



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):	27Q197
School Name:	P.S. 197 THE OCEAN SCHOOL
Principal:	CHRISTINA VILLAVICENCIO

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Section 1: School Information Page

School Information

School Name: The Ocean School School Number (DBN): 27Q197
Grades Served: Pre Kindergarten – Grade 5
School Address: 825 Hicksville Road, Far Rockaway, New York 11691
Phone Number: (718) 327-1083 Fax: 718327-3518
School Contact Person: Ms. Christina Villavicencio Email Address: CVillav@schools.nyc.gov
Principal: Ms. Christina Villavicencio
UFT Chapter Leader: Mr. Dwight Duncan
Parents’ Association President: Ms. Nicole Harley
SLT Chairperson: Mr. Dwight Duncan
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Ms. Donna Hamlet
Student Representative(s): N/A

CBO Representative: Child Center of New York

District Information

District: 27 Superintendent: Mary Barton
8201 Rockaway Blvd.
Superintendent’s Office Address: Ozone Park, NY, 11416
Superintendent’s Email Address: mbarton@schools.nyc.gov
Phone Number: (718) 642-5770 Fax: (718) 642-5705

Borough Field Support Center (BFSC)

BFSC: Queens Director: Marlene Wilks
Director’s Office Address: 8201 Rockaway Boulevard, Ozone Park, New York, 11416
Director’s Email Address: MWilks@schools.nyc.gov
Phone Number: (718) 281- 3259 Fax: _____

Section 2: Executive Summary and Organizing Principles

The Objective

The intent of this Renewal School Comprehensive Educational Plan (RSCEP) is to continue to frame a three-year process for each Renewal school and design a comprehensive plan that outlines a strategic path to a paradigm shift in each school at every level. The motivation driving this work is our commitment to providing every child with a school that meets their academic and social-emotional needs. Closely accompanying this imperative is our belief that every school can be renewed and foster a community based culture of learning. The job of the district is to use our position to provide the systemic vision, strategies, and resources to facilitate school renewal through a collaborative effort including all stakeholders.

The core values held as essential for the success of the School Renewal Program:

- A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
- A “theory of action” must guide the work to ensure clarity and coherence.
- Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal
- Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
- Strong professional development/learning is a fundamental part of our work.
- The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three year period of renewal.

The organizing Theory of Action that guides the [School Renewal Program](#) strategy:

By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.

The arc of the School Renewal Program strategy:

In order to attain high levels of achievement for all students in Renewal schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and expanded learning time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the [Framework for Great Schools](#), including the following:

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.
- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students.
- Additional, focused strategies to increase parent and family engagement.

Information on the Framework for Great Schools and the DTSDE

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 RSCEP 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 Renewal School Comprehensive Educational Plan (RSCEP) 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 strategies and activities 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 and Renewal Committees 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 five (5) goals and action plans in response to the first five (5) 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.

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.

Accountability Tools 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 informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the American Institute of Research (AIR) Needs Assessment, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Education Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement

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 RSCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Create a summative vision for the elements of the Framework for Great Schools.
- **Step 5:** Revisit your school's current goals, and 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 have identified, and will let your school community know when you have reached your goal.
- **Step 6:** 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 7:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School sections.
- **Step 9:** 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 strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust practices 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 3: School Leadership Team (SLT) Signature Page

Directions: All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members' signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan's alignment with the school-based budget to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, 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.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an "X" if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk*.
4. 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 RSCEP, not approval.
5. 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.

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Christina M. Villavicencio	*Principal or Designee	
X	Dwight Duncan	*UFT Chapter Leader or Designee	
X	Nicole Harley	*PA/PTA President or Designated Co-President	
X	N/A	DC 37 Representative (staff), if applicable	
X	Donna Hamlet	Title I Parent Representative (or Parent Advisory Council Chairperson)	
X	Simone Clarke	Community School Director (staff)	
	N/A	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
	N/A	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
X	Lauren Triplett	Staff/Parent/Other Contributor	
X	Leslie Deleon	Staff/Parent/Other Contributor	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Ashly Osbourne	Staff/Parent/Other Contributor	
X	Dosley McNeil	Staff/Parent/Other Contributor	
X	Jacqueline Patterson	Staff/Parent/Other Contributor	
	Lisa Kwame	Staff/Parent/Other Contributor	
		Staff/Parent/Other Contributor	

Section 4: Renewal School Narrative

In a brief narrative, describe the current state of the Renewal school addressing the following:

1. Provide 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. What are the school's beliefs about student learning?
3. Identify any special student populations that the school has and what their specific needs are.
4. Describe the elements of the Framework for Great Schools in which the school made the most progress over the past year, and which elements remain most challenging. Be sure to include the historical progress the school has made with establishing family and community partner engagement.
5. List strong partnerships that currently exist with CBOs and or indicate whether this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

Our school is geographically located on the Far Rockaway peninsula, which borders the Nassau County lines by a quarter of a mile. We are a Title 1 school with approximately 25% of our students bussed to the school from nearby housing developments. This school year we have experienced a population increase of 54 students bringing the school register to a total of 559 students. We are very proud to have added two additional Pre-Kindergarten classes bringing a total to five classes on this grade.

Mission statement

The mission of P.S. 197Q is to ensure that all students acquire knowledge and develop skills and understandings that will enable them to become productive citizens and lifelong learners. This mission is best accomplished through a structure of communities that are committed to children and that are characterized by strong instructional team leadership, increased opportunities to learn, time on task, a climate of high expectations for all students, a safe and orderly school environment, frequent monitoring of students' progress with appropriate instructional adjustments to students' programs, high levels of commitment to student success, an emphasis on teaching for learning through the use of technology, responsive supporting services, and extensive and authentic family/school/community partnerships. At P.S. 197Q, we take responsibility for creating a respectful and successful learning environment.

At P.S.197, we believe that students learn best in an environment that centers on their individual needs and support both academic and emotional growth. Our School was recently awarded the Apple Connect-Ed Grant supported by President Barack Obama in order to address the disparity for schools with a large minority sub population with access to technology via STEM (Science, Technology, Engineering Art and Math). Our project with Apple will focus on rebuilding our Far Rockaway community post Hurricane Sandy. Students must have multiple opportunities to engage in rich cognitively appropriate activities that develop and challenge their natural curiosity preparing them for college and career readiness.

Our Student with Disabilities population is approximately 23% and our ELL (English Language Learners) population is approximately 19%. The school community receives additional support through an on site mental health clinic sponsored by the Long Island Jewish Hospital that was recently (Oct 2014) awarded a federal grant to provide free mental health services for students/families with Hurricane Sandy Post Traumatic Stress. We have a partnership with YMCA (Young Men Christian Association) this program also offers after school STEAM (Science Technology, Engineering, Mathematics) enrichment programs which serves over 200 of our students five days a week from 3:30-6:00 pm as well

as homework assistance. This year we welcome "The Child Center of New York" offering families support in the areas of academic growth and social emotional care. In addition, to an on site mental clinic for at-risk students.

Our school has made the most growth in the area of developing student's social and emotional health. Our School-wide Positive Behavior Intervention System is an approach that serves to teach students the critical character traits that are acceptable in a community of productive citizens. In addition, the P.S. 197Q Administration has partnered with agencies (Bank Street, LIJ Coast) that are able to support our student's social emotional well-being. This approach enables teachers to be better equipped when responding to the emotional needs of students' while addressing the rigors of the Common Core Learning Standards. The Bank Street Emotionally Responsive Practice consultants provide support to all stakeholders by sharing best practice and strategies that help our children and teachers address emotional needs. This partnership has enhanced the attention and motivation for learning. The collaboration with New York University (NYU) Technical Assistance Center on Disproportionality (TAC-D) includes building the capacity of our staff in understanding the root cause and systemically addressing the disproportionate assignment of various subgroups in special education. The Young Men's Christian Association provides structured activities for the children to productively socialize during recess and afterschool programs. All of these support systems will continue to further develop our Student Social and Emotional Developmental Health (Tenet 5) by offering more direct parental involvement in our school which in turn will further our goal of more parental engagement to our entire school community.

Describe the elements of the Framework for Great Schools in which the school made the most progress over the past year

This year we are proud of the coming together of our school community Supportive environment for students and staff facilitated by Bank Street for social-emotional practice. According to the 2014-2015 Learning Environment survey, we had 89% of positive responses in regard to our "supportive environment" compared to 92% citiwide.

During the 2014-2015 school survey, we received 89% of positive responses in "Collaborative Teachers". We organized our school schedule so that all grade team teaching among teachers using a scheduling program that allows teachers 2 common periods weekly promoting collaborative planning.

Our schools' professional development plan, designed to meet individual teachers' needs Support plans for teachers was driven by professional development needs assessment survey via survey monkey during the month of November. This has led to growth among teacher pedagogy and the infusion of rigorous instruction in teacher created lesson plans. In addition, we provided targeted support for first year teachers through the Office of Teacher Effectiveness.

This past year, Long Island Jewish supported our scholars through an onsite mental health clinic. In addition, the YMCA provided additional support to parents by providing "Keep Fit" program, ESL evening classes.

Some of the challenges our school faces that we are continuing to work on are in the following areas:

1. Custodial Engineer – We have been waiting for a permanent custodian since 2012
2. Parent Association – We would like to broaden parent participation and build capacity among our parents providing a positive active voice in the area of school decision making.

3. Hurricane Sandy After Effects – Our school community continues to suffer issues with displacements as a direct result of Hurricane Sandy. Aside from issues stemming from poverty and from living in homeless shelters, many of our families still suffer mental & emotional hardships.)

4. Student with Disabilities – We have 21% of our student population who have Individual Education Plans. In real numbers, this means that 117 our students out of a total of 557 students have a need for mandated academic, social and emotional support.

5. English Language Learners – We have 19% of our student population who are students with language needs. This year, we have had an influx of students from Central America some of whom are refugees and require additional support. Due to this, we have been searching and are in need of a bilingual Spanish social worker or/and guidance counselor.

6. Resources – As already mentioned, Far Rockaway is a hard to staff location and this affects the resources available in the community as well as the resources available to come to the community. This adds to the struggle of enhancing school partnerships and bringing in a variety of services to help our school community.

7. Mentorship for New Teachers – Mentors need to have five years of teaching experience and our new teacher staff exceeds our availability of having matching available onsite mentors.

Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

88% of the staff voted to have the Expanded Learning Time (ELT) in sessions that last for one and a quarter hours. This condenses the number of days for ELT from five to four days. The sessions will be added to the end of the day on Tuesdays thru Fridays from 2:40 pm to 3:55 pm. We have developed a schedule that will provide opportunities for our students to progress in areas of ELA and Math while integrating Science and Social Studies. There will be 2 hours dedicated towards strengthening the academic needs in ELA and 2 hours geared towards mathematics. The 5th hour will be used towards Enrichment activities such as Robotics, Debate Team, 1-1 Small Groups, Homework Help, Drama/Performing Arts, STEM, or Public Speaking. After looking closely at the State Tests results and additional data from teachers (Item Analysis (Scantron), unit assessments, observations, Performance Tasks), students will be placed in strategic groups during the Extended Learning Time. Students will be grouped based on the following: Levels of Performance based on the Developmental Reading Assessment, GoMath Unit assessments, and Item Analysis (State tests and Scantron). Benchmark assessments will take place in September, February, and June in order to track overall growth. Progress monitoring will take place in between each benchmark date.

Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>Based on the Framework for Great Schools Report 2015 in the indicator of Rigorous Instruction, in the measure of Shifts in Literacy, the school had a metric value of 93. The Great Schools Report 2015 also indicated that in the indicator of Rigorous Instruction, in the measure of Shifts in Math, the school had a metric value of 94. The school leadership ensures and supports the implementation of rigorous instruction aligned to grade specific Common Core Learning Standards. For example, teachers develop units of study and lesson plans aligned to the Common Core Learning Standards. In addition, teachers, with the support of administrations, ensure that lessons integrate subjects such as Science and Social Studies with daily /Math lessons.</p> <p>In the 2014-15 Quality Review Report, the findings revealed that the school was Developing in the quality indicator of Assessment. There is a need for teachers to collect data based on formative and summative assessments, identify trends in data, and modify their lessons in order to reach the individual needs of students. Based on the Framework for Great Schools Report 2015, findings revealed that the Quality of Student Discussion had a metric value of 89. The Quality Review Report 2015 found that some students were having difficulty being a part of conversations and needed accountable talk stems or prompts to support their engagement in literacy (applicable to ELA and Math). Therefore the priority focus will be to increase the academic vocabulary of students and strengthen students' skills in the four domains of language acquisition (listening, speaking, reading, and writing) in ELA and Math.</p>		

Part 2 – Summative Vision for Rigorous Instruction

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident?
2. What rigorous learning experiences will students engage in through Expanded Learning Time?
3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?
4. How do the teachers use multiple entry points to ensure the success of every child?
5. How will consistency be supported across school faculty and community educators and across a longer learning day?
6. What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?
7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)
8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)
9. What graduation rate do you aspire to achieve by year two? (High Schools)

This year P.S. 197 will continue to use Ready GEN for English Language Arts grades K through 5. All grades will use Teachers College Writing and Go-Math. Professional learning for all teachers will be delivered by consultants from GoMath and Teachers College Reading and Writing Project. In grades Kindergarten through five, the Science curriculum is supported by the FOSS program along with National Geographic's Ladders Program for Science. Teachers use an interdisciplinary approach supporting social studies through the Ready-Gen curriculum ensuring that the instructional shifts from CCLS are addressed. As a school community we believe in the Arts. We provide our students with a rich comprehensive approach enabling them to engage in both visual and performing arts experiences. Students engage in dance and The Smart Works visual arts program. Students' art work is proudly displayed throughout the building resulting in a school environment that is bright and decorative as well as student centered.

During the expanded learning time students will engage in additional rigorous activities targeting literacy and mathematics. Students will be housed in small class settings engaging in literacy, mathematics, science and social studies. Our staff works collaboratively during common planning ensuring that lessons are aligned in accordance with the CCLS. During the expanded learning time we will have differentiated experiences for students that will include opportunities to engage in club activities such as robotics, drama, dance, visual arts, STEM/computer, writing and poetry clubs. The goal will be to provide student choice as well as additional learning time.

Teachers will use their pedagogical skills providing students with multiple entry points during both small group and whole class instruction.

During weekly professional learning time there will be opportunities for both school day and extended learning staff to plan together focusing on the achievement of common goals targeting improvement in student outcomes. Our community of educators will support the reduction of student/teacher ratio within the classrooms. This will ensure a more individualized instructional experience for all students. Common assessments will be developed by our teachers enabling them to monitor student learning at the end of every four week cycle. These project based experiences will be guided by appropriate rubrics developed by the staff. We will monitor and analyze student work bi-weekly based on trends, subgroups, teachers' performance and student ownership. Our goal is to improve our last years' measurable growth in both English Language Arts and Mathematics by 15 percentage points. This goal will be supported by the additional expanded learning time.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, -80% of our K-2 students will increase two reading levels or more as measured by the Developmental Reading Assessment (DRA) and -80% of our scholars in grades 3-5 will demonstrate at least one Grade Level Equivalent (GLE) in their reading and math levels as measured by Scantron Performance Series, while engaged as active learners in a systemic approach to integrating academic vocabulary across content areas.

Part 4 – 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? (include school, educational consultants and/or CBO staff)</i></p>
<p><u>Building Academic Vocabulary</u></p> <p>-Lesson Plans will include content specific vocabulary, opportunities for multiple entry points, and differentiated instruction for Students with Disabilities and English as a New Language Learners.</p> <p>-Use of accountable talk stems</p> <p>-Word Tree in the classroom and hallway</p> <p>-Access to complex text (MyOn, ReadyGen, Classroom Libraries, any additional interactive resources)</p>	<p>All students grade K - 5</p>	<p>September , 2015 – June 2016</p>	<p>Principal, Assistant Principals, Coaches, Lead Teachers, Model teachers and CBO</p>

<p>-Vocabulary Word Banks</p> <p>-Debate Team (Vertical/Horizontal teaming)</p> <p>-Provide opportunities through technology to engage in interactive programs that develop the use of vocabulary</p> <p>-Concept Wall in each classroom that highlights the Common Core Learning Standards, Vocabulary, Writing Focus, Reading Focus for each unit of study</p> <p>-PBIS word of the month that focuses on a specific vocabulary word related to character development</p> <p>-Student with Interrupted Formal Education (SIFE) students will receive additional support via Spanish native language arts and ENL services through a push in or pull out model.</p> <p>-Technology: Students will engage interactive programs Myon, Prek-12 Plaza and tools (Ipads) that develop the use of vocabulary.</p> <p>-Student record vocabulary words to integrate into their personal words banks.</p> <p>- Students will use vocabulary from word banks in debates and speeches.</p>			
<p><u>Parent Workshops</u>-Workshops on the writing units of study will be offered to parents/guardians in order to assist in the development of students’ overall writing and vocabulary development in both Spanish and</p>	<p>All students grade K - 5</p>	<p>September , 2015 – June 2016</p>	<p>Principal, Assistant Principals, Coaches, Lead Teachers and CBO</p>

<p>English during different times of the day in order to provide opportunities for parent engagement.</p> <p><u>Newsletter</u>-Teachers will work collaboratively to publish a monthly newsletter highlighting students' progression in word building and suggested strategies to ensure the continuity of vocabulary building.</p>			
<p><u>Intervisitations and Learning Rounds</u> will take place on an ongoing basis with specific goals in mind making sure to norm best practices school wide.</p> <p>- Facilitate sessions on academic vocabulary and engage teachers in dialogue in using research based practices to teach academic vocabulary in daily instruction.</p> <p>Inquiry teams will be created along with protocols for looking at student work across grades PreK- 5.</p>	<p>All students grade K - 5 including ELLs, SIFE students, and SWDs</p>	<p>September , 2015 – June 2016</p>	<p>Principal, Assistant Principals, Coaches, Lead Teachers and CBO</p>
<p><u>Parent Academy</u>- Families will engage in Saturday English Language Arts Academy and Mathematics Academy to further understand CCLS expectations and learned strategies to support their children at home.</p> <p>Families will engage in Saturday Mathematics workshops supporting parents of English Language Learners and students with disabilities targeting CCLS expectations resulting understanding of CCLS aligned instruction. Additional workshops will be held for teachers focusing on improvement in student outcomes.</p> <p>-Events such as Vocabulary BINGO and “Joy with my Child” will be held on a monthly basis in order to build vocabulary.</p>	<p>Students with Disabilities English Language Learners and SIFE students</p>	<p>September , 2015 – June 2016</p>	<p>Principal, Assistant Principals, Coaches, Lead Teacher</p>

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Title 1, Title 3, Focus school funding, Tax Levy Funding

All classroom teachers, ELA/Math RTI teachers, ELACoach will push into selected classes providing additional instructional support to students. Teachers will meet in teacher teams during their common planning periods and during Monday's afterschool Professional Development. Teachers and other support staff will collaborate with parents/guardians in order to improve overall student achievement and academic instruction, providing support.

Foundations, Rewards and Great Leaps, Myon programs

Part 5b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. 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, -80% of our K-2 students will increase two academic reading levels as measured by the Developmental Reading Assessment (DRA) and -80% of our scholars in grades 3-5 will demonstrate a 75 point increase in their reading and math level as measured by Scantron Performance Series

Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>Based on the 2014-2015 NYC School Survey Report, it was reported that 89% of stakeholders reported Positive Responses in the area of Supportive Environment. The school leader established systems of how to successfully support and sustain student social and emotional development through the support of Bank Street. Stakeholders have a clear vision for social and emotional developmental health that is aligned to the curriculum. Stakeholders work collaboratively to develop an understanding of the importance of their contributions in creating a safe community environment</p> <p>Based on the Framework for Great Schools Report 2015, in the indicator of Safety and Order, under the measure of Classroom Behavior, the school had a Metric Value of 80. Based on the Framework for Great Schools Report 2015, in the indicator of Safety and Order, under the measure of Press Toward Academic Achievement, the school had a Metric Value of 83. The priority need will be to encourage children to self-regulate their behavior in a supportive environment, enhance the level of engagement with their peers, and overall, and reduce confrontational incidents with their peers.</p>		

Part 2 – Summative Vision for Supportive Environment

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program.

Consider the following questions:

1. How would you want school stakeholders to describe the school?
2. What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?
3. How is student voice and leadership supported?
4. What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?
5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?
6. How will your school team measure social-emotional development?
7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

Stakeholders describe our school as a place where students are at the heart of all decisions of everything done at The Ocean School/P.S. 197. Scholars receive high quality educational with engaging experiences that support their maturity and growth as life- long learners. Additionally the YMCA and the Child Center of New York are CBOs who offer services for families and students during the academic school day and after. We also have dental, eyeglass and mental health services available for families. It is through this additional support that our students receive the emotional support needed to become well rounded citizens and contributors in society. Student voice is heard through the student council monthly meeting. During these meetings student representatives from across grades meet with school leadership and discuss ideas as well as the implementation of systems and structures that support the entire school community. Our school has been using PBIS framework for the past fourteen years focusing on the development of the social emotional needs of all scholars. We plan to hire a second bi-lingual guidance counselor. Our goal is to expand counseling services by 20% to children who have been identified as at risk for social and emotional support.

This year our attendance rate was 92.4. Currently we are focusing on improving the rate by 2.6% resulting in an attendance rate of 95% by June 2016. We plan to focus on students whose attendance is less than 90% on a monthly basis. We will hire 2 additional school aides to support identifying students whose attendance is a concern or less than 90%. Students who are out more than 2 consecutive days receive a phone call and post card. The guidance counselor reaches out to families to address attendance concerns. To promote the message regarding the importance of attendance to the entire school community, a hallway bulletin board stationed outside the main office displays our school wide monthly attendance. Principal also speaks about the importance of coming to school every day over the PA system during the morning message.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, there will be an 30% reduction in the number of disciplinary infractions related to academic, social, and emotional components of learning which will be measured by a reduction in the OORS report, and at-risk referrals to guidance.

Part 4 – 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). • Engage families and expand their understanding of a 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? (include school, educational consultants and/or CBO staff)</p>
<p>Stakeholders will develop an in depth core Matrix rubric for PBIS which will clearly define the positive behavioral expectations for all students. Professional development will be offered to all stakeholders in order to build awareness and understanding of signs, triggers, and changes in student behavior. Teachers will attend professional development geared towards cultural and gender differences that may have an impact on overall learning (Emotionally Responsive Practice). Teams of teachers will meet to identify trends in student behavior, times of day and locations of where incidents occur. They will develop differentiated behavioral management plans. We want to build understanding and knowledge of the impact that most affects our school population; low socio – economic backgrounds have a profound effect on success at school, and ultimately their futures. We have partnered with Bank Street to better assist our teachers with the socially emotional targets for our students and awareness of reflective language and best practice for teachers. Targeted classes and students (based on data/incident reports) will receive teddy bears in which they attach to the bears in times of processing difficult experiences.</p>	<p>All students grades PreK - 5</p>	<p>September 2015 – June 2016</p>	<p>Bank Street for Emotional responsive practice</p> <p>Administrative Team, Guidance Counselors, Bank Street Consultants, teachers</p>
<p>Through on-site consultation via Bank Street Emotional response practice consultants work collaboratively to build on the connection between the emotional well-being and learning potential of SWDs/ENLs students. We plan to improve and develop an emotionally responsive school with embedded routines for specific adult and child interactions.</p> <p>Working closely with Bank Street consultants, students will learn strategies to help self-regulate their behavior.</p>	<p>All students grades PreK - 5</p>	<p>September 2015 – June 2016</p>	<p>Bank Street for Emotional responsive practice</p> <p>Administrative Team, Guidance Counselors, Bank Street Consultants, teachers</p>

A monthly PBIS assembly will take place highlighting students who have demonstrated positive behavior and/or the elements of being a positive citizen in the P.S. 197 community.			
STAR TRACK, which has been jointly developed by the Queens County District Attorney's Office, the UFT (United Federation Of Teachers) the Division of School Safety, and the NYCDOE (New York City Department of Education) will provide ongoing support to the fifth graders of P.S. 197. The objective of this program is to safeguard children from violence, threats, and fears as well as give children the tools needed to resolve conflicts peacefully on their own. This will be done through modeling, and providing conflict resolution strategies	Grade 5 Students	September 2015 – June 2016	Queens County District Attorney's Office, Administration, Guidance Counselors, Coaches, Classroom Teachers
P.S. 197's teachers, along with the dance consultant, will work closely in developing strategies that will help our students express their feelings through the art of dance. Students will learn about personal space, techniques when working with one another, and how they can work collaboratively in order to complete rigorous routines.	All students Grades Pre-K - 5		Dance Consultant, Classroom Teachers

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<p>Title 1, Title 3, Focus school funding, Tax Levy Funding</p> <p>All classroom teachers, ELA/Math RTI teachers, ELA/Math Coaches will push into selected classes providing additional instructional support to students, three times weekly for a 50 minute period. These staff members will serve as mentors supporting students by checking in with them and discussing appropriate choices and behaviors. Additionally all speech and ENL teachers, occupational therapists will also push into classes providing ongoing support.</p> <p>Additional programs such as Foundations, Rewards, Great Leaps, GoMath, and MyOn will also provide support in developing students' academic progress.</p>											
Part 5b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. 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 June 2016, there will be an 20% reduction in the number of disciplinary infractions related to academic, social, and emotional components of learning which will be measured by a reduction in the the OORS report and at-risk referrals to guidance.
Part 6b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>Based on the 2014/15 Quality Review, findings revealed that school level math coach and assistant principals supported teacher teams.</p> <p>Based on the 2014/15 Quality Review, teachers have developed structures for looking at student work during weekly teacher team meetings.</p> <p>Findings from the 2014/15 NYC DOE School Survey, revealed that 88% of teachers strongly/agree that they can design instructional programs together.</p> <p>The priority need is to provide opportunities for teachers to collaborate with their peers in order to share and identify best practices. According to the American Institution for Research (AIR) Assessment conducted during the Spring 2015, some teachers reported lack of opportunities to observe their colleagues classrooms.</p>		

Part 2 – Summative Vision for Collaborative Teachers

<p>In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Questions to consider:</p> <ol style="list-style-type: none"> How is the school organized to promote teacher collaboration? What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams? How are teachers providing opportunities for to deepen learning for higher achieving students? What system do teachers use to ensure that every child is safe in their class?

5. What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?
6. How do you intend to use community educators / partners to support a collaborative teaching approach?

Teacher collaboration is promoted in P.S. 197Q through the school program. classroom/Cluster teachers will receive four common planning periods per week Teachers will meet once a week during their professional period to discuss planning and looking at student work. Teachers will meet with administrators and coaches to review assessments, identify trends, and determine strengths along with the areas of need for students. Teachers will plan individualized project based activities to support high achieving students. There are several underlying principals that influence teacher and learning. Teachers will plan lessons aligned to the Common Core Learning Standards as well as utilize Engage NY to ensure all students are provided with deep rigorous, and though provoking learning experiences to address the needs of all students including students with SWDs, ELLs, and higher achieved. All classrooms will have rules that are created by the students and agreed upon by the teachers.

Teachers will ensure that classroom rules are aligned to the school wide discipline policy. This policy is based on the Chancellor's policy on discipline and revised to meet the needs of our school community. Rules will also be aligned to meet the PBIS Core matrix rubric.

Teachers will consistently review formative/informative classroom data collected during the delivery of instruction. Teachers will in teams to address student's progress across grades within varied content areas. In collaborative teams, teachers use Exit slips, quick checks, text-based conversations, and conference notes to identify student needs and identify targeted groups.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, there will be a 6% increase in the number of teachers who have had the opportunity to actively participate in learning rounds, inter visitations, and opportunities to provide feedback resulting in a 95% positive response on the NYC DOE School Survey Report.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>A reflection tool will be used during the professional learning sessions in order to gather feedback from teachers that will be used to revised the professional development plan.</p> <p>Learning Rounds will be conducted during common planning periods and facilitated by coaches or the administrative team to observe best practices.</p> <p>Teacher driven learning rounds will be conducting on self selected topics of inquiry.</p> <p>Model teachers will facilitate the professional learning using their model classrooms.</p> <p>Teachers will collaborate in planning monthly trips that align to the ReadyGen/Teacher’s College Curriculum as well as the Common Core Learning Standards.</p> <p>Add the Literacy Coach position to the P.S. 197 staff. The role of the Literacy Coach will be to provide ongoing support and foster the professional learning community.</p>	<p>PreK – grade 5 Teachers and paraprofessionals, school leadership</p>	<p>September 2015 – June 2016</p>	<p>All classroom and cluster teachers, coaches, principal, assistant principals, school aides</p>

<p>Inter-visitations and learning rounds will be embedded in the professional learning culture. Teachers will take low-inferences observations, identify best practices, provide feedback during debriefing sessions using the inter-visitation rubric and develop next steps for instruction.</p> <p>Inter-visitations will be conducted in the labsites featuring Independent Reading and Teachers College writing in Grades 1, 2, 4 and 5.</p>	<p>PreK – grade 5 Teachers and paraprofessionals, school leadership</p>	<p>September 2015 – June 2016</p>	<p>All classroom and cluster teachers, principal, assistant principals, school aides</p>
<p>In order to promote teacher-parent collaboration, monthly parent academy will be conducted by classroom teachers that will allow them to share best teacher practices. Teachers will collaborate to determine their focus for each parent workshop. Teachers will provide reflection protocol for parents.</p> <p>Additional opportunities for parent-teacher collaboration will be promoted during Parent Teacher Conferences, Tuesday Parent Engagement, and Meet the Teacher night.</p>	<p>PreK – grade 5 Teachers and paraprofessionals, school leadership</p>	<p>September 2015 – June 2016</p>	<p>All classroom and cluster teachers, principal, assistant principals, school aides</p>
<p>The Extended Learning Time will be centered on student performance. Teacher Inquiry Teams will identify Tier 2 students based on in-class data. Students will be grouped based on their individual needs.</p> <p>Teachers will work collaboratively using the Danielson Framework rubric and apply the actionable feedback.</p>	<p>PreK – grade 5 Teachers and paraprofessionals, school leadership</p>	<p>September 2015 – June 2016</p>	<p>All classroom and cluster teachers, principal, assistant principals, school aides</p>

Part 5 – Budget and Resource Alignment

<p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>All classroom and cluster teachers, principal, assistant principals, and paraprofessionals will play a role in the implementation of our action plan. As we continue promoting reading across all content areas, classroom libraries will be equipped with over 150 appropriate content titles. Students will be expected to engage in independent reading using a variety of “Just Right” text across various genres. Students will be in charge of creating the labels and genre baskets of books in their classroom libraries. Students will create baskets based on interests, reading levels, and genres.</p>											
<p>Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
<p>X</p>	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>		<p>Title I TA</p>	<p>X</p>	<p>P/F Set-aside</p>		<p>21st Century</p>		<p>C4E</p>

	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other
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Part 6 – Progress Monitoring

Part 6a. 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 June 2016, there will be a 3% increase in the number of teachers who have had the opportunity to actively participate in learning rounds, intervisitations, and opportunities to provide feedback resulting in a 95% positive response on the NYC DOE School Survey Report.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>Based on the 2014-2015 NYC School Survey, 78% of the teachers reported that the principal at the school communicates a clear vision for the school and sets high standards for student learning. The 2015 Framework for Great Schools Report, there were 95% positive responses in the area of inclusive principal leadership and 90% positive responses in the area of principal instructional leadership. According to the 2014-2015 NYC School Survey Report, 69% of the teachers felt that they were able to create coherent progressions within the standards from previous grades to current grade so student knowledge/skills build onto previous learning as foundations for concepts.</p> <p>An area of school strength is the manner in which we invite and embrace the entire school community by-conducting parent workshops, ongoing professional development for teachers; close communication with parents and hands-on attendance at Parent Association meetings. In addition, we conduct PBIS meetings with our students and hold Career Day which involves parents and community members. Our Dolphin Dollars program is a reward system that gives our students an incentive for positive behavior. Our building leaders include all stakeholders when making strategic decisions. P.S. 197's school community has high expectations for all students and teachers. We share our goals, mission and vision through the mediums of our welcoming Main Office, grade level meetings, monthly School Leadership Team [SLT] meetings, school newsletters, and leadership visibility. Our high expectations are evidenced by classroom learning environments and student-teacher relationships. Teachers make every effort to address students' individual instructional needs through ongoing formative and summative assessments, individual and small-group instruction, peer tutoring and continuous parent communication. Our school has structures and systems in place that promote high quality learning experiences for</p>		

our students such as teacher teams, academic trips to the Queens District Attorney's Office, and a rigorous curriculum that includes Go Math, Ready Gen, Teachers College Writing project, higher order thinking questioning skills such as making predictions, comparing and contrasting different texts, etc.... We pride ourselves on making every family feel welcomed and ensure that their child(ren) are happy and safe.

Our area of need focuses on leadership's desire to effectively analyze student data based on assessments, teacher judgement, parent surveys and meetings with support staff such as the Guidance Counselors, Response to Intervention (RTI) and SETSS teachers. Additionally, leadership will expand their utilization of the Danielson Framework, the Common Core Learning Standards and Columbia Teachers College Writing Project to enhance the evaluation of teacher pedagogy. Leaders will make sure that horizontal and vertical common planning periods are used for collaboration to identify patterns, trends and next steps across grades. In addition to a weekly common planning vertical/horizontal Dual Language meeting with coaches and supervisors.

Part 2 – Summative Vision for Effective School Leadership

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students' academic and social-emotional needs are being met?
2. What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like?
3. How would the leader organize student and teacher programs to ensure students' needs are met? Fiscal capital?
4. What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?
5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?
6. What and how will the leader delegate to assistant principals and the community school director?

School Leadership will articulate a shared vision and mission to the entire school community through weekly grade meetings, Monday's Professional Development, Staff Handbook, The Child Center of New York, ongoing collaboration with the Community School Director, and the Y Afterschool Program including their director and staff. The partners of the Child Center of New York will collaborate with school staff through hosting monthly parental workshops, staff meetings, professional development, special events that highlight student achievement and community relations. Based on the 2014-2015 NYC School Survey Report 85% of parents who participated felt that the school staff regularly communicated with parents/guardians about how staff can help students learn.

Evidenced-based systems that the school leader has put in place to ensure that the school and individuals continue to improve include Scantron Performance Series 3 times a year, Developmental Reading Assessment (DRA) 3 times a year, Progress Monitoring (DRA) 2 times a year, Ongoing teacher feedback using the Danielson Framework Tool, Teacher's College Writing Units of Study measured by Common Core aligned rubrics and GoMath unit assessment data. The Literacy Coach and Math Coach will model, conduct intervisitations and learning rounds based on the data from snapshots, and summative/formative assessments.

The leader would organize student and teacher programs to ensure students' needs are met by:

- professional learning communities
- Professional Development Mondays,

- bi-weekly teacher team meetings,
- Lunch and Learns,
- per session activities,
- bi-monthly leadership team meetings,
- on-site and off-site staff training by subject specific consultants

These opportunities, along with coordinated scheduling, allow for teachers' professional responsibilities to be aligned with the school's instructional goals, thereby focusing teacher time on instructional work and data analysis resulting in improved instruction that engages all students in rigorous academic tasks.

Students' needs will be met by:

- Gathering and identifying trends/patterns in student data
- Guided Reading instruction based on specific skills/strategies
- Extended Learning Time (organized based on academic needs)
- Weekly Skill of the Week assessment tracking data
- Emphasis on Higher Order Thinking questioning and discussion

The school leader strategically conducts observations in coordination with assistant principals and designs feedback aligned to the Danielson's Framework. This feedback is communicated to teachers in a timely manner that allows for teachers to demonstrate growth in observed areas.

The systems that will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance with partners so that strategies can be created and assessed to support student growth are

- Weekly meetings and discussions with the Child Center of New York in collaboration with P.S. 197's Attendance Teacher to monitor chronic absences
- Monthly PBIS awards celebrations (Reader of the Month, Student of the Month, Mathematician of the Month, Scientist of the Month, Historian of the Month, and Demonstration of Good Character of the Month)
- Emotional Responsive Practice (bank Street College)- Works with both teachers and students on coping with emotional and potentially stressful situations in and out of school
- Daily behavior growth plans and incentive programs have been in place to monitor progress in behavior and continue constant communication with parents about their child(ren) status.
- Every member of the staff participates and infuses our Positive Behavior Matrix throughout all grades during the school day. Students are taught social-emotional responsibilities through PBIS, Bank Street, YMCA structured lunch and after school programs, and strategies taught through TAC-D.

The leader will delegate and empower the assistant principals to lead common planning meetings, evaluate and support teachers/staff members, conduct snapshots/formal observations using the Danielson Framework, provide immediate feedback, identify professional development opportunities that are catered to the individual and school-wide needs. The leader will delegate and ensure that the Community School Director will survey, identify trends/patterns, and create an action plan to meet the needs of all stakeholders in the school community.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART –

Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, 100% of classroom teachers will align lessons to the Common Core Learning Standards that are differentiated and include multiple entry points to engage all learners as measured by at least one level increase in the HEDI rating score.

Part 4 – 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? (include school, educational consultants and/or CBO staff)</p>
<p>Scheduled time will be allotted for administration and Leadership Teams to meet during double common planning periods in order to develop effective mini lesson that support Teachers College Units of Study (i.e., narrative, persuasive).</p> <p>Teachers will partner with the Art residency to enhance non fiction writing units.</p> <p>Project Based Learning: teachers and art consultant will collaborate in creating videos with students and by students focusing on non fiction of units of study.</p> <p>Inter visitations to other schools will be schedule to observe best practices.</p>	<p>Students grades PreK - 5</p>	<p>October 2015 – June 2016</p>	<p>Grade K-5 Teachers Coaches, Model Teachers, Writing Consultants and Art Residency</p>
<p>Scheduled time will be provided for administration and Leadership Team members to discuss and analyze student Non Fiction writing samples to measure and access student progress through the use of student directed videos detailing their projects.</p>	<p>Students grades PreK - 5</p>	<p>October 2015 – June 2016</p>	<p>Grade K-5 Teachers Coaches</p>

			Writing Consultants Art Residency
<p>The enhanced writing evaluation criteria will be reviewed with all school staff in grade team meetings bi weekly, as well as professional developments sessions targeting teacher and one on one coaching sessions with administration and Literacy Coach.</p> <p>Teachers will track data and overall growth based on the outcomes of the On-Demand writing tasks for each TC unit of study.</p>	Students grades PreK - 5	September 2015 – June 2016	Grade K-5 Teachers Coaches Writing Consultants Art Residency
<p>Grades Pre-K-5 teachers will receive extensive Professional Development aligned to the Danielson Framework in order to build the development of structured writing units using elements of Teachers College (TC) and the Ready Gen writing curriculum.</p> <p>Teachers will set goals based on their formal and informal observations .</p> <p>Teachers will collaborate in order to align the ReadyGen curriculum with the Teacher’s College (TC) writing units of study. The art residency consultant will also work collaboratively to create artwork that closely relates to the unit of study. Students’ work will be displayed around the school building as we promote student achievement and overall progress.</p> <p>External coaching opportunities for principal via Leadership Academy.</p> <p>External coaching opportunities for assistant principals via CSA ELI program for new assistant principals</p> <p>External consultants and coaches support for ELA, Math, ENL, Students with Disabilities and for Social Emotional Responsive practices,</p>	Students grades PreK - 5	September 2015 – June 2016	Grade K-5 Teachers Coaches Writing Consultants Art Residency Leadership Academy Coach CSA ELI program for new assistant principals

			Go Math Consultant, Teachers College Writing Project Coach, Dual Language/ENL Consultant, NYCDOE Teacher Development Coach, Renewal School coach for SWD and Bank Street consultants
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Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Tax Levy Teachers, Title 1 teachers, student resources (reading and writing material) Teachers will be provide with one weekly common planning period. In addition, teachers will compensated for Saturday Academy and Professional Development after Extended Learning Time.											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. 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.										
Our progress monitoring will be at six to eight week intervals. In mid-February of 2016, we will the Developmental Reading Assessment (DRA) reading levels as benchmark to determine student progress in reading. Go math unit assessments will be used to determine if students are making progress towards meeting goals and grade specific Common Core Learning Standards.										
Part 6b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>Areas of Strength:</p> <ul style="list-style-type: none"> Based on the 2014-2015 NYC School Survey Report, 89% of the parents agreed with the statement that Teachers work closely with families to meet students' needs. School leader ensures that there is constant communication with parents/guardians of the scholars at P.S. 197. Stakeholders collaborate in order to identify strengths and areas of need for all scholars. School community partners with families and Community Based Organizations in order to promote the academic, social, and emotional development of all students. School staff shares data collected with all stakeholders in order to empower and encouraging learning. <p>Areas of Need:</p> <ul style="list-style-type: none"> School staff will work on building communication and partnerships with additional Community Based Organizations. School will collect and interpret data on an ongoing basis making sure to identify trends. <p>School Principal and Assistant Principals will provide immediate feedback on observations aligned to the Danielson Framework.</p>		

Part 2 – Summative Vision for Strong Family and Community Ties

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment?
2. How does the school provide support to families so that they understand and can take an active role in what their child is learning?
3. How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?
4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

P.S. 197Q is Community School which embraces and support parental engagement and involvement. Our learning environment is supported by our two safety agents who warmly meet and greet parents. In addition, they offer bilingual services in Spanish.

Communication to parents is offered in the language of their choice. We also provide translations during our PA meetings and cultural school wide events.

The school and the Child Center of New York/YMCA work collaboratively to support parents. There is dedicated space for families such as a welcoming parent room with a computer, fax machine, leveled libraries and a couch.

We presently offer a weekly two hour, ESL program for parents and caregivers. We also offer translation services and we also send student data in two languages. In addition, monthly grade level newsletter.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, there will be a 20% increase in parental/custodial participation and engagement in school wide events and workshops as measured by parental involvement attendance and NYC Learning Survey.

Part 4 – 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? (include school, educational consultants and/or CBO staff)</p>
<p>Let's Talk about It" Parent Meetings - monthly</p>	<p>Parent/ Guardians</p>	<p>Sept 2015 – June 2016</p>	<p>Principal</p>
<p>Building leaders and staff will provide quarterly school-wide events</p> <ul style="list-style-type: none"> • Curriculum Night • Teacher Conference • P.S. 197 Dance Company performances • The Ocean School Got Talent (TACD Committee) • Family Literacy Event • Family Math 	<p>Parent/ Guardians</p>	<p>Sept 2015 – June 2016</p>	<p>Principal & Staff</p>
<p>Workshops:</p> <ul style="list-style-type: none"> • Health & nutrition, • Emotional well being • ESL classes, • Curriculum, • PBIS behavior intervention <p>Absenteeism</p>	<p>Parent/ Guardians</p>	<p>Sept 2015 – June 2016</p>	<p>Principal, Staff and Consultant</p>
<p>Junior High School, High School & College trips/tours</p>	<p>Parent/ Guardians and students</p>	<p>Sept 2015 – June 2016</p>	<p>Guidance Counselors</p>

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Workshops will be held outside of school hours, with the exception of mandatory hours for Parent Teacher conferences and Curriculum night, will be facilitated by teachers and/or consultants. Scheduling will be accommodated by the staff as will any instructional resources that are needed.											
Part 5b. 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		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. 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 a 5% increase in parental/custodial participation and engagement in school wide events and workshops as monitored by the change in parental/custodial attendance during the above times.
Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time (ELT) activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environments, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2016, students of P.S. 197 will increase at least 2 reading levels as measured by the Developmental Reading Assessment (DRA) as a result of participating in Expanded Learning Time.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
compulsory for students but not for pedagogues as per their United Federation of Teachers guidelines.				

Part 3 – ELT Program Description

Target Population: The ELT program for a Renewal School will be offered to **all students** in the school.

Describe how the school will meet the following SED requirements for an ELT program:
How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging?

How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?

- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- What new content areas and opportunities will be offered to students?
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.
- How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?
- How will outreach be made to families?

Extended Learning Time will be developed based on intense conversation among administration, teachers, and the CBO about indicators from present and historical data. The range of activities will stem from the beliefs that we hold about

student learning. A survey will be conducted to identify student interests and forth inform the design of ELT. This survey assessment will foster students' motivation to sustain attendance and participation.

The unique learning needs of our ELLs, SWDs, accelerated and low performing students will be addressed through an analysis of the data, planning, and coordination of resources. Through the continual use of the data inquiry protocols and collective responsibility of teachers, administrators and CBO personnel, we will "think out of the box" and develop activities to address students' needs.

ELT will provide opportunities for students to develop self-confidence in their learning . We will infuse the arts across all content areas.

The leadership will ensure that all learning experiences will be supervised and administered by NYS certified teaching professionals.

As we build and leverage our relations with the CBO, the personnel will become part of the P.S 197Q school culture and community. They will be encouraged to participate and engage with teachers and support staff in professional development activities.

Part 4 – ELT Program Implementation and Oversight

Part 4a. Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

The personnel who will be responsible for implementing and overseeing the Extended Learning Time (ELT) program will be the P.S. 197 leadership in consultation with the CBOs. The planning of the ELT will be shared with the School Leadership Team (SLT) to infuse any additional input. We will use our school protocol for collecting and analyzing data in the administrative cabinet, Data Inquiry, Team, SLT and teacher teams.

Part 4b. Timeline for implementation and completion, including start and end dates.

Summer 2015 – June 2016

Part 5 – ELT Budget and Resource Alignment

Part 5a. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

The human resources of P.S. 197 staff, CBO personnel and consultation from the Office of School Renewal. Instructional resources will include books, art material, classroom material, and technology. The initial schedule will be implemented with the understanding that based on reflection and data analysis that any adjustment will be made in the best interest of improving students' learning.

Part 5b. Indicate using an "X" the fund source(s) that will be utilized to support the ELT Program.

Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

	21st Century	X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant	X	School Success Grant	X	Other

Part 6 – ELT Progress Monitoring

Part 6a. 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.
Our progress monitoring will be at six to eight week intervals. In mid-February of 2016 we will use the Developmental Reading Assessment (DRA) reading levels as benchmark to determine student progress in reading. Go math unit assessments will be used to determine if students are making progress towards meeting goals and grade specific Common Core Learning Standards.
Part 6b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 7: Community School Description

Directions: The Community School program is directly aligned to the Framework for Great Schools element – Strong Family and Community Ties.

Part 1 – The Community School Program Goal(s)

Indicate the summative goal(s) of the Community School program for the 2015-16 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2016, there will be a 20% increase in parental participation and engagement in school wide events and workshops as related to parental needs assessment data. School leaders will work with the parent coordinator and the members of the Parents Association / School Leadership Team to develop a system wide parental survey which accesses the needs, views, opinions of parents.

Part 2 – Community School Program Description

Part 2a. Identify the target population(s) to be served by the Community School program and the scope of the services provided.

The targeted population for this goal will be all general education students as well as the following sub groups, special education students (SWD), English As a New Language (ENL), and student with interrupted formal education (SIFE) students. The following programs will be used to foster parental engagement with all stakeholders. Smart works art residency, Health nutrition workshops, and ESL classes by CBO, curriculum workshops, PBIS behavior intervention workshops, and absenteeism workshops, Teddy Bear Workshops for social emotional strategies

Part 2b. Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

1. Renewal Schools are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.
2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.
3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly Forums engaging families and community stakeholders will be a critical part of this parent engagement strategy. Describe how you will implement this aspect of the work.
4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools and training will be available for schools to use. Indicate how you will implement this aspect of the work.

P.S. 197 is dedicated to providing support with the YMCA (Young Men’s Christian Association) by canvassing the school staff to select a community school director. The director will then schedule a structured time for co-planning and distributive leadership allowing the needed data of those selected student for the case studies findings to be shared with all stakeholders.

The following programs will help address the disparity of our school needs in the following areas. The COAST program will address both the social emotional support needed by the students and community. The PBIS committee will address the ongoing school wide core learning beliefs that are ingrained in our school vision. The school building leader and her administrative cabinet will systematically plan this initiative in a manner that that helps promote our school vision.

By engaging school stakeholders and members of our school community we are continuing and expanded our goal of welcoming parents our various events via our phone system communication tool school messenger, along with student monthly calendars, and principal parent notices as needed. Our PA (Parent Association) also has monthly meetings with families as part of their D-Pac initiative to support struggling schools. As a focal point for all this involvement a dedicated time will be added to our school leadership team minutes addressing and highlighting our ongoing success monthly.

Professional learning communities will need to be established by the School Building Leader in order to identify the findings of the student's progress in the case studies and share best practices with the learning communities. Additional time will be needed for cross collaboration with all members of this learning community to analyze and disaggregated ongoing data.

Part 3 – Community School Program Implementation and Oversight

Part 3a. Who will implement the Community School program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the Community School program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured with the Community Based Organization (CBO).
3. Explain how you will evaluate the program to assess its impact on student achievement.

The Community Based Organization will implement the program but the School Building Leader will oversee the overall implementation of this program with additional support provided by her administrative support staff Assistant principals, and out of classroom support staff.

In conjunction with the ELT, during the end of the school day the CBO will work with the partnering school to create a collaborative extended school program that will help address students' needs assessments via small group instruction for those students who are not meeting on grade performance.

Administration will track and access the implementation of this initiative by creating a survey monkey that helps analyze student performance by tracking student involvement and performance coupled with all stakeholder participation.

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.

The following resources will be needed in order to implement an effective community school program. Sufficient pedagogical support staff, Instructional materials, a Timeline for implementation and Community involvement via Professional development support for parent engagement. Adjustments to staff schedules will have to be in place in order to ensure that students are grouped based on needs, academic performance levels, and behavior.

Part 3c. Timeline for implementation and completion, including start and end dates.

Beginning in September 2015, an initial timeline will be created by administration to help address and coordinate the efficiency and distribution of all programs during the academic school calendar.

Section 8: 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 at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>Grades 3-Scantron ELA Score < 2100 in combination with Developmental Reading Assessment (DRA) results</p> <p>Grade 4- Level 1 students based on previous years' ELA State Exam</p> <p>Grade 5- Level 1 students based on previous years' ELA State Exam</p>	<p>Small group instruction</p> <p>-Developmental Reading Assessment</p>	<p>Small Groups</p> <p>Tutoring (CBO)</p>	<p>During the academic school day</p> <p>During the Extended Learning Time</p>
Mathematics	<p>Grades 3-5 CC Math Exam Score < 1.8</p>	<p>Nemet, Scantron</p>	<p>Small Groups</p> <p>Tutoring (CBO)</p>	<p>During the academic school day</p> <p>During the Extended Learning Time</p>
Science	<p>Any student scoring below proficiency (level 1 or level 2) on a NYS Science assessment in the 2015 school year will receive intervention services. If no state assessment exists, students who are not meeting grade specific science standards will be chosen to receive additional support</p>	<p>FOSS supplemented by Ladders, Brain Pop</p>	<p>Small group</p>	<p>During the school day sessions are 45 min in duration</p>
Social Studies	<p>Any student scoring below proficiency (Level 1 or Level 2) in classroom</p>	<p>Discovery Education Pacing Guide, video clips, www.brainpop.com</p>	<p>Small Groups</p> <p>Tutoring (CBO)</p>	<p>During the academic school day</p>

	assessments and Performance Tasks will be chosen to receive additional support.			During the Extended Learning Time
At-risk services (e.g. <i>provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i>)	Students who are holdovers, and those students who are performing below or approaching grade level in reading.	REWARDS, Foundations (3) students serviced At Risk by SETSS teacher National Geographic Ladders	Small Groups Tutoring (CBO)	During the academic school day During the Extended Learning Time

Section 9: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Teaching assignments are designed with the intent to bridge the achievement gap thereby increasing student achievement and learning. Coaches and lead teachers are provided with professional learning opportunities in order to develop their proficiency in their subject areas. This information is then differentiated and disseminated to the staff during Professional Development (PD) Monday or "Lunch & Learn" for varying levels of teacher experience. In addition to this differentiated PD, all first year teachers have mentors that serve as guides that help them to successful from the start.
We have extended our partnership with the Office of Teacher Recruitment & Quality to work with them and their Staffing & Retention Support Program. In our work together, we have enhanced our work around recruitment, retention and support, and building leadership capacity.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
Professional Development combined with collaboration is at the core of increasing our students' capacity. Teachers teams are afforded numerous opportunities to meet ranging from Professional Development Mondays, bi-weekly teachers team meetings, Lunch and Learns, per session activities, bi-monthly leadership team meetings, on-site consultants, training, and off-site staff training . These meetings are structured so that teachers' professional responsibilities are aligned with the school's instructional goals, thereby focusing teacher time on instructional work and data analysis and resulting in improved instruction that engages all students in rigorous academic tasks..

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/information, early intervention services, etc.).

The Pre-K social worker, along with the Pre-Kindergarten teachers, meets with parents of prospective Pre-Kindergarten students to discuss curriculum alignment to the ECERS program. Workshops are provided to the parents on an ongoing basis to enhance parents' interaction with scholars to enhance their preparation for kindergarten. The Pre-K social worker also meets with all incoming special education parents during registration to ensure that services will be provided from the first day of school.

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.

Because the school uses the ECERS program, students are only exposed to reading and mathematics for 15 minutes each daily. The remainder of the school day is spent in centers where the focus is on the growth of socializing through the building of peer to peer interaction.

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 enables, a Schoolwide Program school must identify in its Schoolwide plan (RSCEP) 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	370,953.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			

Title II, Part A	Federal	159,440.00		
Title III, Part A	Federal	12,476.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,988,680.00		

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 School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/RSCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **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, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 10: 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 RSCEP 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)

Based on the 2014-2015 NYC School Survey Report, 100% of the parents who participated, were satisfied with the education that their child had received during the academic school year. 83% of the parents reported that the principal promotes family and community involvement in the school.

According to the 2015 Framework for Great Schools Report, 94% of the teachers reached out to parents on a constant basis, and there was 87% of parent involvement in the school.

By June 2016, 87% of the parents will report that the principal promotes family and community involvement in the school on the NYC School Survey Report.

By June 2016, 95% of the teachers will have reached out to parents on a constant basis, and 90% of the parents will be involved as reported on the 2016 Framework for Great Schools Report.

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 197 The Ocean School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S. 197 The Ocean School** will support parents and families of Title I students by:

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

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

The Ocean School/PS 197 , 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 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 will 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 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>The Ocean School</u>	DBN: <u>27Q197</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>90</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>4</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: Begin description here: The title III Ocean School will support 100 ELL students in ELA and MATH . The school will implement an After school program for grades K through 5. The program is designed to move ELL students to achieve the common core standards. Students will have the opportunity to increase their English proficiency and improve their core academic content knowledge. Teachers will implement and use strategies to support students in applying the L2 language skills in all four modalities. Students will be prompt to apply this knowledge while developing their academic language in different content areas.

The goal is to move ELLs from the beginning to the Intermediate and/ or to Advanced Level of proficiency on the NYSESLAT assessment. Teachers will prepare students who have performed below level in the ELA and Math for the up coming Test. Progress will be measured by using formative and summative assessments (MOSL, beginning inventories, quizzes, end of units of study, Performance Tasks, Fountans and Pinnel Reading Records, and one-to-one conferences). Data analysis will be used to determine which skills should be emphasized before, during , and after the lessons.

2. Titile III funds will be used for enrichment and supplementary activities. It will take place during After school days and on Saturdays. Both programs focus on the development of stduents skills in reading, writing, and Math.

After school classes will contain up to 20 students per class in grades 3-5, they will be taught by a bilingual teacher. Students were selected based on their level of performance, All who perform on level 1 and 2 on the ELA, Math, and for those who performed on the beginning or intermediate level on the NYSESLA TEST. Teachers will prepare students for the NYSTATE ELA, Math, and the NYSESLAT Assessment. The classes will meet for two hours on Wednesdays and Thursdays (2:45-4:45pm) from December 10 to March 18, 2014.

After school classes will contain up to 15 students per class. Students in grades K-2 will be invited to participate in the academy. Classes will meet for two hours per day on Wednesdays and Thursays (2:45-4:45) from February 4 , 2015 to March 12, 2015, for 9 sessions in total. Three bilinguak teachers will participate

Saturday classes will contain up to 15 students for students who performed on level 1 and 2 on the ELA and Math, and for students whom in the Reading and Writing in the NYSESLAST performed in the beginning or intermediate levels. The classes will meet for three hours on Saturday starting on January 10 through March 21st, from 9:00-12:00. There will be 10 sessions. One ESL and Three bilingual teachers will instruct students during these sessions.

Students will be grouped per grade level. In within the grade, teachers will scaffold intruction and use Tier II interventions to support students' needs. Students will be exposed to different types of resources as well as teacher made materials. These activities will guide students in the implementation and the use of the language in and out of classroom.

3. Approximately 100 students in grades K-5 will participate in the After school and 60 students Saturday Academy. The main focus is to supplement students with specific reading skills to enhance their reading comprehension. Educators will promote and build on students' prior knowledge through the explicit teaching of content area vocabulary. Enriched vocabulary knowledge will allow students to deepen their reading comprehension, which will put them on the path to becoming successful readers and mastering the skills needed in the NYS ELA ,and the NYSESLAT Assessments.

As data from the 2014 NYSESLAT indicated that students were lacking in Reading and Writing, and the deficiency in these two modalities is preventing them from becoming advanced or proficient language learners, teachers will provide the support needed to help students develop the skills needed to

Part B: Direct Instruction Supplemental Program Information

become ready for the College and Career Readiness. Results from the NYSESLAT showed that ELL students were performing in the beginning or intermediate level. In addition, multiple assessments (including diagnostic assessments, Benchmark ELA assessments, and Running Records, end of the unit assessments, portfolio pieces, Performance Tasks, and teacher made assessments), show that ELL students are struggling in reading and writing. Therefore, during the sessions, teachers will collect and analyze data to determine students' progress as well as the effectiveness of the academy.

P.S.197 will provide intensive English Language Instruction sessions for students who scored at levels 1 and 2 in ELA or MATH, and for those who are at the beginning or Intermediate level in the NYSESLAT. Newcomers, beginner ELLs, and Intermediate ELLs in testable grades will be invited to participate in the academy.

Materials: The National Geographic material will be used during the After School, and "Ladders" on Saturdays. These materials will support students reading comprehension. In addition the following materials will be needed: Chart paper Pencils, markers, crayons, glue, folders, and binders, ink composition notebooks.

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 is provided with the use of both in-house and outside training. Professional sessions will target the ESL teacher, cluster teachers, specialists, and new teachers involved in the school day and after school or Saturday program.

Topic 1: Estrellita Program /Estrellita Refresher

Participants: New Dual Language Teachers/ Experienced teachers

Dates: November 21, 24,25, 2014

Rationale: The goal of the Dual is to prepare students to become fluent bilingual. Dual Language Teachers participate in this training to better prepare English Language Learners (ELLs) and English proficient students to learn the two languages (English and the target language). Through the use of Estrellita, students will have the opportunity to develop the new language and to learn academic subjects in English and the NLA. New teachers will implement the program with fidelity to get better results. Teachers who participate in the New and the Refresh Training will use the program throughout the school year.

Time: 8:30 -3:30pm Provider: Department of English Language Learners and Student Support

Dates: : November 21, 24 and 25, 2014

Topic 2: What are the Native Language Instruction Requirements

Rationale: Teachers will review the mandates of the Native Language Arts Instruction and the Acquisition of English Language Arts. Teachers will be able to continue using and implementing the standards to prepare students with the development of the second language. Educators will be made aware of the importance of preparing scholars in both languages, their native language will support them in the development of the second language.

Teachers also will have a better understanding about the different ELL programs, the number of ESL, NLA and ELA instructional units that need to be provided based on English proficiency level.

Date: December 2,2014

Time: 3:00 pm

Part C: Professional Development

Audience: ESL teacher, Dual Language Teachers, Cluster Teachers

Topic 3: Analyze RLAT data to identify strategies to support students

Rationale: The minimum 7.5 hours of ELL training for all new staff (including non-ELL teachers)

Provide insight into the identification process and varying needs of ELL sub-populations.

Use the RLAT report to analyze student's level of performance, and to identify the areas which students need support. Identify resources and strategies to target students areas of need. The strategies learned during these sessions will support educators and other members to meet the needs of ELLs with whom they work. There are different resources that the school will use during professional development sessions such as: the QTEL strategies to support learners to the achievement of the Second Language, and the RTI for ELLs which supports Dual Language and General Education teachers. The school will continuously include other relevant resources to aid teachers in understanding the various ELLs culture. All agendas will be kept in the PD ESL binder.

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: PS 197 identify parental needs through the Learning Environment Survey as well as In-House surveys to determine areas of interest for parent workshops. In addition, school personnel translates and serve as parent liaisons in order to facilitate parental engagement, the rapport between the school and community-based information will serve to impact higher achievement. The school LAC Coordinator in conjunction with the parent coordinator will provide additional translations through identified resources in a timely manner so that all pertinent information is presented and sent to parents. Parents will be notified specifically, through the use of outreach calls, flyers, and letters. Parents will be invited to attend NYSESLAT workshops that will serve to inform them of the components of the exam as well as the academic preparation involved.

Topic: "Get Involved and Stay informed about your child Academic Performance"

Rationale: Parents will learn how to get involved in their child's academic performance and how the behavior at school may affect their academic skills. What parents can do to support their children?

Date: February 9, 2015

Time: 9:30 am

Provider: M. Romero-T

Audience: ELL Parents

Topic: Estrellita Program

Rationale: Parents will be able to know how the Estrellita program supports their child in the development of the target language. During the workshop, parents will be asked to participate in various activities that are part of the program.

Date: February 27, 2015

Time: 9:30 am

Provider: M. Romero-Toral

Audience: Dual Language Parents

In addition, workshops that focus on ELA common core standards, student ability levels, and testing strategies will be held on a monthly basis, beginning January 2015 until April 2015. On the first Thursday of each month, parents will participate in a Thursday Breakfast. These monthly meetings will serve as an open forum to discuss academic concerns of parents. In addition, biweekly sessions will be held on Wednesdays in order to conduct workshops focused on instruction and student achievement. During

Part D: Parental Engagement Activities

these sessions parents will be informed of the curriculum pacing, the academic performance of ELLs as well as testing information pertinent to their child's success. Workshops will be facilitated by the ESL Coordinator, the Parent Coordinator in an effort to provide parents with a holistic view of instruction as well as academic expectations.

Prior to the NYS ELA , MATH, SCIENCE, and NYSESLAT Assessments parents will participate in a various learning sessions. a) learn about the new NYSITELL placement test. b) review/learn about the four NYSESLAT Modalities and what it is needed for children to become proficient. c) provide additional instructional support to bridge and foster the home/school partnerships that will help address the learning needs of our ELLs. d) The School and the School Parent's Association will seek out opportunities to organize programs to support parents.

School staff and the school counselor will closely work with parents helping them with the transition of ELLs from elementary grades to middle school as well as by finding appropriate programs and settings for individual students as they work through the process of the middle school application.

For parents who attend to these workshops and if they speak another language, the LAC Coordinator will try to offer electronic translation services for them to be able to participate in these sessions.

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 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>Classroom supplies</u>	-
Educational Software (Object Code 199)	-	_____
Travel	_____	_____
Other	_____	_____
TOTAL	<u>11,200</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 27	Borough Queens	School Number 197
School Name The Ocean School		

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 Christina Villavicencio	Assistant Principal Bradley Richman
Coach Lauren Triplett	Coach Maria Romero Toral
ENL (English as a New Language)/Bilingual Teacher Jihe Ahn	School Counselor Ms. Cinthia Fajardo
Teacher/Subject Area Dwight Duncan , Math	Parent Nicole Benbow
Teacher/Subject Area Lydette Hendrickson , English	Parent Coordinator Ms. Wilson
Related-Service Provider Speech, Ms. Brower	Borough Field Support Center Staff Member Marlene Wilks
Superintendent Ms. Mary Barton	Other (Name and Title)

C. Teacher Qualifications

Provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	6	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]		Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers not 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	1

D. Student Demographics

Total number of students in school (excluding pre-K)	516	Total number of ELLs	101	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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	0	0	0	0	0								0
Dual Language	1	1	1	1	1	1								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	101	Newcomers (ELLs receiving service 0-3 years)	94	ELL Students with Disabilities	12
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	7	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL	56	2		7	1	1	0			0
ENL	38		12			3				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 3

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	7		16		15		7	1	12		6								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): <u>21</u>	Number of students who speak three or more languages: <u>0</u>

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	4	13	6	1	4								0
Chinese	1		1	0	1	1								0
Russian			1											0
Bengali														0
Urdu														0
Arabic		1												0
Haitian						1								0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1			1									0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	11	0	0	0	0
4	10	2	0	0	0
5	9	3	0	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	11	1	2		0		0		0
4	3	4	4		1		0		0
5	5	3	5		2		0		0
6									0
7									0
8									0
NYSAA							1		0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	3	4	19		46		3		0
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 PS 197 students in grades K-3 are assessed with Estrellita and DRA. Students in grades 3-5 are also assessed twice a year with the ELL Benchmark Fall and Spring Assessment Performance Test; together with the DRA, EL SOL, and TCRWP. Based on the outcomes of these assessments, students who did not meet their learning targets will begin receiving support with a Tier II or Tier III intervention. School staff will collaborate with teacher interventions to provide remediation to those students who are not able to show adequate progress. During grade common planning periods teachers meet and plan lessons based on students needs. The LAP Team and the School Based Instructional Leadership Team will continuously monitor progress to see if it aligns with the SCREP goals.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The NYSESLAT Scores revealed that across the NYSESLAT exam the reading and the writing modalities are the weaker areas for all of our English Language Learners and they are not performing at the expected English Proficiency Level. In Writing about 78 out of 85 students who took the NYSESLAT had scored between 000-009 points. In reading, 38 out of 85 students scored from 000-009. During the 2015-2016 school year students who were assessed with NYSITELL shows that 19% of students performed at the Entering Level; 11% of students performed at the Emerging Level; 33% of students performed at the Transitioning and Expanding Level. For the SPRING 2015 NYSESLAT exam, the RLAT report for the current school year shows that about 25% of students performed at the Entering level, 27% at the Expanding level, 19% at the Transitioning level, and about 2% at the Commanding level. However, using the RLAT NYSESLAT 2014 data, the school identified that out of 87 students who took the NYSESLAT during the last school year, 50.6% scored at the beginner level, 9.2% of students performed at the intermediate level and 40.2% performed at the Advanced level.
 The data indicated that students' weakness areas are in the Reading and Writing modality. The school will continue to focus on developing Reading and Writing skills through differentiated instruction, continued use of QTEL strategies; plus the use of Teachers College Writing across all grade levels. The school will concentrate on weekly reading skills, monthly genres in writing and, in addition, all students across the grade level will be instructed with TCRWP. There will also be an emphasis on the development of domain specific vocabulary throughout all content areas. Our teachers have been working on strategies for embedding vocabulary

instruction into lessons by using strategies such as TPR (total physical response) and language learning experience for second language acquisition. As a result of this work, we will utilize tools such as the Frayer Model, Concept Wheels, Word Family Trees, Words of the Week, and continue working with Vocabulary Instruction.

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

The AMO report data indicates that our school still have not met the objective for the 2014-15 school year. We still have a lot of work to do to reduce the gap, as about 59 ELLs are identified at-risk level 3 or greater and 20 ELLs are at-risk level 5 or greater. In addition, the report also reveals that 6 students have scored at or below 25% growth percentile and scored at 1 or 2 on ELA. One ELLs scored at or below 25% growth percentile and scored at level 1 or 2 in Math.

The LAP Team and the School Based Instructional Leadership Team uses this data which is later shared with school staff. Together, the school members review the supports in place in order to make the appropriate adjustments. Teachers across all content areas will implement differentiated literacy strategies and research-based instructional strategies (Danielson Framework) with the continued use of the Revised Bloom's Taxonomy.

For grades 3-5 the ELL Periodic assessment is utilized to drive ELA instruction in the classroom and identify target groups for RTI and AIS. After analyzing the data, we identified areas of students' weaknesses and strengths in order to make the appropriate modifications or accommodations for ELLs and for ELLs/SWD. To support students who are in the process of acquiring the new language, the school utilizes READ EGGS and Imagine Learning Programs. These programs are utilized during and after school hours as well as during the Saturday Academy.

Reading and writing are the areas of weakness for the English Language Learners across grades K-5.

4. For each program, answer the following:

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

a. Many students have shown progress by moving up a proficiency level in ENL. A few students who speak Spanish use the translated forms for Science and Math as a support but they prefer to use the English version. Only newcomers use the translated form.

b. School leaders take the results of the ELL Periodic assessments and analyze it with teachers to ensure that a student's individual needs are being targeted. The data obtained from the assessment are used to inform what accommodations or implementations need to be put in place. In addition, teachers across all content areas receive a list identifying ELLs at the beginning of school week. This information allows teachers to become aware and recognize the linguistic needs of their students. The ENL Coordinator is available whenever they need the services of the Interpretation and Translation Unit. In addition, many of the school staff members speaks Spanish as well as those who speak Russian, Urdu, Hindu, and Haitian Creole.

c. Teachers analyzed the data and planned English Language instruction for ELLs based on the needs of the student. As planning cannot be done in isolation, teachers support each other in order to develop effective lessons that target students' language acquisition. A student's native language is used as a tool to target the new language. Students in dual-language classes are taught in their native language to foster the development of the new language. Students have the opportunity to complete some of the tasks in their native language and are offered the opportunity to take the Science and the Math tests in their home language. Teachers also encourage students who speak the same language to support each other when working in groups or when preparing any school projects.

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.](#)]

Data is analyzed by the school leaders and disseminated with teachers. After identifying student trends students are grouped based on their needs. The school uses two researched-based program: "Foundations" and "Wilson" across the grades to support TIER 1 students and during small groups (no more than 6) for TIER 2. For students who do not show improvement during the cycle of instruction, they are referred to the RTI teachers to receive support for an additional cycle of 6-8 weeks. Students will be pulled out from the classroom, or the RTI teacher will push into the class. If students do not show progress they will continue receiving RTI support. Data is analyzed at the end of the cycle to identify if students have made progress or not.

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

Teachers ensure during common planning that lessons must be differentiated to target student needs. Teachers create a variety of tiered questions where students are engaged in focused conversations. Using this process, the ELLs have ample opportunities to practice the new language. These interactions help teachers assess how much of the content the ELLs understand. Teachers create questions tailored to each ELL's level of second language acquisition.

In addition, teachers ensure that students are being challenged in preparing them for the next level. Teachers also use the DOK guide to generate questions. Teachers are also mindful of making sure that the lessons are meaningful; thereby addressing the students' cultures as well as encouraging the engagement of student-to-student interaction and student-to-teacher interaction.

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?
 - a. Proficient students participate in the same test as their monolingual peers.
- b. English proficient students show the same performance as their peers
- c. English Proficient students are performing as well as their peers on NY State Tests and other assessments.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Data from periodic assessments help to reflect student progress. The team meets to analyze the data resources from testing as well as students' performance tasks.

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.
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).
We identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days by having the parents or guardians of students in grades 3-5 complete the HLIS. Upon collecting information of student's schooling history which include students who demonstrate at least two grades below of performance in their home language and in math, will be administered an oral interview questionnaire. The pedagogue will administered the Literacy Evaluation for Newcomers (LENS). This information will be entered in BNDC system. We will monitored the student's performance for a duration of a year and at the end of the year, we will administered the NYSESLAT in which a decision will be made if the student will continue to be categorized as a SIFE student.
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).
In order to determine eligibility for students with IEPs, the LPT school team, composed of Mr. Richman the Assistant Principal, Ms. Romero, the bilingual (Spanish) Special Ed Teacher ENL Coordinator, Ms. Morgan the IEP teacher and the student's parent or guardian, will be present in order to decide whether or not the student should be administered the NYSITELL. The team will analyze all steps required to determine if the student may or may not have a language acquisition need. If we, the team, decide that the student does not have any language acquisition needs, the student will not be assessed with the NYSITELL test. This information will be sent to the principal for review.
 - a. The principal will reject or accept the team's recommendation. If the recommendation is rejected, the student will immediately be assessed with the NYSITELL test and if the student speaks Spanish he or she will also be administered the Spanish Lab test
 - b. If the school principal accepts the team's recommendation, this decision will be submitted to the school superintendent or to her designee for a final decision. The school will wait for 10 days until the recommendation is rejected or accepted. If the recommendation is rejected, the school will test the student in 5 days and the parent will be notified at the same time. In addition, the form titled "Language Proficiency Team NYSITELL Determination Form" will be completed and records for the student will be placed in the student's cumulative folder; a copy will be placed in the ESL Compliance Binder which is located in room 116. If the student is identified as an ELL, parents will be sent entitlement letters and invited to view the orientation video to select the program. Ms. Romero, the ENL Coordinator, will inform the parent of all three programs the school offers for the student. In the event that a parent chooses a program that we do not have in the building, the coordinator will contact other sites
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.
During the first 5 school days, the ESL Coordinator, Ms. Romero, or Ms. Ahn the ENL Teacher will assess potential ELLs and after the assessment the coordinator reviews the scores and prepares letters to notify parents, notifying them whether or not the student met the criteria for the program.

If students did not meet the NYSITELL criteria, parents are invited to view the video. Ms. Romero will inform the parent of the three programs offered by the NYC DOE. After viewing the Video, the parent will identify the program for the child.

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).

Starting in September 2015, the ESL Coordinator will invite to the school, parents of all newcomers who believe their children were misidentified as an ELL or non-ELL. Parents will learn about their rights to an appeal or to see whether the test will be administered to their children for a second time.

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.

PS 197 ensures that parents understand all three program choices during the one-on-one interview or in a group meeting. Parents are scheduled to come to view the video immediately following student's NYSITELL test results. Often, after registration, the parents are invited to participate in a one-to-one meeting. If a parent is unable to attend the meeting during the registration process, the ENL Coordinator, Ms. Romero schedules an appointment at the parent's convenience. If the parents can not attend and select one of the three programs, calls are made home by the coordinator. Invitation letters are sent. This process takes place during the first week of the student's initial registration or until we reach parents. When the parent attend the meeting, the ENL Coordinator, Ms. Romero, who is a licensed ESL/Bilingual Teacher, provides the parent with a one-to-one meeting. If the parent speaks Spanish, Ms. Romero translates for them. If the parent speaks another language such as Urdu, Hindu, Haitian Creole or Russian, and if a translator is not available, the parent Coordinator or the ENL Coordinator contacts the Translation Unit of Interpretation.

After the school attempts to reach the parents and is unable to reach them, the school waits 5 school business calendar days for the students to be placed in a bilingual program; if the HLIS is Spanish or in ENL program.

During this meeting, the parent is invited to watch the video in their home language. The teacher and/or the Translation Unit personnel will inform parents of all three program models during the orientation. The coordinator provides the parent with a Parent Survey & Program Selection Form in the preferred language. The parent is instructed to complete and return the form during five school calendar days. In addition, the Parent Coordinator or the ENL Coordinator will answer any questions the parent may have. In addition to the verbal explanation, the parents are given a translated pamphlet in their home language, which clarifies the information about the three programs. Here, they benefit from keeping the child in the same program; learning how the student will be able to leave the program, when they will take the NYSESLAT test and what types of supports the school provides to the parent and to the student as well as the number of Units students are entitled based on English Proficiency Level and the time allotted from 90 minutes to 360 minutes.

Parents will be informed that they will be invited once a year to an ELL parent meeting where they can ask questions and bring up their concerns about the progress of their children.

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.

During the first week of student registration, parents are mailed the Parent Survey and the Program Selection forms. If parents do not return the forms, the ENL Coordinator and the Parent Coordinator attempt to reach parents by phone or mail. The student's classroom teacher and the Parent Coordinator also work closely and try to contact parents by mail and or by phone. If there is no response within the 5 calendar school days, the student will be placed in a Bilingual Program or in ENL Program because the school does not have a transitional bilingual program. Ms. Romero will then complete the ELPC data information. Even after data was entered in ELPC, the ENL and the Parent Coordinator will continue attempting to reach the parent. All calls are kept in a contact log and copies of letters mailed to the parents are placed in the ESL Compliance binder, which is located in room 116.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ESL Coordinator and the Parent Coordinator will make every effort to contact parents who have not returned the Parent Survey. Parents who do not respond are contacted by phone and invited to come to school at the time they are available. The homeroom teacher supports the team by also making efforts to contact the parents. If there is no way to communicate with the parent, the students will be placed in a Free ESL standing Program. If we were unable to contact the parent, we take the opportunity to meet with them during the School's Open House conference.

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

The ESL Coordinator sends letters to parents and also contacts them by phone. Parents are informed that their child was placed in the program which the parent has chosen. A copy of the letters remain in the ESL Compliance Binder which is located in room 116

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

At PS 197, Home Language Identification Survey, Entitlement Letter, Continued Entitlement Letter, Non-Entitlement Letter, Non-Entitlement Letter After NYSITELL, Program Placement Default Letter - Selection Form Not Returned, Placement Letter After Receiving

Parent Survey, Parent Survey and Program Selection Form are placed in the student's cumulative records.

A copy of all letters and survey forms sent to parents are filed in the ENL Compliance binder (room 116).

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

All students in grades K-5 who are identified as ELLs will be assessed during the window assigned for the assessment. Students are assessed with the Speaking section, during a one to one session. The assessment is performed by a teacher who is not the student's ELA teacher. After this session, students are scheduled to be tested in a three day sessions. All students will begin with session one for the listening, reading and writing portion. Students in grade K will be assessed independently, students are assigned in grade bands (1 - 2), (3-4), and 5. Students who are absent for any of the sessions will participate in the make up session.

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

Based on students English Proficiency Level, Entitlement letters and transitional letters are distributed to parents during the first 10 school days via mail and handed to students as well. A copy of the letter is maintained in the school compliance binder, which is located in room 116. Parents of students whose English Proficiency Level falls in the commanding level will be informed that the child will receive a unit of 90 minutes per week support.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing the Parent Survey and Program Selection forms, we found that 90% of ELL parents requested the DUAL Language Program. The past two years about 2% of parents have requested TBE program, but later they opted out for the DL program. When parents choose TBE program, during the meeting the ENL Coordinator explains parents that we need 15 students that speak the same language in order to create a bilingual class.

The program choice selected by parents during this past three years is Dual Language, followed by the Free standing ESL Program. For the 2015-2016 School year, about 12% of the parents chose the Dual Language program. about 3% of parents selected the Freestanding ENL program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

For the Freestanding ENL Program students are heterogenously grouped, and they are taught by the ENL teacher. Students travel from their homeroom as a group to the ENL classroom. Entering and Emerging students in grades K-5 are scheduled to receive two units of study (360 minutes of instruction) per week while students in transitioning, Expanding, and commanding levels are scheduled to receive 1 unit of study (180 minutes) per week.

- b. TBE program. *If applicable.*

N/A

- c. DL program. *If applicable.*

PS 197 has 1 Dual Language class per grade level. During small group instruction, students are grouped based on levels of proficiency. Students are instructed by their homeroom teacher who is fluent in both languages (English and Spanish).

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)?

For all students who are performing in the Entering and Emerging Levels, the school provides 2 periods of ENL per day, which is 90 minutes per day and 360 minutes per week. Students who are performing in the Transitioning and Expanding Proficiency Levels receive 1 unit of study per week for 180 minutes total. Students in the commanding level are entitled to a .5 unit of study. These students who achieved the Proficient level on the NYSESLAT in the previous school year will be offered 90 minutes of study

per week.

All students who are in grades 3-5 and performed on the comanding level will be provided with testing accomodations for two years and will also be offered the use of a translated version for the MATH and Science test (grade 4th).

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

All students who are identified as English Language Learners and fall at the Entering, Emerging, Transitioning, Expanding and or Comanding levels have access and equity to all of the content taught on their grades and to the same general curriculum as their other peers in their classroom.

Students in Dual Programs receive 50% of instruction in English and 50% in the other/English language through content areas as well as during ELA. Kindergarten is implementing the side by side model. One teacher teaches half of the day in English, and the other teacher teaches the other half a day in Spanish. This model will promote the development of both English and the target language.

During common planning teachers in the DL program develop lesson plans in Science, Social Studies, and Math aligned to the CCLS and with the appropriate differentiation and scaffolding to support students language acsition. During instruction, teachers modify and scaffold instruction to ensure that all students acquire the target language and master the grade-level content. The ENL teacher plans lessons with the support of the classroom teachers as well as the content teachers in order to effectively support the development of language and academic learning. Lessons are taught using the SIOP model. Teacher models and guides students in order to acquire the new language.

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

Dual Language Teachers in grades K-5 assess students throughout the school year by using the Fountas and Pinnell assessment. For grades K-2 teachers use Estrellita, and for students in grades 3-5, teachers use the EL SOL test, in addition to the Performance Series which is given twice per year.

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

Dual Langue students and students in a Freestanding ENL program are exposed to the four modalities everyday during classroom instruction and interaction. During guided reading students participate in small groups, they are asked to read and verbally explain the topic or topics discussed. They participate in ample conversations where they share their thoughts and verbally explain their understanding of the topic. Students participate in the Teachers College Writing program during a 45 minute block period per day. Teachers model for them how to develop a writing piece by following a process which is composed of prewriting, writing, revision, editing and publishing. For students who struggle with their writing, they are allowed to draw or to explain in their home language. During read alouds, teachers model and ask questions related to the theme. Students are exposed to charts, visuals and technology to help them understand the topic. Students are informally and formally assessed in the four modalities.

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

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Students receive TIER 1 and TIER 2 interventions to support the language. Lessons are tailored based on the students' needs

SIFE students receive support in their native language. In addition, teachers use the Reading Eggs program and/or Imagine Learning. These programs support the modalities of reading and writing.

b. ELLs who have been in the US for less than three years (newcomers) are placed in the program chosen by the parent. The groups are composed of Beginners/Intermediate/Advanced.

c/d. ELLs receiving 4 to 6 years of service and Long Term ELLs will both receive additional AIS periods where they will utilize the Reading Eggs, and Scantron . The long-term ELLs with IEPs will work with the ESL teacher and the AIS teacher to support the development of the language .

d. Former English Language Learners will receive the .5 unit of study (90 minutes) as per the new law. The students will be provided with instruction from a licensed teacher for two years after achieving proficiencie on the NYSESLAT. They will also receive appropriate testing accomodations and modifications for two years after acheving proficient on the NYSESLAT examination.

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.

The school will continue to support students who go through the re-identification process. The school will provide appropriate education for students who are identified as ELLs with regards to the appealing process. Students will be placed in the program the parent chooses for him or her. All steps will be completed as mandated by the law.

Chart 1: 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?

Teachers in grades 3-5 use the Ready Gen Common Core Material for reading. Teachers in grade K-5 use the Go Math which comes in two versions, English and Spanish, to support ELLs. ENL students are instructed with Words Their Way for phonics and Rigor for reading and writing. During lesson planning teachers create lessons targeted to address students' needs. Teachers scaffold lessons to support students in the process of the new language and content learning. The scaffolding support enables students to accomplish given tasks. In addition, the scaffolding strategies utilized by teachers allow students to develop their knowledge, skills and their acquisition of the language required to support their own work. In terms of educational materials, scaffolded lessons need to be generative so they will promote a student's autonomy over time. Teachers provide and will continue to provide students with ample opportunities to engage and share their novel ideas. In addition, Imagine Learning which is a computer assisted program designed for ELL students and is being integrated in the teacher's daily schedule for individualized learning. Students in grades K-5 will participate from 2-to-4 periods per week based on students' needs.

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

For students with IEPs the teachers will modify the general curriculum and instruction based on their needs. The ESL teacher, together with the student homeroom teacher will plan lessons based on the students' IEP goals.

Flexible scheduling for students with disabilities is critical. We know it is essential to develop student and staff schedules that will reflect effective support for all students.

PS 197 will accommodate special education students in grade 4 with parallel schedules. General education and special education teachers provide instruction in the same content areas during the same periods. This will significantly increase the support needed for the students to perform in a least restrictive environment. English Language Learners with disabilities will have access to scheduling flexibility. Students are placed in general education in the content areas based on the areas of strength demonstrated in their IEPs and their NYS testing performance.

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	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 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.

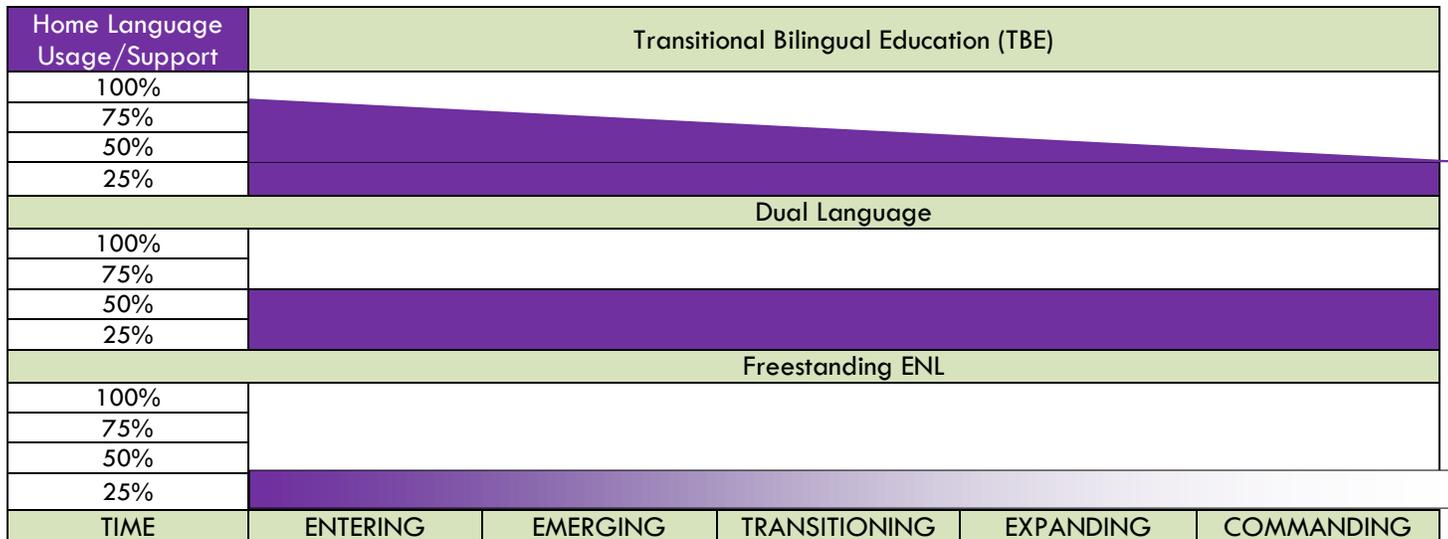


*Note: “other approved services” does not apply to New York City at this time.

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.
PS 197 will support all levels 1 students through out the RTI and AIS supports in weekly cycles of 6-8 weeks to support the development of the ELA and MATH content. All students in grades 3-5 are invited to participate in our Saturday Academy Program to foster their reading, math, and other core content areas. In addition. Teachers in DL classes provide RTI 2 to their ELL students in class with no more than 6 students per group during guided reading.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our program is supporting our students' academic and language development with the use of our Ready Gen curriculum and Go Math program. In addition other supplemental reading and math resources are utilized to support students' language acquisition.
12. What new programs or improvements will be considered for the upcoming school year?
The school will continue with the Dual Language Program and the Freestanding New Language
13. What programs/services for ELLs will be discontinued and why?
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All students in grades K-5 were invited to participate in an After School Program. Students in grades K-2 attended two periods per week for a 90 minute block.. Students in grades 3-5 are invited to participate in an after school program two days per week for a 90 minute block, and for a Saturday Academy which started at 9:00 to 12:30 pm every Saturday.
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.
Ready Gen and Go math are utilized during the school day, in addition to supplementary resources and technological support for students to develop the second language. Imagine Learning, Reading Eggs, PreK-12 Plaza, Go Math and online resources are also used to support our scholars.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language support is provided in our ESL classroom through the use of translation dictionaries and native language libraries. Students also have access to translated versions of examinations whenever possible. Teachers also use authentic materials from a variety of Central and South American countries to make learning more meaningful and multiculturally diverse as well.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
At the beginning of the school year, The ESL Coordinator reviews student information and ensures that students in dual language programs and in the freestanding ENL program are placed in the appropriate program in the time frame as requested per regulation. At the same time, schedules are developed for all required services support, and resources correspond to ELL's age and grade levels. Our ELLs are provided equity of content and curriculum at each grade level. The ELLs are exposed to the same Common Core Learning Standards-based rigorous tasks as the General Education population in all content areas.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
All newly enrolled ELLs are provided with the support of a Guidance Counselor and the homeroom teacher. The dual language teacher or the homeroom teacher contacts all students and provides the student with a "buddy." The buddy speaks the child's language and helps them become acclimated to the school.
19. What language electives are offered to ELLs?
PS197Q does not offer a language elective for the ELL student population
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)?

ELA, Math and Writing will in English. Science and Social Studies are taught in Spanish. Starting in the 2015-2016 academic year, teachers follow the 50/50 model. Starting the 2015-2016 school year, the school implement the side-by-side model for kindergarten level and we will gradually increase this model, one grade per year.

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.)
PS 197 will provide ELL personnel one-to-one professional support and development in scaffolding the Common Core Learning Standards for the ELLs with the school Consultant and the ELL coordinator.
These two professionals will work one-on-one with teachers to assist them in the scaffolding of lessons to meet the needs of the ELLs population.. In addition, the ELL coordinator and members of the LAP Team will provide teachers serving ELLs with bi-monthly professional development sessions on strategies used to make the CCLS accessible to ELLs. These sessions will be conducted during Teacher Team meetings, or after school. All dual language teachers and ESL providers will participate in these professional sessions.
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?
Teachers are provided with professional development from an outside vendor. During summer time teachers participated in a four day PD session offered by Dr. Buttaro where they analyzed the new levels of performance, what strategies will be utilized for newcomers and entering or emerging students. Thematic units, which are aligned to common core standards, began to be implemented to enhance students acquisition of the content. Teachers utilized the standards to become aware of how instruction needs to be aligned to the standards and to their grade level. As teachers reviewed the new standards, they were able to create lessons which offers students opportunities to engage in oral and written conversations, offer students situations where they can explain, justify their thoughts and make conclusions based on the given task. The revision of the new Standards provided teachers with opportunities to develop appropriate lesson which will support and engage students in daily lesson.
During the school year 2014-2015 all teachers in dual language and ENL program participated in a series of internal and external workshops. Since students levels of proficiency are different, teachers learn how lesson themes must be alligned to common core standards across content areas.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our school Guidance Counselor attends workshops which focus specifically on students transitioning to middle school. The strategies learned during the workshops are shared with staff members at staff conferences.
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.
All staff, such as content area, ENL, and special education teachers, will receive at least 7.5 hours of ELL training during the 2015-2016 school year. The ELL coordinator and the members of the LAP Team will turn-key the strategies acquired at the various outside professional development sessions attend throughout the school year. These professional development hours will be accomplished during teacher common planning meetings or during Lunch and Learn sessions . The objective of the P.D. sessions will be the integration of language development in content area instruction and the scaffolding of the CCLS aligned instruction for the ELLs. Teachers also will participate onsite and external professional sessions.
P.D. agendas, sign-in sheets, and materials of each of these professional development sessions are maintained by the staff and the Assistant Principals.

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?

PS 197 tries to create a strong partnership with parents. Parental involvement ensures student success. Our school organizes frequent parent meetings and activities to develop relationships with parents.

- Parents of our newcomers are invited to our school for an orientation; they are invited to learn about the school's curriculum, and how to support their children's learning.
- The Parent Coordinator, the Guidance Counselor, and the ESL coordinator conduct workshops for parents on topics such as internet safety, emotional behavior issues, school assessments, student's scores and community activities.
- Our Parent Coordinator creates monthly calendars in both languages.
- Translation services are available at all school meetings.
- Teachers are provided with the DOE translation phone number to assist them in all parent meetings.
- Workshops will be conducted to parents of English Language Learners throughout the school year. Topics consist of:

November The Common Core Learning Standards, The FALL Benchmark ELL Test dates and results

- February Information on The ELA and Math Exam
- March information on The NYSESLAT Exam, EL SOL
- Child's performance on assessment instruments, including work, class assignments and projects; Progress reports from each teacher throughout the school year

Handouts and homework assignments when children are absent;

School announcements, calendar listings and upcoming events.

School provides translation services at all times for parents who do not speak English. Presently our school is able to provide translation in Spanish, Urdu, Haitian Creole and Russian.

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.

The Parent Coordinator in conjunction with the ENL Coordinator keep records of annual individual meetings in the compliance binder which is located in room 116. It includes agendas and sign in sheets, as well as a log for calls. Parents will be offered translation services at their request. The school is able to provide Spanish, Urdu, Haitian Creole, and Russian translation services. For all other languages the Parent and or the ENL Coordinator will contact the Translation and Interpretation Unit of the Department of Education.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Our Parent Coordinator is in contact with parents. Parents are invited to participate in monthly workshops. Parents are also invited to participate in the Open House meetings. Teachers share with parents information about the grade curriculum, activities, ELL services, and internet sites that students may be able to visit when they are home. The school provides translation services for parents who speak Spanish, Haitian Creole, Russian and Urdu. If a parent speaks another language those mentioned before, the Parent Coordinator and the ENL Coordinator will contact the Unit Translation Service and Interpretation. .

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The CBO provide GED and ESL classes for parents two nights per week.

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

Parent needs are evaluated through an analysis of the School Environment Survey. To encourage our ELL parents to participate in the completion of the School Survey, the school offers the following:

The Parent Coordinator will conduct a workshop on the School Survey Form. During this session parents are shown how to complete the survey online. Individual support is provided to them whenever requested. It will continue to be offered to parents as needed. The school lab is also available to parents to complete the survey.

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

Parents are surveyed by the school Parent Coordinator, Ms. Wilson. All activities offered to parents are offered based on the survey.

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.

Part VI: LAP Assurances

School Name: The Ocean School**School DBN: 27Q197**

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)
Ms. Christina Villavicencio	Principal		10/30/15
Mr. Bradley Richman	Assistant Principal		10/30/15
Ms. Susie Wilson	Parent Coordinator		10/30/15
Ms. Rosa Guzman	ENL/Bilingual Teacher		10/30/15
Ms. Nicole Benbow	Parent		10/30/15
Mr. Dwight Duncan	Teacher/Subject Area		10/30/15
Ms. Lydette Hendrickson	Teacher/Subject Area		10/30/15
Ms. Lauren Triplett	Coach		10/30/15
Ms. Romero-Toral	Coach		10/30/15
Ms. Cinthia Fajardo	School Counselor		10/30/15
Ms. Mary Barton	Superintendent		10/30/15
Ms. Marie Rosseau	Borough Field Support Center Staff Member _____		10/30/15
Mr. Josh Metz	Other _____		10/30/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **27Q197** School Name: **The Ocean School**
Superintendent: **Ms. Braton**

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.

In order to determine the translation and oral interpretation at PS 197, we use the following indicators: home language indicators on ATS, parent surveys and parent conversations to determine translation and oral interpretation needs. We provide information on parent communication needs for the Language allocation Plan for the school. The parent team, the ESL coordinator confer with the parents by telephone, and in one to one conferences to identify parent's individual communication needs.

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.

At PS. 197, the predominant parent's preferred language for both written and oral is English, followed by Spanish which is also used for both for written and oral communication. In addition about 5% of parents speak Chinese for oral and written communication, 3% of parents communicate in written and oral in arabic, 1% of parents oral and witten language of communication is Wolof, followed by 1% who prefers to communicate in Twi in both written and oral.

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.)

At P.S. 197 the school provides information to parents in Spanish for the following documents: school newsletter, monthly calendars, parent-teacher conferences, after-school program and Saturday Academy, Testing Announcements which informs parents about the testing dates, information about student's scores and students' progress, and any school leadership 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.

Parents are invited to meet with teachers and supervisors during school's open house during the first month of school, also throughout the school year during parent teacher conferences for four times per year. Parents are also invited to attend to various school events and workshops such as: Parent Orientation meetings whenever a new student is registered and is identified as an ELL, Monthly workshops to provide information of school matters, testing meetings four times per year, Book Fair events, three times per school year, monthly cookshop workshops, for a monthly Teddy Bear workshop, and for our monthly school assemblies. Parents also received informal interactions with the guidance counselor when students are in need of any emotional support, and with the attendance teacher when students have been absent for more than four days.

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.

After identifying the languages needed to communicate with parents, the school LAC Coordinator will contact the Translation and Interpretation Unit whenever needed. For example, when parents are holding an IEP meeting and if they speak a language other than those spoken in the building, we will make all efforts to contact either the Translation and Interpretation Unit, or an outside DOE provider to translate or to interpret the language needed.

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

Interpretation services will be provided by over-the phone, or on-site interpreter. The LAC coordinator will contact the Translation and Interpretation Unit and schedule the services for over the phone interpretation or translation. The Unit will also be contacted when needed to request a document translation for any language that our staff does not speak. In the event that the school will not be able to find a translator, we will contact a DOE outside vendor.

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.)

At PS 197, our school leadership and the LAC coordinator provide PD sessions to all school staff to make them aware of the services that the school can provide for parents that speak another language than English. Also teachers are acknowledge that whenever a translator is needed, we the school will be able to provide translations for Spanish, Purnjabi, Urdu, and Haitian Creole. If we have parents that speak another language that those mentioned above, we will contact the translation unit. The LAC Coordinator contacts the Translation Unit when we need to communicate with parents who do not speak the parent's language. Our school staff and parents are provided with brochures and the language Palm Cards to acknowledge them about the various languages and to whom to contact when they need to communicate with parents that do not speak English.

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

At PS 197, starting at the beginning of school year, we displayed the Welcome Poster at the school main entrance. This is visible for all parents whenever they need. Also, by the security desk and in the school main office we have available and in displayed the Parent's Bill of Rights, the Parents' Guide to Language Access.

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)

At PS 197, we utilize the parent's survey in order to determine the languages spoken by parents. In addition, when parents come over the counter the LAC Coordinator will meet the parents and identify if the parent needs the services of translation or interpretation.