Year ELLS

Grade 6	10
Grade 7	1
Grade 8	5

Long-term ELLs

Grade 6	2
Grade 7	5
Grade 8	4

Special Education ELLs

Grade 6	7
Grade 7	5
Grade 8	3

Students with Interrupted Formal Education (SIFE)

Grade 6	1 (former)
Grade 7	1
Grade 8	1

Former ELLs

Grade 6	7
Grade 7	8
Grade 8	8

Part C: Professional Development

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

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

Begin description here: Professional development at JHS 194 addresses the schoolwide instructional focus of engagement and engagement as made visible through discussion. To support our teaching staff, including our teachers who support English Language Learners, teachers will be engaged in book study from November to February. In addition, teachers have attended and will continue to attend offerings by city-wide ELL instructional office (several days throughout the year), network supported professional development featuring the work of Maryane Cucchiara and Dr. Lily Wong Filmore (a series of three days, October, January, March), and professional development days offered by Achieve 3000 (total of two days September and January) and MyOn.com (one day

Part C: Professional Development

in October) . The common thread through these various offerings is the importance of engagement - listening and speaking to enhance learning. Of particular interest is the work presented by Cucchiara in language study, generative word study, TPR (total physical response), and deconstructing/reconstructing/juicy sentence creation. The staff, in addition, continues to explore technology as a means to engage learners in language study and to take advantage of heightened ability for students to receive auditory and visual support through programs such as Achieve 3000 and MyOn.

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: _____ Parent engagement provides a challenge for us _____ because many parents work long hours and frequently on weekend. Our open door policy of invited parents to accompany their students is one way we hope to break down borders and welcome parents. We _____ communicate with parents regularly in their home language through Skedula, our on-line grading and email program _____, personal invitation, and phone calls _____. In addition, the Assistant Principal will offer a breakfast meeting to assist parents on exploring ways to support their students with curriculum, testing mandates, and reportcards. Student classes will be open to parents who wish to explore and participate in the activities offered to the Saturday Academy students. _____ In January, parents will be invited to experience drama with their children and we _____ The literacy E SL _____ teacher will follow up with these invitations and ensure parents know they are welcome to attend and participate. Finally, parents will be invited to _____ a showcase of work in May. _____ Parents will be notified through translated written invitations, translated emails on Skedula, and phone calls by ESL teachers who are fluent in Spanish and English and Korean. Translation services will be accessed to support all translation needs.

- Anticipated dates for parent events:

November 22 -- Review of NYSESLAT components and students scores. Thanksgiving overview and snack conducted by ESL/Literacy teacher

December 6 - What your student needs to succeed; exploration of the parent activities on Achieve 3000. Holiday snack and session conducted by Assistant Principal

January 10 -- make a terrarium day

January 31 -- parents invited to participate with their children in drama activities

February 28 -- parents will be invited to view the culminating activities of students

May 16 -- parents will be invited to view the culminating activities of the students which will be integrated in to the school-wide arts showcase.

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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>5,099.49</u> <u>2,034.34</u>	<u>per session for 3 (math, ELA, ESL) teachers for 10 three-hour sessions (3 X 33 X 51.51)</u> <u>administrator (only Saturday program during this period of time for 11 3.5 hour sessions (38.5 x 52.84)</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	<u>Included with Achieve 3000</u>
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>1,916.03</u> <u>Supplies included are for in-class project making, materials for culminating project, including supplies for airplane making, bilingual glossaries, seeds and soil for herb garden in classroom</u> <u>556.93 for bilingual dictionaries</u> <u>\$299.00 for 20 copies for The Wright Brothers: How They Invented the Airplane by Russell Freedman</u> <u>\$ 31 0.00</u> <u>for 20 terrarium kits</u> <u>\$51.60 for 20 packets of seeds for a "culinary herb garden"</u> <u>\$698.50 for 50 2.5 cu ft of potting soil</u>	_____
Educational Software (Object Code 199)	<u>1,400</u>	<u>purchase of the on-line differentiated reading program, Achieve3000.</u>
Travel	_____	_____
Other	<u>250</u> <u>500</u>	<u>Parent involvement food materials for terrariums for January 31 and February 28</u>
TOTAL	- <u>11,199.86</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 194
School Name William H. Carr		

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 Jennifer Miller	Assistant Principal Maureen Robins
Coach Not applicable	Coach Not applicable
ENL (English as a New Language)/Bilingual Teacher Lauren Moffett	School Counselor Maria Arestin-Sampedro
Teacher/Subject Area Alex Cho/Math	Parent Amal Mustfa
Teacher/Subject Area Christine Walsh/Special Ed	Parent Coordinator Ann Lippert
Related-Service Provider Leah Hartman	Borough Field Support Center Staff Member Gary Goldenback
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	4	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	2
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	1109	Total number of ELLs	74	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 type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <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	74	Newcomers (ELLs receiving service 0-3 years)	38	ELL Students with Disabilities	20
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	27	Long-Term (ELLs receiving service 7 or more years)	9

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	38	2		27		13	9		7	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional:

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	0	0	0	0	0	0	10	10	4	0	0	0	0	0
Chinese	0	0	0	0	0	0	15	8	7	0	0	0	0	0
Russian	0	0	0	0	0	0	0	1	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	1	0	3	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	4	1	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	5	1	3	0	0	0	0	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 NYSESAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							6	7	7					0
Emerging (Low Intermediate)							7	2	1					0
Transitioning (High Intermediate)							2	3	2					0
Expanding (Advanced)							19	8	7					0
Commanding (Proficient)							9	10	7					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 NYSESAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total								1	1					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							13	4	3					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6		15	8		0
7		13	2		0
8		9			0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	13		9		6		2		0
7	9		3		6		1		0
8	7		4		3		0		0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									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	0	0	0	0
Integrated Algebra/CC Algebra	1	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0

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	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _	0	0	0	0
Other _	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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.

Reading assessments will be administered to English Language Learners at least twice yearly (fall/spring) using running records (TCRWP). Results from the running records will determine an ELL's instructional reading level. In addition, ELLs will use MyOn where data from other areas (such as time spent reading; the types of texts selected) to round out reading instruction. We will also administer baseline assessments in writing assessing growth and document areas of need based on standards based rubrics.

Results from our running records, baseline assessments, progress monitoring tools, etc. will aid teachers in planning for small group instruction with emphasis on targeted ESL interventions and supplemental support as needed.

- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades? The latest data shows that of the students who have never taken the NYSESLAT and only have NYSITELL scores, 6 of 7 (85.7%) tested at the Entering and Emerging levels, which is an expected result for Newcomers.

In looking at the 57 students from the 2014-15 school year still enrolled at JHS 194 and who took the 2015 NYSESLAT, 15 students (22.4%) reached the Commanding level: 8 sixth graders and 7 seventh graders, a rate that exceeds our AMAO 2 target by 7.4%. 13 of these students--2 of whom are SWDs--reached Commanding from Advanced level the previous year (2014 LAT), 1 reached Commanding from Intermediate, and 1 from Beginner. This indicates that our program succeeds in helping advanced ELLs reach grade-level English proficiency. Examining the remaining 9 students from this filtered subset of ELLs who scored Advanced on the 2014 LAT and were enrolled at JHS 194 at the time of the 2015 LAT, 7 of the 9 are ELL SWDs. This refines the previous finding further to indicate that our program is more successful with general education advanced ELLs, rather than all.

Of the 65 currently enrolled students who remain ELLs based on their 2015 LAT scores, regardless of where they were enrolled the preceding year, over half (35 of 65, or 53.8%) tested at the Expanding level. The next largest group of students tested at the Entering level (17 of 65, or 26.2%). Of the total of 65, 20 students (30.8%) are ELL SWDs, the largest proportion of whom are in sixth grade (11 of 20, or 55%). These findings indicate that keeping a program similar to last year's will likely continue to serve

Expanding level students without special needs well, but as a significant proportion of lower proficiency ELLs and SWDs comprise our total ELL population, increased attention to their instructional needs is likely required so they can reach higher levels of proficiency.

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

Our school uses AMAO information to monitor the progress of ELLs who did not make AMAO 1, that is, those who did not grow by one or more proficiency levels or those who slid backwards. AMAO data is also particularly helpful in analyzing the risk factors affecting developing and long-term ELLs, such as attendance rates and percentile growth within score levels. We use the AMAO data, or our own cross-referencing of test scores and IEP data, for example, to determine the factors at play and discuss individual student cases as necessary among teacher teams.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - The patterns across the performance level show that the majority of ELLs are in grade 6 (48.6%) and that over half of all ELLs (53.8%) who took the 2015 NYSESLAT tested at the Expanding level. These numbers would indicate that ELLs steadily exit the ELL program between grades 6 and 8, and that students are making progress in their proficiency levels.

All students for whom exams are published by NYSED/NYCDOE in their home language are offered the option to use this version. Among these students, approximately half of the students elect to use the English version only, which corresponds with the number of ELLs who entered the NYC school system around age 5. We find that these students are frequently not fully literate in their home languages, and so the translated exam versions do not serve them. For students who have home language literacy skills, having entered the school system at a later age or other scenarios, the majority choose to submit responses in the English booklet and only use the home language booklet as reference, if at all. We find that only our recent Newcomer students who have been in the system less than 2 years may choose to take the exam solely using the translated version. Given the wide variation of students taking the exam in their home language, we have chosen to cite their exam scores as having taken it in English since this confidently accounts for over 80% of our ELLs.

b. To date, a full cycle of periodic assessments has not yet been administered. However, school leadership and teachers plan to use the results of ELL periodic assessments to inform on how students respond to answering questions under testing-taking conditions in addition to capturing points of measurement for language growth. Review of the results will then inform leadership and teachers on the extent of ELLs background knowledge and responsiveness to question items and tasks similar to that which they may encounter daily in classes. The information from the periodic assessments will then be used among ELL teacher teams to plan for how to support ELLs to reach grade-level performance in reading comprehension, writing, and speaking & listening skills through: the use of scaffolding tactics and protocols, such as visual aids and our school-wide discussion protocol, the organization of pullout groups to target skill areas in need of extra attention, and student groupings in programs such as Saturday Academy.

c. The school expects to learn about ELLs' command of foundational English language skills through the periodic assessment. This information helps us to set appropriate goals and expectations for parents and students, a process during which the home language is leveraged wherever possible. In other words, the periodic assessments help to differentiate for which students command of fundamental English skills is still a struggle (e.g. Entering and Emerging students) and for those whom the new challenge is gaining command of the higher level English abilities that will help them perform at or nearly at grade-level (e.g. Expanding students). Often ELLs and their families misunderstand the markers of English proficiency, basing assumptions on BICS competency versus that of CALP. As the current periodic assessment task items test more BICS competency in contrast to the re-designed NYSESLAT, which contains a greater proportion of CALP-oriented tasks, data from these two assessments along with that from classroom performance and our other early literacy assessment tools can help paint a more comprehensive view of students' language proficiency progress.

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.](#)]

JHS 194 has begun to implement an RtI framework in the 2015-2016 school year. In the past, ELLs have received RtI in the classroom during the "work period" whether a second teacher is present or not. In addition, RtI work is cycled through session of the school's Saturday Academy.

6. How do you make sure that a student's new language development is considered in instructional decisions?
- ELLs are placed in specific homerooms with respect to their linguistic needs. Some students, e.g., Entering ELLs, are placed in a predominantly ELL homeroom, while other students, e.g., Expanding ELLs, may be placed within other, more predominantly general education settings. Teacher teams that work with the predominantly ELL homerooms, those of ELA specifically, then work with ENL teachers to incorporate scaffolding routines and adapted materials for the ELLs during content instruction. Students are further grouped for ENL services to support their language development in all areas of reading, writing, listening and speaking. ENL teachers provide push-in and pull-out services for small groups of ELLs in collaboration with classroom teachers as well as standalone

ENL instruction for whole groups. The mix of these formats are aligned with the ELLs required number of minutes as well as other language development needs made clear from student work, test performance, and risk factors analysis.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/A

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

The success of our ELL programs is measured in variety of ways. Some examples are the number of ELLs who: demonstrate significant proficiency gain on the NYSESLAT, participate and engage with English-speaking peers and the school community at large rather than isolating themselves to home language silos, and attendance at our Saturday Academy and other extracurricular school offerings.

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.

At registration, the pupil accounting secretary determines which grade the new admit will enter and then contacts the appropriate grade level assistant principal. The grade level assistant principal--ELL coordinator or other ENL teacher if the AP is not available--then administers the HLIS if it has been determined through the intake interview and paperwork review that the student has never attended a NYS public school. Enrolling families frequently bring English-proficient friends or relatives to assist with the intake process, so home language support is generally already provided. The multilingual ELL coordinator is the priority contact for interviews when the enrolling family’s English proficiency is extremely limited and they have not brought their own interpreter so that interviews may be conducted in the home language, which most often is Chinese and Spanish. If the family’s home language is not spoken by any staff member in the building and computer translation also does not suffice, then the DOE Translation & Interpretation Unit is utilized or the family is encouraged to return with their own interpreter.

As the HLIS continues, a NYSITELL/Spanish LAB testing decision is made almost always at the same time and the exams are administered as soon as the student has the required intake paperwork to begin attending classes. Testing takes place with the ELL coordinator/ENL teachers either the first day the child starts attending classes, or over the course of 1-2 days. All HLIS administration and testing is completed within 10 school days so long as the family and child are present.

Grade 6 Assistant Principal: Sharline Bryan

Grade 7 Assistant Principal/Special Education Department: Joyce Yuen-Toy

Grade 8 Assistant Principal/ELL Department: Maureen Robins

Principal: Jennifer Miller

ENL Teacher/ELL Coordinator: Lauren Moffett

Math/ENL Teacher: Alex Cho

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

SIFE students are initially identified at three points: at registration if there is evidence of interrupted schooling or frequent moving of school systems through the HLIS oral interview, during NYSITELL/Spanish LAB testing based on students’ responsiveness to the test taking environment and assessment itself, and observation of school work production. If a student’s background or performance triggers any of these flag points, the SIFE questionnaire is administered in addition to a baseline running record and math assessment, or LENS as available per the home language. After review of these assessments by the student’s teachers and in consultation with the AP responsible for ELLs, a SIFE determination is made and recorded in ATS.

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 new admit brings proof that s/he requires special education services, the AP Supervisor of Special Education is the primary LPT member and reviews the materials then determines placement and assigns services. Once that determination is made, an IEP teacher is

assigned to the case and conferences with the parent, the AP, and other related services teachers, such as the ENL teacher, to initiate and implement the process according to Special Education mandates..

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.
ENL teacher/ELL coordinators administer and scan in the NYSITELL to ATS. Once it is scanned and scored, the ELL coordinator looks up the score on ATS and issues the corresponding parent notification letter the same day. The next school day, these letters are sent home with students at the parent's attention.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
Parents are informed they have the right to appeal ELL status within 45 days of enrollment through the notification letters sent in their home language with the portion of the corresponding section regarding appeal highlighted. If the notification letters do not exist in the parents' home language, then the information is conveyed through a follow-up phone call conducted with the assistance of interpretation services.
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.
At registration, once the HLIS and interview determines that the student is eligible for NYSITELL testing, parents are informed that there are three program choices available in the DOE through oral translation by the ENL teacher/ELL coordinator and the ELL program brochures published by the DELLSS office in multiple languages. In a case where the parent's preferred language is not spoken by a staff member at the school and they have not brought an interpreter of their own, which is common among our enrollees, the Translation and Interpretation Unit is utilized to facilitate communication. As time permits, the parent orientation video is shown at that time, and they complete the Parent Survey and Program Selection form. Where time does not permit this on the same day as registration, parents are invited in the following Tuesday or Friday for a parent orientation with the ENL teacher/ELL coordinator. Invitations for these orientations are sent via parent notification letters, emails, and phone calls as necessary.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
As previously stated, Parent Surveys and Program Selection forms are collected during in-person orientation meetings or via parent notification letters and program brochures sent home with students. Reminders for these forms to be returned in a timely manner are sent via letters home, emails, and phone calls as necessary. Once parent choice is received, the ELL coordinator updates ELPC with assistance from the AP responsible for ELLs. If no form is returned, the corresponding parent notification letters in the preferred language are sent home and the ELPC is entered as bilingual for default program placement.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The ELL coordinator keeps a tracking list of when notification letters have been distributed and checks weekly or bi-weekly whether the form has been returned through reminders sent via students, emails, and phone calls as necessary. All notification letters available in other languages through the DOE are provided to parents along with a copy in English. When possible, the parent coordinator who is the Language Access Coordinator, follows up to ensure that communication has been shared in the language preference of the parents.
9. Describe how your school ensures that placement parent notification letters are distributed.
Placement parent notification letters are distributed in-person during parent orientation meetings once the Program Selection form has been returned and the parent has confirmed they wish their child to remain at the school regardless of program choice. Since the school only has Freestanding ENL, the letters can be generated immediately. Where this letter distribution does not take place in person, letters are sent home via the student.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The HLIS is filed promptly in the CUM file by the pupil accounting secretary once intake has been completed. When parent notification letters are generated by the ELL coordinator, a second copy is made to be filed in the student's CUM folder by the pupil accounting secretary. Parent survey forms once returned are also given to the secretary by the ELL coordinator for CUM filing.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
In March, the ELL coordinator works with the AP Supervisor responsible for English Language Learners to create a NYSESLAT administration schedule. At that time, it is determined how many additional non-ENL and ELA teachers are needed to successfully administer and score the subtests. In the weeks preceding the onset of the Speaking section, trainings are hosted by the ELL coordinator and a test administration team is formed. In the week before testing days, notifications are sent to both students' teachers and parents, sent via backpack in English and the Home Language and via email on Pupil Path/Skedula making them aware of the upcoming exam and excusing them from classes as needed, and to students' parents, to make them aware of testing and asking them to ensuring students' are present and prepared for testing environments. Speaking tests are administered throughout the testing

window in designated classrooms or office spaces, and students are called at a prearranged time of day to complete the test. The Listening Reading Writing tests take place over the course of exam window in a designated classrooms and students are divided into subgroups according to test grade band, proficiency level, and test accommodation needs in the case of SWDs and students with IEPs as appropriate to ensure efficient examination.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued entitlement and transitional support parent notification letters—in the preferred home language if published by the DOE—are sent home via the student or in-person when parents attend September Family Night/Open House. Web notifications are sent out via PupilPath and other messaging systems to make parents aware that such letters are forthcoming.
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).

In the last school year, 2014-2015, the array of parent choice selections for new admits that took the 2015 NYSESLAT (12) was: 2 ESL, 3 Dual, 7 Bilingual. Of the 7 bilingual selections, 4 were default selections because the parent choice was either not returned or the form was returned with selections illegible. This school year, 2015-2016, all parent choice forms (6) to date have been returned, and the array is: 1 ESL, 3 Dual, 2 Bilingual. Looking across our dominant language groups for the current and previous school years, for admits with Chinese home languages (8), parent choice is as follows: 0 ESL, 3 Dual, 5 Bilingual; and for Spanish (4): 3 ESL, 0 Dual, 1 Bilingual. These trends show that there is interest in bilingual programs, but the distribution does not meet the minimum number across contiguous grades that would merit opening of a bilingual program. Of this small sample of 18 parent choice forms from newly admitted ELL families, 22% still elect ESL as their first choice. Our current program offering of Freestanding ENL thus meets the wishes of these families as well as the minimum required program type for the remaining families who selected bilingual programs.

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.
Students are grouped in blocks to receive their integrated ENL. This is accomplished by having an ENL teacher push-in to the heterogeneous ELA blocks. For 7th and 8th graders that require standalone ENL (specifically Entering and Emerging ELLs), this pull-out program is organized by NYSESLAT band and the curriculum is more suitable to group them. 6th grade students receive standalone ENL in a separate pull-out program.
 - 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)?
ELL status is considered when initial class assignments are made over the summer. As enrollment finalizes in the first weeks of school, a master roster of students and their required instructional minutes is circulated by the ELL coordinator among the grade level APs to assist with final adjustments of class assignments and scheduling. The majority of students requiring ENL services are programmed to the predominantly ELL class sections in which an ENL teacher works with the ELA teacher to create the combined integrated and standalone program described above. In these class sections, Transitioning, Expanding, and Commanding students receive 180 minutes of integrated ELA, and Entering and Expanding students receive 180 minutes of integrated ELA and 180 minutes of standalone ENL, that latter pulled from ELA class time. Where students are not in the predominantly ELL section due to class size or SPED needs, the majority of these students are Expanding level students and higher, so their required minutes are met by the other dually-licensed ENL teachers in the building. For such students who are Transitioning level and lower, they meet with the ENL teacher a standalone ENL program, pulled from classes such as their art electives. The school ensures the appropriate number of mandated students for each of the five levels is

accomplished through flexible programming of one full time ESL teacher and one "F" status ESL teacher.

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. Core content is delivered solely via English in our freestanding ENL program. Teachers utilize multiple entry points, such as visuals, text audio, and sentence starters, in their instructional delivery. Bilingual glossaries published by the state for specific content areas as well as dictionaries are available for students' use in the classroom and at home. For select topics in ELA, bilingual handouts are created on an individual basis by the ENL and/or ELA teachers. Some of the methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards include: building background knowledge (previewing key concepts and vocabulary), shared reading activities, intensive vocabulary instruction (explicit teaching of word families, word parts, etc.), and the use of language frames (accountable talk charts/visuals, etc.). Finally, as part of this year's CEP goal, the content area departments will focus on increasing literacy support in their instruction as part of their professional development.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
As our school only has a Freestanding ENL program, this question is not applicable.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Summative assessment of the modalities occur during assessments, such as the periodic assessments as well as those within the content area curricula that may take the form of term projects, such as argumentative essay writing combined with debate. Reading and Writing is frequently evaluated in all courses throughout the year, with special attention to whether key vocabulary has been acquired and whether students can generate clear, simple constructed responses to questions. The MyON online reading program also serves to measure reading rates, time on task, and Lexile levels. Speaking and Listening is monitored daily through students' participation in classroom discussions through the use of our school-wide discussion protocol, peer collaboration tasks, and individual or small group conferencing with teachers. Running records also serve to evaluate the students across the modalities.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
 - a. Once SIFE students have been identified using the LENS and other measures, their gaps are remediated through the use of online resources, such as Khan Academy, which is available in multiple languages, and select printed, leveled resources, such as the SIFE curricula available on the DOE Intranet. As our SIFE population is very small, the differentiation for each student is addressed on an individual basis as the gaps emerge rather than an established systemic routine at this time.

b. Instruction for Newcomers is differentiated to include: modified curricula that may include alternate core texts, translation-supported and other customized handouts, multilingual directives and classroom visual aids, embedded sentence starters and other language frames in classwork and assessments, and finally, careful use of peer interpretation support.

c. Developing ELLs are frequently partnered with FELLs and model-English speaking peers as well as receive targeted instructional help through in-class conferring with teachers and/or invitations to extra help sessions.

d. Long-Terms ELLs receive differentiated instruction primarily through pull-out sessions with ENL teachers that focus heavily on increasing reading comprehension and writing clarity.

e. Former ELLs are required to receive 90 minutes of mandated services per week in an intergrated setting; an ENL teacher pushes in to social studies and science core subject classrooms and receive instruction that focus heavily on expanding reading comprehension, writing ability, and vocabulary knowledge.
Testing accommodates for ELLs and Former ELLs adhere to all requirements: students' testing schedules fulfill the time mandates; they are provided with appropriate glossaries.
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.
While this typically does not happen at school, the procedure for appeal -- parents may appeal up to 45 days after student enrollement -- is shared with parents through the notification letter that parents receive upon registration. Parents contact the

Chart AP and/or ESL coordinator to inform them of the appeal. The AP in collaboration with the ESL coordinator would review the NYSITELL results and student work from student portfolio against a combination of NYSITELL and NYSESLAT rubric. If other data is needed, student will perform on demand assessments. Trained staff includes AP/Supervisor of ESL and the ESL coordinator.

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?
 ELL-SWDs have access to visual word walls, bilingual dictionaries, content area glossaries, technology, i.e. laptops, with translation programs, etc. Core content teachers collaborate with the support team to provide instruction that supports language development as well as the demands of the Common Core curriculum. Some examples of in-class strategies that support our ELL-SWDs are the use of realia, TPR, and wait time. Lessons are made more visual with the aid of graphs, maps, photographs, drawings, charts, story maps and other graphic organizers. Teachers link new knowledge to prior knowledge with respect to students' personal and cultural experiences. Key concepts for the unit are posted in the room in student-friendly language. Vocabulary instruction is modified appropriately: intensive direct instruction with respect to language level, reinforcement and exposure, as well as practice time. For ELL-SWDs who score below benchmark levels, tiered RTI strategies are put into place to support academic growth and development.
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?
 Because JHS 194 includes four periods of Fine and Performing Arts a week, an advisory period, and an auditorium period, there is flexibility built into the program for students to receive the supports they need. ELL-SWDs are provided with every opportunity to succeed and move to a least restrictive environment. They have multiple opportunities through Fine and Performing Arts programming and Physical Education to be immersed with the general education population. This enhances academic language immersion in grade-specific context to foster use of language and verbal expression.

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 (Chart 100.12)(100.12)(100.12)(100.12)(100.12)	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 DUALY 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.

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 DUALY 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.

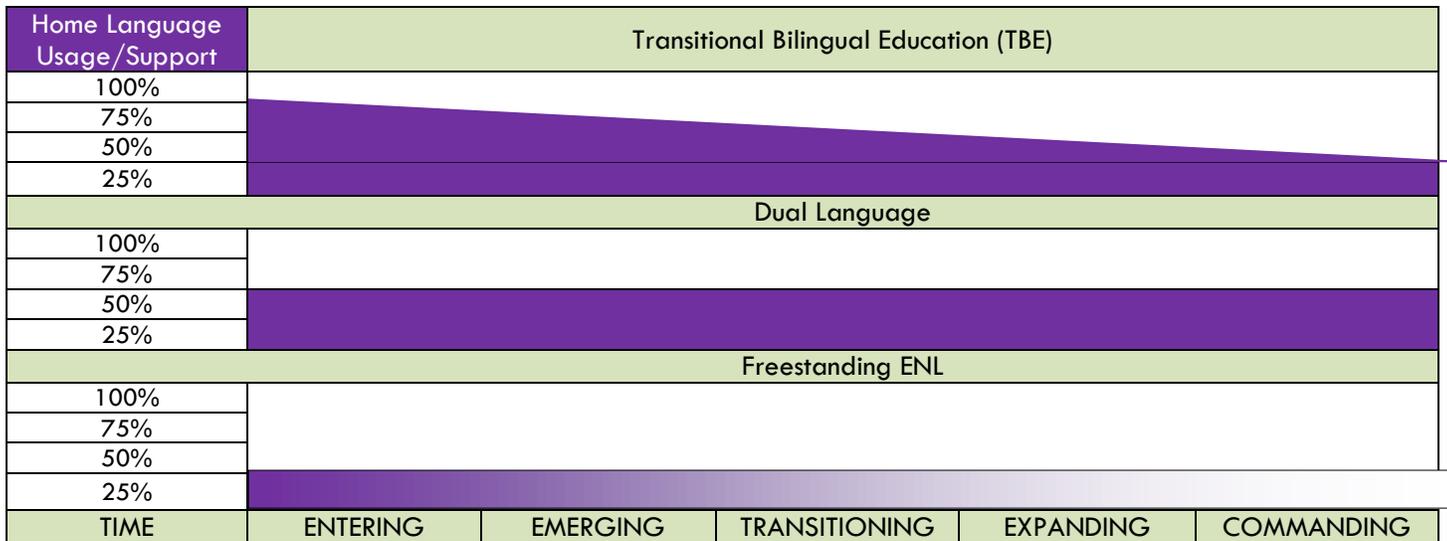


*Note: “other approved services” does not apply to New York City at this time.

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. Because JHS 194 includes four periods of Fine and Performing Arts a week, an advisory period, and an auditorium period, there is flexibility built into the program for students to receive the supports they need. ELL-SWDs are provided with every opportunity to succeed and move to a least restrictive environment. They have multiple opportunities through Fine and Performing Arts programming and Physical Education to be immersed with the general education population. This enhances academic language immersion in grade-specific context to foster use of language and verbal expression. Most intervention occurs in the classroom with differentiated work period tasks and small group instruction embedded in the class period. For those students who are IEPs or are at risk. SETSS services and speech services are available. One ELA teachers offers AIS focusing on vocabulary and fluence in 6-week cycles.
- Targeted intervention for ELA: Entering, Emerging, Transitioning, Expanding, and Commanding students include: use of MyOn, an on-line reading program which offers reading in Spanish and audible assistance. This program supports all students at appropriate levels. There is one AIS teacher as mentioned above. Teachers implement a variety of vocabulary strategies as outlined in Word Work and Word Play: A practice Guide for Vocabulary Instructions in k-12 classrooms, part of the DOE CIPL Profesional learning series.
- Targeted intervention for Science: tasks are appropriate differentiated for student during the work period where teachers are able to confer and provide small group/partner/or individual skills or content lesson.
- Targeted intervention for Math: tasks are appropriate differentiated for student during the work period where teachers are able to confer and provide small group/partner/or individual skills or content lesson.
- Targeted intervention for Social Studies: tasks are appropriate differentiated for student during the work period where teachers are able to confer and provide small group/partner/or individual skills or content lesson.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- At JHS 194, ELA data from pre and post assessments reveal that for ELLs, struggle with language and content for the first two out of four units and my unit 3 track higher or equal to students who are native English speakers. In ELA, and in all subject areas, students new to the English Language, are embraced and integrated into the grade-wide curricula. Classroom teachers with the assistance of the ESL teachers build in scaffolds to provide language skills and content so that newcomers feel part of the school's academic and social community. This is a school-wide practice for Social Studies, Science, and Math. Each department offers teacher-created pre, mid, and post assessments with questions from released NYS assessments interwoven throughout the year. The data for assessments are reviewed two to three times per marking period; however, there is a strong augmentation of formative assessment school-wide and students are formatively assessed a minimum of three times per lesson. Department-wide highlighting protocols, the school-wide discussion protocol, and wiki spaces for homework and student writing offer a wide and effective means to frequently assess all students but ENL students in particular. Teachers are made aware that their students are English Language Learners through shared data on Pupil Path Skedula, classroom groupings, monthly teacher team meetings where teachers in collaboration with the EL teacher.
12. What new programs or improvements will be considered for the upcoming school year?
- In the 2014-15 school year, we began using the Word Generation Series to support a school-wide vocabulary initiative and argumentative writing practice, as well as a digital literacy program known as myON that creates individual dashboards for students based on their specific interests and reading abilities, both of which will continue in 2015-16. Last year also saw the integration of a grant-funded drama program to expand and vary ELLs exposure to the English language along with new contexts for practice speaking and listening, a program which will also continue 2015-16 pending grant renewal. Our Saturday Academy program will also begin re-vamped to integrate parent participation in students' learning activities and to support literacy growth across content areas, such as health and science.
13. What programs/services for ELLs will be discontinued and why?
- Achieve3000, an online leveled reading program targeting informational texts has been discontinued. While use of the program showed some gains in students' Lexile levels, the program proved too costly and limited in its reading selection.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs have equal access to all school programs. Through daily school-wide announcements, all students are invited to enter activities such as the Ezra Jack Keats bookmaking contest, cheerleading and basketball team tryouts, and choice of preferred arts electives that include art, band, dance, drama, film, photography, and public speaking. ELLs are also invited to participate in the school's City Councilman supported CASA program in partnership with MagicBox where students build their own cameras and use them to mount a show, "Cameras in our Community." Specific after school and supplemental services that are targeted in their availability to ELLs include: Saturday Academy, the previously mentioned grant-funded drama program, and other grant-supported field trips and programs.

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.

Translated textbook versions, state-published content area glossaries, bilingual dictionaries and laptops are available in all ELL classrooms.

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

The use of translated textbook versions, state-published content area glossaries, bilingual dictionaries and anchor charts, laptops, and teacher-provided oral interpretation (where possible) in ELL classrooms provide home language support in our ENL program model.

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

Administrators, testing coordinators, and the ELL coordinator work to ensure that all required services and resource support corresponds appropriately to ELLs' ages and grade levels. The school's testing coordinator and ELL coordinator collect and organize appropriate information and share it with teachers and staff. Grade level PPT meetings are a regularly scheduled time for review of services and supports. Department, grade and team meetings also allow staff members to ensure that all students receive required services and resources.

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).

During the school year, school counselors meet with new students to ensure adjustment to the new school and surroundings. Typically, arrangement for this support time and meetings is organized at the suggestion of the ELL coordinator who meets regularly with the department and grade level teams to assess new students' adjustment. The school provides orientation to new sixth grade student when those students are in the last months of their fifth grade terms. The school does not offer orientation during the summer months.

19. What language electives are offered to ELLs?

Spanish is the only language elective available in our school, and is currently offered to ELLs in the 8th grade.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable

B. Professional Development and Support for School Staff

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

The professional development plan forms around the expressed needs of staff members as identified through a survey. In addition, professional development grows around the expressed choice of a particular learning community. For instance, in the 2015 school year, teachers elected which book study they would like to be a part of. In 2015, as well, the school-wide focus was engagement, and all teachers were introduced to pedagogy that would increase this. One tool implemented on a school-wide basis is a discussion protocol that encourages students to take over facilitation of discussion. This year's focus is on assessment in instruction and professional learning is centered around problems of practice as articulated and distilled by departments. Many staff members avail themselves of city-wide and borough-wide professional learning, which includes the Fine and Performing Arts department. Content area teachers have availed themselves of literacy and content trainings designed for science and social studies. We are also a partner school in the Learning Partners Program. This encourages inter visitations between schools and within our own school to grow and encourage professional learning. In previous years, teachers attended network sponsored professional development focused on support for English Language Learners facilitated by Maryanne Cucchiara. In the year 2015-2016, we aim to deepen our work with engagement and will schedule a study group specifically for those teachers in the Title III program of Zwiers & Crawford's book *Academic Conversations* (Stenhouse). Additionally, the school-wide focus is 3D, assessment, and we will be guiding professional learning communities to utilize staff members and other resources to immerse in providing quality oral and written feedback as well as multiple ways to check for understanding -- and what to do with the data after the check point. Teachers attend professional development that supports their content area. For example, the ESL/Math teacher participates in MSP Title IIB Mathematics Grant, a NYCDOE/Hunter College Collaboration. And one ESL teacher is scheduled to attend Literacy Institute # 1: Writing Effective Language Objectives for ELLs of All Proficiency Levels (K-12) featuring Keynote Speaker Nancy Cloud. The four teachers participating in Saturday Academy will also engage in professional learning through reading and discussion of *Word Work and Word Play: A Practice Guide for Vocabulary Instruction in K-12 Classrooms* as part of the DOE CIPL Professional Learning Series. In February, teachers will engage in minimum of one professional development sessions from LeAP to support work with English Language Learners. Special education teachers, guidance counselors and paraprofessionals are invited to and participate in these professional learning offerings.
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?

Professional offerings include those by DELLSS and building-based professional learning. Included here have been training from Achieve 3000 and has been replaced by training from MyOn. Professional learning has also been offered from arts partners such as LeAp, Arts Connection, the New-York Historical Society, Magic Box, and City Center. Professional learning from arts organizations support the creation of multiple entry points and universal access to all learners in alignment with the Common Core Learning Standards.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

JHS 194 is divided into grade-level learning communities. The sixth grade, the group transitioning to middle school, occupies the third floor and is supported by a team comprised of an Assistant Principal, a dean and a guidance counselor. Activities to build social and emotional maturity and responsibility, such as team building afternoons, student council, auditorium programs, team meetings, PPT meetings, support the transition of the elementary students to middle school. Additionally, we have received an Arts Continuum grant, which partners a feeder elementary school with the middle school. This provides an opportunity for students, including English Language Learners, to become docents at the culminating share held at the middle school. Parents and students have a chance to visit the middle school in addition to the open house that we offer to incoming sixth grade families. Guidance counselors are part of a school-wide ppt team whose emphasis is on social and emotion learning. The sixth grade guidance counselor attended (as other faculty members) of Life Space Crisis Intervention (LSCI) and were part of a grant for Restorative Circles.
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.

JHS 194 consistently offers professional learning opportunities within and out of school. Learning opportunities are highlighted in a professional learning calendar and learning opportunities from the borough as well as from DELLS are made available to all staff members. Assistant Principals monitor and track professional learning activities in their departments. Records are maintained on shared documents in professional binders on excel sheets as well as on a centrally located book maintained by the payroll secretary of the scheduled professional learning events and which faculty member attends. Specific activities, as listed above, include book study circles, professional learning from partner organizations such as LeAp, and DELLS.

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?

Annual individualized meetings are conducted with ELL parents simultaneously during DOE-scheduled parent-teacher conferences and/or during weekly parent-teacher meeting time slots that are made available for such discussions. In preparation for this meeting, building staff members able to translate for the major home languages represented are scheduled to attend the meeting. For languages not spoke by staff members in the building, parents are encouraged to bring English-speaking family or friends and use of the Translation & Interpretation Unit is considered if the former is not possible. Individual parent meetins, in addition, are scheduled during Tuesday afternoons, during the allocated parent engagement times. However, administrators will accommodate a meeting any time that meets the needs of the individual 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 notification letters and phone call records are kept electronically in an online shared folder for ENL teachers.

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

ELL parent involvement is fostered in several ways. They are:

- Outreach by guidance counselors and classroom teachers as necessary
- School-wide use of translation services to ensure clear communication
- Use of Skedula/PupilPath, which offers a message auto-translation feature
- Establishment of “ELA Tuesdays” in the month of October and November and planned “PE Tuesdays” to invite parents with their children to participate in activities.
- Open houses, High School Nights, concerts, art shows, and drama performances that foster acculturation
- Multilingual website run by the ELL coordinator that contains essential ELL programs information, ELA curriculum info, ESL learning resources, student reference resources, school calendar, and more.

The Parent Coordinator is the Language Access Coordinator. She has attended all district-wide parent coordinator trainings.

Translation services offered through Big Word or staff members available and fluent in a second language. Team members rely on services from the Translation and Interpretation Unit.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
We are a recipient of an SPED/ELL grant with arts partner Arts Continuum, which featured a component dedicated to inviting ELL parents to a culminating activity of dramatic arts. Specific activites relate to viewing a culminating performance of student work. A pending grant includes two specific sessions for Adult language literacy.
5. How do you evaluate the needs of the parents?
The needs of parents are evaluated through a collaborative effort between the Parent Coordinator, the guidance counselors, and staff members.
6. How do your parental involvement activities address the needs of the parents?

Communication between school and home ranks high among parental involvement. The Parent Coordinator schedules workshops for parents to sign up for access to student test scores via Skedula/Pupilpath, and guidance counselors reach out through school messaging system of Pupilpath as well as through direct phone calls to ensure communication of vital information regarding academic and social performance and the high school application process. The school has also initiated “ELA Tuesdays” for the month of October and “PE Tuesdays for December.” The Parent Coordinator is the Language Access Coordinator and ensures that letters home are both available in English and the student's home language. Translations services are available through staff members, interpreters hired through The Big Word, and the Language and Interpretation Units. Additionally, Skedula/Pupil path and School Messenger conveys school messages to parents in the home language.

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.

Not applicable

School Name: William H. Carr**School DBN: 25Q194**

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)
Jennifer Miller	Principal		03/01/16
Maureen Robins	Assistant Principal		03/01/16
Anne Lippert	Parent Coordinator		03/01/16
Lauren Moffett	ENL/Bilingual Teacher		03/01/16
Amal Mustfa	Parent		03/01/16
Alex Cho	Teacher/Subject Area		03/01/16
Christine Walsh	Teacher/Subject Area		03/01/16
Not applicable	Coach		03/01/16
Not applicable	Coach		03/01/16
Maria Arestin-Sampedro	School Counselor		03/01/16
Danielle Dimango	Superintendent		03/01/16
Gary Goldenback	Borough Field Support Center Staff Member -		03/01/16
Not applicable	Other _		03/01/16
Not applicable	Other _		03/01/16
Not applicable	Other _		03/01/16

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **25Q194** School Name: **William H. Carr**
Superintendent: **DDimango**

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.

Our parent coordinator who has been trained as the Language Access Coordinator uses the RAPL report from ATS to organize home language by homeroom so that when information is disseminated, a translated edition may be attached to the English version for items to be backpacked. School blue cards on which parents indicate their preferred language of communication are consulted when calling home and best efforts are made to align the languages. In the event that the matter is urgent, a staff member may be requested to translate or T/I is used. When using Schoolmessenger to call home, there is an availability for Spanish translation. When using Skedula/Pupilpath, emails are Set to auto-translate for parents.

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.

Spanish, Korean, Chinese, Arabic, Turkish, Ukranian, Urdu, Vietnamese

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.)

Department and school-wide parent newsletters, monthly calendars, school announcements, testing announcements,

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.

Curriculum nights, sixth grade open house (October), back to school night (October), parent teacher conferences (November, March, May sessions), high school night (October), art performances (December, May/June). We are increasing plans for ongoing parent engagement Tuesday sessions.

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.

JHS 194 makes use of the Translation and Interpretation unit for documents and on-site parent meetings. When appropriate, multi-lingual members of the school staff assists with translation and interpretation. We also employ Big Word for other translation and interpretation needs.

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.

JHS 194 plans to use a combination of over-the-phone interpreters via the Translation and Interpretations unit, on-site interpreters provided by an outside vendor such as Big Word, and in-house by school staff.

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.)

We ensure that all staff members are aware of how to use the translation services and over-the-phone interpretation service during faculty meeting times, staff e-mail, and by having department administrators review the procedures during department meetings.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

The school's "Welcome Poster" is displayed in the main lobby as is the Parents' Bill of Rights and the Parents' Guide to Language Access. The Language ID guide is posted at the security desk and in the main office.

The Parent Coordinator maintains a list of student home languages and shares them with homeroom teachers so that notices can be shared in the student's home language.

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)

The ESL teacher regularly confer with parents over the telephone or via email to ensure that there is communication between school and home. The Parent Coordinator reaches out to parents via survey or email for feedback on the quality and availability of services which is then shared with the administration.