



**PS 194M
THE COUNTEE CULLEN SCHOOL**

**2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 05/ MANHATTAN/ 05M194
ADDRESS: 244 WEST 144TH ST. NY, NY 10030
TELEPHONE: 212-690-5954
FAX: 212-862-5743**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 194 **SCHOOL NAME:** The Countee Cullen School

SCHOOL ADDRESS: 244 West 144th Street, New York 10030

SCHOOL TELEPHONE: 212- 690-5954 **FAX:** 212-862-5743

SCHOOL CONTACT PERSON: Charyn Koppelson Cleary **EMAIL ADDRESS:** ckoppel@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Michele Hogan

PRINCIPAL: Charyn Koppelson Cleary

UFT CHAPTER LEADER: Yelena Falk

PARENTS' ASSOCIATION PRESIDENT: Brenda Inge

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 5 **SSO NAME:** Children's First Network

SSO NETWORK LEADER: Varleton McDonald

SUPERINTENDENT: Gale Reeves

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Charyn Koppelson Cleary	*Principal or Designee	
Yelena Falk	*UFT Chapter Chairperson or Designee	
Brenda Inge	*PA/PTA President or Designated Co-President	
Rhonda Bush	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Michele Hogan	Teacher	
Philomina Nortey	Assistant Principal	
Ruby Bragg	PA/PTA Parent	
Christina Villavicencio	Teacher/Ell Compliance Coordinator	
Pamela Canady	PA/PTA Parent	
Dettering Hamilton	PA/PTA Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

- Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Our parents, students and staff now have something to celebrate about the New PS 194M, a small K-5 elementary school at the Countee Cullen Campus in Central Harlem. We have a collaborative learning community with wonderful staff, engaged parents and a vibrant student body. Our school offers the Dr. Seuss Early Childhood Academy and the Scholar's Academy-Grades 3-5. We have entered our second year of our school reform initiative with an A on our 2008-2009 Progress Report; attained by moving our school from a D to an A in our very first year. A high percentage of our students made at least one year's gain in ELA and Math, and we attribute these gains to our data driven approach and to a differentiated teaching approach in all classrooms, using small flexible groupings of students based on data. AIS staff use a push-in model and content based intensive academic interventions. The collaboration we have established with AUSSIE, a literacy consultant company, has supported the implementation of our balanced literacy initiative.

This year, we are addressing greater student progress by setting school-wide, 4-week benchmarks for literacy and math. Monthly Progress Reports identifying student goals keep our parents and families informed about their children's progress in all content areas. Also, all related service and AIS and enrichment providers are being held to greater accountability and collaboration with classroom teachers and school improvement teams to ensure a positive upward trend in providing necessary student services to support continued student achievement.

We have also been informed that we have earned a Proficient, on our recent and first, Quality Review for 2009-2010. This accomplishment is especially distinctive as our school was once slated for closure in the past. A school-wide plan to improve and target instruction based on trends and patterns in student data has impacted the shape and focus of our professional development, both last year and this current year. Special attention has been paid to the instructional/assessment needs of Students with Disabilities and the professional development required to support those teachers who instruct them.

Significant school improvement is a result of the commitment and purpose demonstrated by the principal and school staff which is focused on changing school culture, improving teaching and learning, increasing parental participation and ultimately increasing student achievement outcomes. Improving student achievement is a goal embraced by all members of our school family: parents, teachers, and staff, students and our CBO/community partners. Our SINI Liaison and our District 5 Team have assisted our school community in the work that we do. Significant support has also come through our Children's First Network Team #9 /Maverick Network of Schools, which has helped us to move the level of instructional/curriculum planning and its delivery forward to better support our diverse population of learners through the formation of our school's new teams: Continuous School Improvement, Curriculum Mapping, Data/Assessment, Student Support, CFI Inquiry, Grant-Writing, and our School Leadership/PTA. In addition, we are inviting parents, CBO's and staff to join our PBIS/Character Building Team. We are focusing additional resources to address the need for character education, good citizenship and tolerance to support our young learners.

Team Teaching has been introduced to support collaboration among teaching staff and to provide enrichment to all students. Using primarily a push-in model of all related services, staff members strategically address the instructional needs of all students, as well as those of identified student sub-groups: students with special needs and English Language Learners during the instructional day and during the 37.5 min. Extended Day and our new SES program has now factored into our budding success. We have a full time Teacher Mentor to accommodate and assist first and second year teachers, as well as teachers who have changed grades or positions.

Based on the feedback from our School Report Card where we are identified as a School in Need of Improvement in English language arts and the Quality Review for 2008-2009, we have redoubled our focus on supporting our student sub-groups and ratcheting up our instruction: Students with Disabilities, English language learners, and all student subgroups through the work we are accomplishing in our Children First Inquiry this year. Using disaggregated data, our staff is now employing more effective instructional strategies to differentiate learning opportunities for our diverse learners. Both staff and students are learning that by setting goals for what we want to accomplish, and planning how to achieve those goals, we are sharpening our ability to attain our goals.

Our staff members work hard to provide multiple supports so that each of our students experience a well-structured, coherent educational experience that is standards based, yet strives to meet the individual and diverse needs of young learners. Just as importantly, the new Principal's door is always open to parents and members of the community to collaborate, share concerns and provide a welcoming place for all members of our school family. We invite all parents to participate in our monthly workshops and our innovative monthly Parent Walkthroughs to provide ongoing discussion, suggestions and feedback so that our small school community continues to grow.

At the New PS 194M we are proud of our motto:
ONE HEART...ONE PURPOSE...ONE FAMILY...ONE SCHOOL

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	P.S. 194 Countee Cullen						
District:	5	DBN:	05M194	School BEDS Code:	310500010194		
DEMOGRAPHICS							
Grades Served:	Pre-K		3	√	7		11
	K	√	4	√	8		12
	1	√	5	√	9		Ungraded
	2	√	6		10		√
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		89.6	90.1	91.5
Kindergarten	30	22	47	Student Stability - % of Enrollment:			
Grade 1	48	45	42	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	51	53	46		90.4	92.6	76.5
Grade 3	67	64	49	Poverty Rate - % of Enrollment:			
Grade 4	80	64	49	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	62	61	46		84.2	76.6	92.5
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	0	0	0		15	11	34
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		11	4	2
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	0	0	5	(As of October 31)	2006-07	2007-08	2008-09
Total	338	295	280				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	26	19	34	Principal Suspensions	9	1	2
# in Collaborative Team Teaching (CTT) Classes	8	14	12	Superintendent Suspensions	15	26	26
Number all others	25	13	9	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0
(BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	36	42	35	Number of Teachers	28	33	32

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	2	0	3	Number of Administrators and Other Professionals	4	10	9
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	1	1
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	96.4	100.0	100.0
				% more than 2 years teaching in this school	78.6	60.6	53.1
				% more than 5 years teaching anywhere	75.0	60.6	59.4
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	86.0	76.0	72.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	87.5	80.6	92.5
American Indian or Alaska Native	0.0	0.7	1.1				
Black or African American	81.4	76.6	71.8				
Hispanic or Latino	18.0	21.7	25.4				
Asian or Native Hawaiian/Other Pacific Isl.	0.3	0.0	0.4				
White	0.3	1.0	1.1				
Male	54.7	53.6	52.1				
Female	45.3	46.4	47.9				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	SINI 1			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad Rate
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native						
Black or African American	√	√	√			
Hispanic or Latino	-	-	-			
Asian or Native Hawaiian/Other Pacific Islander						
White						
Other Groups						
Students with Disabilities	X	√	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	3	4	3	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	A	Overall Evaluation:	NR
Overall Score:	72.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	8.3	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	8.9	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	49.8		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	5.3		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	NR = No Review Required

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Based on the New York State Accountability and Overview Report (AOR), PS 194 was identified as a School In Need of Improvement (SINI) Basic Year 2 for the 2009-2010 school year in English Language Arts (ELA) under the NYS Differentiated Accountability system. The Economically Disadvantaged Student Group was identified for not making adequately yearly progress in ELA. The Performance Index was 132 and the Effective AMO target was 134; we missed our designated target by 2 points. In addition, the Students with Disabilities subgroup continues to be a subgroup of concern at PS 194 in ELA, and we will continue to focus on implementing instructional strategies and initiatives aimed at supporting the diverse needs of all students, but especially on meeting the needs of Students with Disabilities.

In order to conduct a thorough needs assessment, PS 194 collected, reviewed, and analyzed student achievement data and both qualitative and quantitative data to assess the performance of our students and identify performance trends in ELA, math, science and social studies.

Based on previous and current student performance data these are the current findings:

Based on New York State ELA exam results for Spring 2009-

- 39.1% of all students were performing on grade level or above in ELA (Level 3 or 4)
- Median proficiency in ELA was 2.82.
- Percentage of students making one year of progress in ELA was 74.7%
- Percentage of students in the lowest 1/3 making one year of progress in ELA was 84.6 % (Level 1 or 2)
- Special Education students improved by at least by ½ proficiency point in ELA was 65%
- Black students in the lowest 1/3 Citywide improved by at least ½ proficiency point in ELA was 45.7%
- 4th Grade students increased their performance level in ELA by 22 points, overall.

Based on New York State Math Exam results for Spring 2009-

- 59.7% of all students were performing on grade level or above in Math (Level 3 or 4)
- Median proficiency in Math was 3.15
- Percentage of students making one year of progress in Math was 68.8%
- Percentage of students in the lowest 1/3 making one year of progress was 70.4% (Level 1 or 2)
- Special Education students improved by at least ½ proficiency point in Math was 70.0%
- Hispanic Students in the lowest 1/3 Citywide improving by at least ½ proficiency point in Math was 20.0%
- Black Students in the lowest 1/3 citywide improving by at least ½ proficiency point in Math was 52.5%
- 5th Grade students increased their performance level in Math by 22 points, overall.

Science-

- Our Science performance has continued to improve at PS 194. PS 194 is a “School in Good Standing” in Science, based on the performance of our 4th grade students on the New York State Science Test. We use formative assessment and benchmarks to assess the development of inquiry skills and the use of the scientific method. Students are engaged in inquiry-based learning in science in grades K-5.

Overall student performance trends-

- Feedback from the New York State SINI School Quality Review (SQR), the current 2009-2010 New York City Quality Review (QR) and past QR's, the 2008-2009 Learning Environment Survey, as well as past surveys, Walkthroughs of various types including District, Network, Administration, CBO's and Parents, and other surveys and interviews reveal that there is growth in the teaching and learning environment at PS 194. The use of new or additional “soft data” and both formative and summative assessment, for example, DRA, ECLAS-2, Running Records, Results from 4 Week Benchmarks for all Content Areas, the Rally Assessments- Grades 3-5: ELA, Math, Social Studies and Science, Grade 2: ELA and Math have helped teachers to identify instructional strategies to improve student outcomes and focus on meeting the needs of our students K-5.

ELA- Grades 3, 4, and 5

- Downward spiraling trend in ELA performance over the last 3 years
- About 40% of all students on Grades 3,4 and 5 read on grade level in 2007-08
- Sustainability of improvements in Data driven Teaching, Learning and Curriculum Planning through intensive and regular professional development
- To continue to build capacity in the staff's use of data collection, analysis and disaggregation of data to facilitate targeted instructional planning and improve student performance, particularly: ELLs, SE students and students in the lowest 1/3 Citywide.
- To teach staff to use technology and DOE systems (ARIS, ACUITY) to accomplish these goals.
- Teacher self assessment using professional teaching standards and rubrics, intervisitations and study groups.

Math- Grades 3, 4, and 5

- Inconsistent trends in Math performance over the last 3 years, some gain but not with all student subgroups.
- In 2008-2009, almost 60% of all students in grades 3-5 performed on or above grade level, less than 50% of all students on Grades 3,4 and 5 performed on grade level in 2007-08
- Inconsistent trends in performance suggest a strong need for professional development for staff to greatly improve the use of data collection, analysis and disaggregation of data to facilitate targeted instructional planning and improve student performance, particularly for ELLs, Special Education students and students in the lowest 1/3 Citywide.
- To teach staff to use technology and DOE systems (ARIS, ACUITY) to accomplish these goals.
- Teacher self-assessment using professional teaching standards and rubrics, intervisitations and study groups.

Early Childhood- Grades K-2

- Based on the data collected 55% of K-2 students are reading below grade level.
- Running Record and DRA data reveal that a large percentage of early childhood students, including specific subgroups are experiencing difficulty in reading comprehension, fluency, decoding and vocabulary.
- As a response to these finding, we will institute components of balanced literacy.

Overview of School-wide Approach

1. Conducted a comprehensive needs assessment:

- Review all school data: the State School Report, CEP, ELA and math data for the last several years, the 4th grade Science test, the 5th Grade Social Studies test, “soft data” such as the ECLAS, and EPAL.
- Focused Learning Walks: daily classroom visits across all grades looking for indicators of effective ELA instruction- evidence of print-rich environments, physical arrangement of learning environments, student work, authentic writing, types of texts used, amount of time students actually read/ write, rubrics, quality/type of bulletin boards.
- Meet with teachers: discussing their view of school culture, student performance, reviewing lesson plans, professional development requirements, and teachers’ surveys.
- Identifying school staff as key resources: forming a Literacy/curriculum team. These teachers embraced school change, were knowledgeable about instruction and willing to support colleagues in developing their knowledge and skills.

2. What We Found:

- Student performance was inconsistent; students were often blamed for failure.
- The responsibility for providing Academic Intervention Services fell on one or two individuals.
- Formal data was the main indicator of progress; lower grades had few indicators of ELA learning, the ECLAS not administered consistently by classroom teachers, Reading First Coach performed many of the assessment collection tasks: DIBELS, m-class, etc.,

staff required training in running records and other viable literacy assessments that would help to impact planning, instruction and student reading performance.

- Actual student reading and writing time on task was inconsistent, or the amount of this time spent by students was low. Many materials were above the students' readability levels.
- Teachers' knowledge of balanced literacy teaching was inconsistent. Inconsistent lesson planning or lack of support/feedback for teachers' planning efforts. Reading First literacy program was basal/anthology based. Some implementation of read alouds and reading strategies were evident, but teachers did most of the reading work; students were not engaged in authentic reading activities.
- Reading First Coach was focused and knowledgeable, but could have used more support to implement the program effectively.
- Reading materials were not leveled and were not correlated to other standards-based reading assessments (e.g., Fountas and Pinnell, Reading Recovery, DRA). Reading materials often were above student readability levels.
- Assessment of the K-3 Reading First Program revealed that the majority of the "reading work" was done by adults, not students.
- Prior PD was inconsistent in addressing growing downward trends in student ELA performance or teacher competence in this/other areas.
- Emphasis on vocabulary and spelling was strong.
- There was a need to focus on the implementation of Balanced Literacy cross the grades and subject areas, and to develop a coherent and aligned curriculum across multiple grades and subject areas.

3. Implementing Our School-wide Initiatives in Stages:

- Communicating the School-wide Instructional Reform Initiative: Introduction at 1st Faculty Conference prior to school opening, continuation of vision sharing strategies and progress through faculty /grade meetings, formation of PD periods/common preps, the School-wide Inquiry CFI Team, and Parent/community workshops.
- Building staff accountability: understanding the implications of the SINI status. All grades/teachers work with their data and test scores to focus on the assessment of student learning and adapt assessment and instructional strategies to meet student needs.
- Empower new Literacy Team /Literacy Coaches to be key change agents.
- Change the physical room arrangements and classroom environments school-wide to launch Balanced-Literacy initiative.
- Professional Development (PD) Model: support the development and understanding of the Balanced Literacy Workshop model. Provide differentiated PD to all instructional staff to effectively implement the Balanced Literacy Workshop model.
- Focus on teacher accountability for student achievement for all student subgroups.
- Create high demand for Modeling/demonstration lessons as tools for change.
- Maximize opportunities for staff to share talents/ strengths and become teacher leaders: teachers leading teachers is a *powerful* tool for change.
- Diversifying assessment tools: ECLAS, Running Records, simulations with item analyses to identify student literacy challenges and strengths.
- Focus on scheduling and creating blocks of time for the Reading /Writing Workshops, prescribing the Flow of the Day: Independent reading with conferring, Running records with analysis, Shared, and Guided Reading, Writing-Shared/ Independent, Writer's Notebook, Centers, Conferring.

4. Assessing Our Progress:

- Setting clear measurable, goals and articulating our school goals: From Introduction at 1st Faculty Conference prior to school opening to each faculty/grade meetings, school goals will be communicated to all staff, parents and students; formation of PD periods/common preps to support teachers with planning effectively for student achievement and analyzing student performance data to assess progress of students; CFI Inquiry work, SLT and PTA meetings, parent/community workshops will facilitate school-wide improvement efforts; and cabinet and teacher leaders will work collaboratively to support all members of the school community to connect their actions/activities with the priority goal of improving overall student performance significantly, and with a concerted effort to support students not meeting State standards.
- Professional Development Plan aimed at supporting the teaching and learning initiatives, and the implementation of school-wide goals to facilitate at least one year's growth for each student.
- Use of the Quality Review Classroom Observation to improve learning environment and instruction.
- Periodic evaluation of school-wide literacy benchmarks for reading and development and implementation of rubrics for writing.
- Administration's periodic assessment of teachers' use of disaggregated student data to drive/plan instruction.
- Review of teachers' effective use of assessment tools: ARIS, ECLAS, Acuity, DIBELS, M-class, Running Records, simulations with item analyses to identify student literacy issues /strengths, NYS ELA exam, NYSESLAT and Lab-R exams.
- K-5 Everyday Mathematics Pacing calendar, EDM End of Chapter Tests, Acuity Math Assessments, NYS Math exam.

Greatest Accomplishments-

Greatest Accomplishments based on 2009-10 Quality review feedback:

- Everyone is very proud to be part of the close-knit community, and students are especially pleased to have adults that they can turn to whenever they need someone with which to share personal concerns during the school day. Parents are similarly appreciative of the many workshops that the school affords them in order to support their children with continued learning at home.
- Under its new leadership, the school has demonstrated a significant change in its approach to data gathering and analysis, which now has a strong focus on student outcomes. In particular the school has assembled a focused and passionate core inquiry team that serves as the catalysis in the expanded use of data or initial goal setting using a professional learning community approach.
- While targeting the academic improvement of a group of high needs student, the team concurrently models for other teachers how they should use data in a cyclical model in order to track, plan and teach for student progress. Similarly, school leaders provide teachers with an array of collaborative opportunities for continued data-centered adult learning.
- The principal has established a learning community that is well-focused on student outcomes, with a vision to continue to accelerate adult and student learning.

- Relationships across the school are warm, nurturing and inclusive of all constituents, resulting in a high level of pride and commitment to the academic and personal successes of the students.

Barriers / What the school needs to improve-

Based on 2009-10 Quality review feedback:

- Develop classroom practices to ensure that all students make progress via differentiated learning experiences of content matter as well as skills and strategies.
- Refine action planning by developing interim goals and benchmarks for all plans so that progress of adult and student learning can be systemically measured, readjustments made and success evaluated.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Annual Goal	Description
<p>Goal 1 ELA: By June 2010, all students in grades 3-5 (with an emphasis on Students with Disabilities and ELL students) will show a 5% improvement in ELA performance as measured by the New York State ELA Exam.</p>	<p>After reviewing the New York State ELA data from the 2008-2009 school year, our needs assessment revealed that 39.1% of our students are performing on grade level in ELA. 60.9 % of our students are not performing at NYS proficiency Level 3. Our school determined that improving the ELA performance of all students at PS 194 must be our main focus and priority goal. In addition Students with Disabilities are a priority sub group so our instructional focus will be on addressing their learning needs.</p>
<p>Goal 2 Mathematics: By June 2010, all students in grades 3-5 (with an emphasis on Students with Disabilities and ELL students) will show a 5% improvement in math performance as measured by the New York State Mathematics Exam.</p>	<p>After reviewing the New York State math data from the 2008-2009 school year, our needs assessment revealed that 59.7 percent of our students are performing at proficiency level. However, we will continue to strengthen our math instructional program to ensure that all students at PS 194 perform at Levels 3 and 4.</p>
<p>Goal 3 Early Childhood Literacy: By June 2010, we will improve student performance in ELA in the early grades, specifically grades K-2, through the implementation of balanced literacy and data-driven differentiated instruction as measured by DRA, MCLASS, Running Records and E-Pal.</p>	<p>After conducting learning walks, reviewing data, conducting observations, both formal and informal discussions, looking at lesson plans, and teacher made assessments, we determined that by implementing the components of balanced literacy, beginning with the early childhood grades K-2, to close the gaps in literacy instruction we would be supporting student literacy outcomes in all grades.</p>
<p>Goal 4 Differentiated Instruction: By June 2010, at least 85% of all instructional staff will provide differentiated learning experiences by content, process, or product based on student readiness, interest, or learning profile in ELA, math, science and social studies. Differentiation in instruction will be</p>	<p>Based on the 2009-2010 Quality Review, it was determined that PS 194 should focus on implementing differentiated instructional practices in all content areas in response to the diverse learning needs of our students. As a result we will focus on developing classroom practices to ensure that all students improve academic outcomes via differentiated learning experiences.</p>

evidenced by learning walks, lesson plans and teacher feedback, resulting in improved student learning.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Goal 1 ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, all students in grades 3-5 (with an emphasis on Students with Disabilities and ELL students) will show a 5% improvement in ELA performance as measured by the New York State ELA Exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Action/Strategies address all classroom teachers, coaches, mentor, and administrative staff. The timeframe is ongoing from September 2009-June 2010.</p> <ul style="list-style-type: none"> • Teachers, administrators, parents and CFN Network members participate in learning walks to assess and evaluate literacy and differentiation of instruction as well as student engagement and motivation. • Professional development workshops on Balanced Literacy and active participation strategies. • Teachers in collaboration with the inquiry team will create and administer diagnostic exam to assess students' readiness level for making inferences across all subject areas. • Teachers in collaboration with the inquiry team will create and administer periodic exams to measure student growth in making inferences across all subject areas. • Teachers develop lessons that employ active participation strategies and differentiate instruction to meet the needs of all learners to strengthen their ability to make inferences. • Teachers develop lessons and facilitate literacy learning and development making and implement activities based on Bloom's taxonomy to further engage and challenge students at all levels. • Weekly teacher meetings and grade level teams to develop lessons and strategies around improving academic vocabulary, comprehension, making inferences, author's purpose and determining important information. • Literacy Coaches- PD opportunities to address specific instructional gaps: ELA, inclusion in CFI Inquiry process, inter-visitations/ external PD's, active participation in the AIS process to enhance student performance. • Literacy Academies focused on Students with Disabilities and afternoon PD series

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Literacy Coaches- PD opportunities to address specific instructional gaps: ELA, inclusion in CFI Inquiry process, intervisitations/ external PD's, active participation in the AIS process to enhance student performance. • AUSSIE consultants to provide strategic PD grades K-5 to support new school-wide Balanced Literacy Initiative to improve student ELA performance • Title I – PD's to facilitate QR goals: to make the disaggregation of data a school-wide process to facilitate student progress across content areas, and ensure greater differentiation in the instructional planning process. • Title III- Emphasis on ELL student needs: ELA and Math Test Prep Academies, additional AIS /ELL instructional blocks, parent workshops, PD to support teachers of ELL students, Time on Task activities • Children First Inquiry Team(s)- • Tax Levy-Data Specialist • Fair Student Funding • ESO Support • SINI Grant Funding allocated and used for Saturday Literacy Academies
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Data analysis of ITA's/Predictive/DRA/Running Records/Simulations w/ Item Analysis/Unit Tests to drive instruction regularly by staff and will show increases in student performance • Data Driven systems/structures to track/measure progress of specific sub-group populations • Increase in the number of K-5 performing on grade level in reading/writing • Decrease in the number of Promotion in Doubt students by May 2009 • Increase in the number of students reaching intermediate/advanced levels on the NYSESLAT assessment. • Meeting AYP with all sub-groups

Goal 2 Mathematics

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, all students in grades 3-5 (with an emphasis on Students with Disabilities and ELL students) will show a 5% improvement in math performance as measured by the New York State Mathematics Exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Action/Strategies address all classroom teachers, coaches, mentor, and administrative staff . The timeframe is ongoing from September 2009-June 2010.</p> <ul style="list-style-type: none"> • Implement workshop model to deliver math instruction (whole group, small group, independent learning). • Use data and assessments to differentiate instruction and group students according to learning needs. • Professional Development Plan to support math implementation. • Demonstration lessons by math coach and specialists • School wide focus on student performance in math and use of technology to identify groupings of low-performing students (with a special emphasis on Level 1 and 2 students, SWDs, and ELLs) to plan for strategy based remediation to improve math performance.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Title I Math Coach- • Title I – Math PD • Tax Levy-Data Specialist • Fair Student Funding • ESO Support
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Data analysis of ITA's/Predictives / Rally Assessments, Math, EDM End of Chapter Tests, Teacher made math assessments will show growth and increases in student performance • Data Driven systems/structures to track/measure progress of specific sub-group populations in mathematics • Increase in the number of K-5 performing on grade level in mathematics • Meeting AYP in all sub-groups

Goal 3 Early Childhood Literacy

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, we will improve student performance in ELA in the early grades, specifically grades K-2, through the implementation of balanced literacy and data-driven differentiated instruction as measured by DRA, MCLASS, Running Records and E-Pal.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Action/Strategies address all classroom teachers, coaches, mentor, and administrative staff. The timeframe is ongoing from September 2009-June 2010.</p> <ul style="list-style-type: none"> • Teachers, administrators, parents and CFN Network members participate in learning walks to assess and evaluate literacy and differentiation of instruction as well as student engagement and motivation in the early grades. • Professional development workshops on Balanced Literacy and strategies to actively engage students in the early grades. • Teachers in collaboration with the inquiry team will create and administer diagnostic exam to assess students' readiness level for making inferences across all subject areas. • Teachers in collaboration with the inquiry team will create and administer periodic exams to measure student growth in making inferences across all subject areas. • Teachers develop lessons that employ active participation strategies and differentiate instruction to meet the needs of all learners to strengthen their ability to make inferences. • Teachers develop lessons and facilitate literacy learning and development making and implement activities based on Bloom's taxonomy to further engage and challenge students at all levels. • Weekly teacher meetings and grade level teams to develop lessons and strategies around improving academic vocabulary, comprehension, making inferences, author's purpose and determining important information. • Literacy Coaches- PD opportunities to address specific instructional gaps: ELA, inclusion in CFI Inquiry process, intervisitations/ external PD's, active participation in the AIS process to enhance student performance.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Literacy Coaches- PD opportunities to address specific instructional gaps: ELA, inclusion in CFI Inquiry process, intervisitations/ external PD's, active participation in the AIS process to enhance student performance. • AUSSIE consultants to provide strategic PD grades K-2 to support new school-wide Balanced Literacy Initiative to improve student ELA performance • Title I – • Title III- Emphasis on ELL student needs: ELA and Math Test Prep Academies, additional AIS /ELL instructional blocks, parent workshops, PD to support teachers of ELL students, Time on Task

	<p>activities</p> <ul style="list-style-type: none"> • Children First Inquiry Team(s)- • Tax Levy-Data Specialist • Fair Student Funding • ESO Support
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Data analysis of ITA's/Predictive/DRA/Running Records/Simulations with Item Analysis/Unit Tests to drive instruction • Data Driven systems/structures to track/measure progress of specific sub-group populations and support literacy development for early grade literacy development in the Early Childhood program • Increase in the number of K-2 student acquiring literacy skills in reading/writing • Decrease in the number of Promotion in Doubt students by May 2009 • Increase in the number of students reaching intermediate/advanced levels on the NYSESLAT assessment.

Subject/Area (where relevant):

Goal 4 Differentiated Instruction

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none">• By June 2010, at least 85% of all instructional staff will provide differentiated learning experiences by content, process, or product based on student readiness, interest, or learning profile in ELA, math, science and social studies. Differentiation in instruction will be evidenced by learning walks, lesson plans and teacher feedback, resulting in improved student learning.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Action/Strategies address all classroom teachers, coaches, mentor, and administrative staff. The timeframe is ongoing from September 2009-June 2010.</p> <ul style="list-style-type: none">• Professional development workshops on differentiated instructional strategies to actively engage students and address the learning needs of students in all grades.• Teachers in collaboration with the inquiry team will use formative assessments to assess students' readiness levels across content areas.• Teachers in collaboration with the inquiry team will create and administer periodic exams to measure student growth in making inferences across all subject areas.• Teachers develop lessons that employ active participation strategies and differentiate instruction to meet the needs of all learners to strengthen each learner's ability to understand cognitively academic challenging content in the curricular areas.• Teachers develop differentiated lessons and facilitate literacy development based on content, process or product according to student's readiness, interest, learning profiles.• Weekly teacher meetings and grade level teams to develop differentiated lessons and strategies to share best practices in differentiated instruction across content areas.• Literacy Coaches will provide Professional Development opportunities for all instructional staff which will provide teachers with differentiated instructional strategies that will challenge each learner at their appropriate level. PD will also focus on providing teachers with scaffolds to tier lessons, providing students with different pathways to access the curriculum.• On-going Professional Development will be provided on differentiated instructional strategies to support the teaching required to implement effective lessons.• Teachers, administrators, parents and CFN Network members participate in learning walks to assess and evaluate the implementation of differentiation of instruction in ELA, Math Science and social studies

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Utilize SINI funds to purchase differentiated instruction supplemental materials and to provide PD September to June. • Literacy Coaches- PD opportunities to address specific instructional gaps: ELA, inclusion in CFI Inquiry process, inter-visitations/ external PD's, active participation in the AIS process to enhance student performance. • AUSSIE consultants to provide strategic PD focused on differentiated instruction • Title I – PD allocation to support study groups in differentiated instruction. • Title III- Emphasis on ELL student needs: • Children First Inquiry Team(s)- • Tax Levy-Data Specialist • Fair Student Funding • ESO Support
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Monthly Learning walks will indicate that at least 85% of teachers are implementing differentiated instructional strategies in curriculum areas. • Lesson plans will reflect the implementation of differentiated instruction. • Classroom observations and informal learning walks will reveal implementation of strategies learned during PD sessions and provide feedback on areas where additional support is needed. This informal data gathering will occur on a weekly basis to support the target of 85% of teachers implementing differentiated instruction.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	40	49	N/A	N/A	1	4	1	1
1	45	43	N/A	N/A	4	2	1	1
2	46	46	N/A	N/A	4	2	1	2
3	51	51	N/A	N/A	6	2	4	4
4	45	45	45	45	8	5	6	1
5	51	51	51	51	6	2	5	2
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA: Literacy Interventions Ticket to Read- Reading Recovery- Leap Frog- Voyager- Wilson-</p>	<ul style="list-style-type: none"> • Based on analysis of diagnostic data, we identified students K-5 who are at risk for not meeting State standards in ELA. Services are delivered primarily via small group and push-in instructional models during the school day. • Students with Disabilities receive AIS services above and beyond their mandated IEP services. • AIS providers incorporate the following balanced literacy components: Interactive Read Alouds, Guided Reading, Independent Reading, Shared Reading/Shared Writing, Independent Writing, Conferring, and Teacher conducted Running Records/Analysis to support our AIS initiative. • Reading Recovery Intervention Program, Wilson, Kaplan, Guided Reading, Accelerated Writing one to one, whole class, small groups • Team Teaching AIS /37.5 Extended Day Models -push-in/pull-out • Related Services push in/pull -out for AIS/37.5 Extended Day Models • Greater variety of modalities: one to one, small group, whole class, partnerships • Individual student reading work with leveled texts, and independent reading with conferring support K-5. • Use of running records, teachers are formulating and conducting guided reading groups, and students are reading more independently, now setting reading goals with their teachers. • Teachers conducting reading/writing conferences to support individual students • Periodic assessments conducted in the classroom to establish and measure benchmarks that correlate with Fountas and Pinnell or Reading Recovery levels, and looking at student work, <p>AIS/Enrichment modules for all students including self-contained IEP classes and ELL students, to facilitate progress in their reading and writing, through more individualized approach to assessment and the use of more appropriate texts and corresponding instruction</p>
<p>Mathematics:</p>	<p>The Everyday Math Program incorporates academic intervention through the use of on-going assessments (RSA) to determine small grouping, differentiation of skill level and guided practice during the school day. Additionally, students are provided hands-on and authentic learning experiences through cyclical applications of the curriculum. Lastly, students are afforded the opportunity to participate in mental math and problem of the day. Students writing a math reflection piece conclude the math intervention.</p>

	small groups, one to one
Science:	<p>The teachers are supported to prepare students to meet the NYS Science Standards. The NYC Scope and Sequence guides our Science program across the grades. Our Science program is in accordance with NYC Core Curriculum. Teachers use both <i>Harcourt and FOSS Programs</i> to assist in fostering student understanding of the scientific process. Students are guided to infer and draw conclusions based on prior knowledge. In addition, students are encouraged to interpret data by obtaining and organizing patterns or relationships in gathered data.</p> <p>A special emphasis is given to Grade 4, level one and two students as they prepare for the NYS Grade 4 Elementary Level Science Test. In addition, Grade 5 level one and two students receive AIS in Science. The school's team teaching model gives students additional attention while they explore, gather, organize and interpret data. As a result students will be able to communicate procedures and draw conclusions through oral and written presentations. Furthermore, students are supported as they participate in investigative methods. Hands on experiments further enhance students understanding and appreciation of scientific methods. A Science Lab room was created to provide additional hands on support to students in grades 3, 4, and 5.</p> <ul style="list-style-type: none"> • Small groups, one to one • Science Club –Grades 4 and 5
Social Studies:	<p>Through our Social Studies program students are gathering, sorting, synthesizing, and selecting relevant information from many sources. There are several opportunities designed to meet the needs of students with wide-ranging learning styles and backgrounds. Teachers will help students understand the goal of each theme with focus questions, critical thinking questions, application activities, hands on activities and eventually moving toward Internet research and activities. Throughout this year the students will understand interrelationships between past, present and future perspectives in American History.</p> <p>A special emphasis is given to Grade 5, level one and two students as they prepare for the NYS Grade 5 Elementary Level Social Studies Test. In addition, Grade 4 level one and two students receive AIS in Social Studies.</p> <p>We have introduced Curriculum Maps this Fall, and will make the mapping process a school-wide activity, to customize the models we've used to get this process started. The addition of Curriculum mapping will help to ensure that teaching is aligned to the NYS Social Studies Standards and City Standards. Students are focused on Social Studies Scope and Sequence. The use of non-fiction</p>

	<p>text, constructed responses, and document based questions are incorporated to familiarize students with historical events. Students identify primary sources and practice different strategies to produce an essay based on Social Studies.</p> <p>The fourth grade incorporated a new program, Houghton Mifflin Harcourt Social Studies- New York City, to study and develop skills of major ideas, eras, themes, in order to develop a better understanding of turning points in the history of the United States and New York State.</p> <p>From September-November students received Academic Intervention Services for the NYS Social Studies Test. The curriculum was aligned with NYS and NYC State Standards. It incorporated constructed responses, the use of primary sources, document based questions and other sources pertaining to historical events.</p> <p>Small groups</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<ul style="list-style-type: none"> • Under a new administration, a school Guidance Team has been created to address the individual and collective social and emotional needs of students, and to also expand outreach/networking services for families of students. Our students are involved with character building structures and positive models for social conduct, critical thinking, the development of empathy and tolerance for others they interact with. Making positive choices and building a vocabulary of behaviors and language to communicate one's needs are skills that will last a lifetime. • School Counselor and Team provide push-in, pull-out, one to one, whole class and small group sessions/interventions/preventative approaches. • Team works in tandem with classroom teachers, parents and related service staff, service plans are developed (short-term and long-term) for children who are at risk and the progress of the children is monitored and addressed, as needed. Early Interventions are part of the team's thrust, as well as networking to obtain outside CBO's/Agencies assistance for families. • Our Guidance Team is composed of a School Counselor, 2 Social Workers, 1 Psychologist, the Administrative Team, the Family Worker, Parent Coordinator, and members of an Intergenerational Program to support Tolerance, and parents of students served. Professional Development for staff, guided classroom discussions on selected topics, lunchtime/recess activities to support calm climates for student interactions, workshops for parents/families are also offered by the Guidance Team.

At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • Based on available data service plans formed for students/families • One on one sessions- push-in/pull-out • Classroom observations to support AIS work with students
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • Social Worker/Guidance Team provides push-in, pull-out, one to one, whole class and small group sessions/interventions/preventative approaches. • Social Worker is a member of our Guidance Team that works in tandem with classroom teachers, parents and related service staff, service plans are developed (short-term and long-term) for children who are at risk, and the progress of the children is monitored and addressed, as needed. Early Interventions are part of the team's thrust, as well as networking to obtain outside CBO's/Agencies assistance for families. • Our Guidance Team is composed of a School Counselor, 2 Social Workers, 1 Psychologist, the Administrative Team, the Family Worker, Parent Coordinator, and members of an Intergenerational Program to support Tolerance, and parents of students served. Professional Development for staff, guided classroom discussions on selected topics, lunchtime/recess activities to support calm climates for student interactions, workshops for parents/families are also offered by the Guidance Team.
At-risk Health-related Services:	<ul style="list-style-type: none"> • Collaboration with Harlem Hospital's main facility and the on-site Health/Mental Health Clinic enables our school to serve a greater number of students and their families. A team approach to evaluation and delivery of health services that complement our students' academic needs ensures greater success.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) K-5 **Number of Students to be Served:** 48 LEP _____ Non-LEP

Number of Teachers: 1 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

PS 194M and the Cullen Cullen Scholars Academy is a K-5 elementary school in District 5, in Manhattan. PS 194M is also a member of Network 7, of the NYCDOE's Empowerment Zone. This school has 286 students and is located in central Harlem and has a population of 71.8% Black students, 25.4 % Hispanic students, 16 % ELL students, 15 % SWD's. Over 96% of the student population is economically disadvantaged. The school shares the building with a Charter School and a Beacon program, Harlem Children Zone.

PS 194 is a K-5 school with 48 ELLs who speak a variety of languages such as Bengali, French, Haitian Creole, Wolof, Fulani and Spanish. These students receive English as a Second Language classes with a certified ESL teacher. We have a pull-out and push-in instructional ESL program which is taught by our ESL fully certified pedagogue. Our ELL population grew by 4%. We went from 13% to 17% as per this year's demographics information.

The Title III grant will be utilized to instruct our ELL students from grades K-5. There will be a Title III Math/ELA Saturday Academy for ELLs in Grades 3-5. ESL support will be provided by our ESL certified teacher. An after school Title III ELL Academy will be offer to support all K-5 ELL students with an instructional emphasis on all four modalities of Listening, Speaking, Reading, and Writing.

A certified ESL teacher will organize the program and will work with the teachers for the academy and will advise on various ESL teaching strategies. The program will focus on English language development for speaking, listening, reading and writing. Students will be actively engaged in learning how to navigate a computer, type their papers, and enhance reading comprehension, fluency, and vocabulary through various online programs such as Brainpop, Starfall, and Ticket to Read.

In addition, through small group instruction, students will also focus on various test-taking strategies for the NYSESLAT exam in May 2010. We will focus on Reading and Writing test-taking strategies since our students in grades 3-5 scored lower in these two modalities. The ESL After School Academy will take place weekly during the Spring 2010 (February-April, 2010). There will be a total of ten sessions.

During the February winter break, we will hold an intense Math and ELA academy for ELLs targeting specific needs for the NYS Math Exam and NYS ELA Exam. Students will use manipulatives and math tools in small groups for directed instruction, as well as focus on math concepts and vocabulary. For ELA instruction, we will focus on improving students' reading comprehension based on various test data (Rally Assessment and NYSESLAT). Inferencing, main idea, and making predictions are three areas in which our students need improvement. This year, we will focus on both Math and ELA so we can continue making gains in Math and improve in our English Language Arts skills.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

There will be ongoing professional development for our teachers provided by the ESL teacher and the ESL Compliance Coordinator. These professional development workshops will focus on how to support classroom teachers with best practices and researched based ESL strategies. Our goal is to provide teachers with scaffolding techniques in which the SIOP (Sheltered Instruction Observation Protocol) would be used to teach content areas with academic rigor. The following are other professional development workshops that focus on language acquisition (BICS – Basic Interpersonal Communication Skills and CAPLS- Cognitive Academic Proficiency Language Skills) as well as the ELL city/state assessments:

- New York State English as a Second Language Standards and how to align them with the ELA Standards
- Analyzing the LAB-R and NYSESLAT scale scores to drive instruction in the Readers and Writers workshop
- QTEL scaffolding strategies to add academic rigor in the classroom
- Test Prep for the NYSESLAT exam – How to support our ELLs with the writing process
- SIOP – Sheltered Instruction Observation Protocol approach – scaffold lessons for the teaching of content areas

In addition to these five professional development sessions, the ESL teacher, ESL Compliance Coordinator, Instructional Coaches/Supervisor will participate in all available Professional sessions, as well as the sessions offered by the ESO Network 9 ELL Network, ISC Compliance Office. Overall, this year's professional development has a focus on enriching our Balanced Literacy component in which our A.U.S.S.I.E. consultant is modeling lessons and focusing on guided reading, and the writing process for all students including our ELLs.

In addition, the ESL teacher and coaches will attend Hunter College BETAC, Bronx BETAC, and other borough BETAC workshops. We have scheduled for these teachers to attend the network Collegial Study Group that is focusing on the SIOP Model (Sheltered Instruction Observation Protocol), which focuses on teaching content areas using the following eight components: Preparation, Building Background, Comprehensible Input, Interaction, Practice and Application, Lesson Delivery, Review and Assessment. They will turn key information to all classroom/cluster teachers who service all ELLs students. The goal is to have all teachers trained in ESL methodologies and how they can differentiate and scaffold lessons during the readers/writers and math workshop.

Form TIII – A (1)(b)

School: PS 194M BEDS Code: _____

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$1,989.20 \$3,978.00	<p><u>ESL Afternoon Academy per-session</u> 2 teachers x 20 hours (<i>ten sessions</i>) x \$49.73 per hour = \$1,989.20</p> <p>February-April, 2010 (ten 2-hour sessions for 3rd, 4th and 5th grade ELLs). This academy focuses on improving reading and writing skills.</p> <p><u>ESL Afternoon Academy per-session</u> 2 teachers x 40 hours (<i>twenty sessions</i>) x \$49.73 per hour = \$3,978.00</p> <p>February-April, 2010 (ten 2-hour sessions for K-2nd grade ELLs). This academy focuses on improving listening and speaking skills.</p>
Purchased services - High quality staff and curriculum development contracts.	N/A	

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$ 405.00 \$ 500.00 \$ 500.00 \$ 175.00 \$ 30.00 \$ 30.00 \$ 30.00 \$ 12.00 \$ 16.00 \$ 350.00 \$ 350.00 (total \$2,900.00)	<ul style="list-style-type: none"> • ESL Literacy activities and manipulatives • Level 1-6 complete book set (Leap Frog) • Native Language Literacy Materials • Oral Language manipulatives • Monthly subscription to ESL Newsletter for students (20 copies) • ESL Teacher’s Activities Kit (Elizabeth Claire) • ESL Holiday Activities Kit (Elizabeth Claire) • CD of Songs for beginning ESL learners • Just a Minute (Word describing game for ELLs) • ESL Wonder Workbook #1 (35X10.00=\$350.00) • ESL Wonder Workbook #2 (35X10.00=\$350.00)
Educational Software (Object Code 199)		
Travel	N/A	
Other (Cultural Activities)	\$2,000.00 \$ 500.00	<ul style="list-style-type: none"> • El Barrio, Children’s Jewish Museum in Brooklyn, Schomberg Center for Research in Black Culture, Chinatown restaurant and walk-through • Native Language Support Books: Books in French/Spanish to support our French and Spanish speaking ELLs.
TOTAL	\$15,000.42	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

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

At our school, the main language of our 48 ELLs are Spanish, Haitian-Creole, Bengali and West African languages such as French, Mandingo, Fulani and Wolof. Communication with parents takes place in their native language by providing oral interpretations and informational material in their native language. We provide these services through LIS-Translations and the Department of Education's Translation and Interpretation Unit. In addition, Harlem Children Zone sometimes assists with translations. There are also various Staff Members in the school that assist with translations and interpretations. When a new student registers at our school, the ESL teacher meets the family and child to assess their language needs. If the family's native language is not English we accommodate them by having a staff member assist with translations. According to the HLIS, we know what language our school will need to provide written and oral translations throughout the year. When there is no staff member who speaks the native language of the student, we use additional services such as LIS translations, other family members or teachers from other schools. Translated letters such as parent orientation, parent teacher conferences, Promotion in Doubt notifications and extra curricular letters are downloaded from the DOE's website as needed.

- At the beginning of the school year, 2009-2010, our ESL teacher and administration held a parent orientation workshop for parents of ELLs. At the meeting, parents were shown the parent orientation video which demonstrated the three program choices of transitional bilingual, dual language, and freestanding ESL.
- Participants filled out the Parent Choice form and signed and submitted it to the ESL teacher. Forms were also mailed home and phone calls were made to ensure the return of all forms.
- All the parents surveyed requested Freestanding ESL services which are provided at P.S. 194. Therefore, the program model at our school is in alignment with our parents' preferences.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The major finding in the school's written translation and oral interpretation needs was that we always accommodate the translation needs of our parents. If we are unable to find a staff member that speaks their language we will reach out to other schools or to the Staff members in our Beacon program. We have hired outside translation services such as Bengali and Wolof to accommodate our students and families.

Parents express that they are comfortable and very satisfied with our efforts to offer a variety of translation services for our students and their parents. To date, there have been no errors or misinterpretations of translated materials. Also, we are experiencing an increase of at least 40% more parental participation by parents of ELL students in school-wide and grade wide activities. This is evidenced by sign in sheets and class visits.

Part B: Strategies and Activities

- 1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.**

We closely monitor every student registration in our school building. We work closely with our Pupil Accounting Secretary in order to secure accurate data in terms of Home Language Surveys. Upon reviewing the languages spoken at home, we provide translation and interpretation services for all events in which parents are an integral part of our community.

Documents and informational materials are provided to the parents in their native language. Spanish translations are provided by the ESL teacher and additional Spanish speaking staff members. Translations for the other languages are provided by the Department of Education's Translation and Interpretation Unit of LIS Translations. Documents that need to be translated are sent to the Unit via e-mail.

- 2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.**

Oral interpretation will be provided by our in house staff whenever feasible. However, we will contract out oral interpretation services for our any testing accommodations, parent and teacher conferences and PTA meetings, IEP meeting, and during new registrations. Our goal is to support families and communicate clearly with them. If we do not speak their language, we provide oral interpretation services by the Department of Education's Translation and Interpretation Unit of LIS Translations.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

All parental notifications are distributed in English as well as the native languages of our ELLs according to the Home Language Surveys (HLIS) Spanish, French and Bengali. Assistance with translations is noted above. In addition to the information above, sometimes families bring a family member who is bilingual in order to help with interpretation.

P. S. 194 LAP Narrative 2009-2010

Part II: ELL Identification Process: Describe how you identify English Language Learners in your school.

1. For initial identification of students who may possibly be ELLs, the HLIS (Home Language Identification Survey) is used to determine if the home language is English or not. The ESL teacher speaks Spanish and is able to conduct the initial screening in Spanish if necessary. If necessary, when Wolof, Fulani, French, or another language is spoken by the family, a translator is provided by a family member or a staff member at the school. If the home language is English, then we do not administer the Lab-R to the student. If the home language is a language other than English, the student will be administered the Lab-R to see if he/she places into ESL at the Beginner, Intermediate, or Advanced level. If the student tests out of the Lab-R, he/she is not placed into the ESL program.

Every year all ELLs are required to take the NYSESLAT. Students receive a score of B, I, A, or P (testing out). The NYSESLAT consists of four parts: Reading, Writing, Listening, and Speaking, and each part are administered to each student. Speaking is conducted one on one. Listening, Reading, and Writing are conducted in groups.

2. To ensure that parents understand all three program choices, we hold three parent orientations throughout the year, two of which take place during the first half of the year. Our ESL teacher and administration conduct these workshops. At the meetings, parents are shown the parent orientation video which demonstrates the three program types in detail. The video is presented in their language of preference. Participants fill out the Program Selection form and sign and submit it to the ESL teacher. Forms in the native language

and English are also mailed home. Follow-up phone calls are made to ensure the return of all Program Selection forms. All the parents surveyed this year requested Freestanding ESL services for their child. This is the program that is offered at P.S. 194. Therefore the program model at our school is in alignment with our parents' preferences.

3. Entitlement letters and non-entitlement letters are distributed to parents upon testing the child in the Lab-R. Continued entitlement letters are also sent out in the beginning of the year. Follow up phone calls are made to confirm that letters have been received and to ask parents if they have any questions about the letters or the ESL program.
4. Criteria such as English proficiency levels for all four modalities, as well as students' current grades (K, 1st, 2nd, etc.) are considered when making the ESL schedule. Students are grouped according to the results of the Lab-R and NYSESLAT scores as well.
5. The trend in program choices that parents have selected for the past few years is Freestanding ESL. The majority of parents choose this option. One parent chose a Dual Language program for her Bengali speaking daughter in 2008-2009, but the remainder of parents selected the Freestanding ESL option on the Program Selection form.

Programming and Scheduling Information

1. How is instruction delivered?

- a. What are the organizational models? Our school uses the pull-out model. Collaboration between the classroom teacher and ESL teacher is ongoing.
- b. What are the program models? The program model is heterogeneous where various proficiency levels may be in one class. Some classes are homogeneous and may consist of all Beginner level ELLs.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model?

The schedule was created with the supervision of our ESL Compliance Coordinator, ESL Teacher, and support from our Network support staff. Instructional blocks are used for the students to ensure they receive the proper number of minutes per week of ESL. Extended day time is also utilized for ESL instruction. Beginning and Intermediate students are picked up and seen by the ESL teacher more often than advanced students. Beginners and Intermediate students are grouped together in order to ensure 360 minutes per week of instruction. Advanced ELLs are grouped together when possible, and they receive 180 minutes of instruction per week. If an Advanced level ELL is in a heterogeneous group with Beginner or Intermediate students, the Advanced level student does not participate in all of the pull-out classes.

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)? All Beginner and Intermediate ELLs receive 360 minutes of ESL instruction per week. All Advanced ELLs receive 180 minutes of ESL instruction per week.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.

- a. In order to make content comprehensible and enrich development, our ESL teacher uses many visual aids such as vocabulary cards with pictures and realia. The ESL teacher also uses the TPR (total physical response) method of teaching as well as hands-on manipulatives with the children. All of these visuals and various hands-on approaches help students learn content. Singing songs, chants and acting out ideas are also part of the lessons. Class trips related to specific curriculum content are scheduled and pre and post trip activities are also planned for ELLs. Our ESL classes are conducted in English, with native language support texts.

4. How do you differentiate instruction for ELL subgroups?

In alignment with the school wide goal at PS 194 to implement differentiated instructional lessons for students, the ESL teacher participates in all professional development activities where teachers collaborate to differentiate lessons for students by content, process or product based on student readiness, interest or learning profiles.

- a. There are no SIFE students in our school.
- b. The ELA and NYSESLAT exams are closely aligned in the strategies and skills required to take the test. For ELLs preparing to take the ELA exam after only being here for one to three years, the ESL teacher uses some NYSESLAT test-prep materials to help assist the students with learning the various strategies and skills necessary for the ELA exam. Vocabulary is a big issue because the vocabulary on the ELA exam is very advanced for ELLs. During the year, the ESL teacher does various reading activities and short story readings with the students to help increase their vocabulary. Students create vocabulary cards on binder rings in order to help them remember the vocabulary. This will help them on the ELA exam.
- c. For our ELLs of 4-6 years, classroom teachers and the ESL provider consistently monitor progress and growth via assessments such as Acuity tests, RALLY, DRA/benchmarks, informal writing and reading conferencing, and bimonthly running records. After analyzing the data, teachers plan for instruction to address their academic weaknesses aligned with the four modalities.

At P.S. 194, there is a big emphasis on teaching comprehension strategies, focusing on main idea, predicting, and summarizing, which were some of the weakest skills of the students according to the Inquiry Team action research. By providing small group instruction, teachers are able to identify the specific skills in which students need the most help. Students are able to hone their skills, and at the same time this also helps them prepare for ELA and NYSESLAT.

- d. There are no students who have completed six years of ESL in our school at this time.
- e. For ELLs identified with having special needs, the ESL teacher collaborates with the classroom teachers on a regular basis. Sometimes the ESL teacher pushes into the classroom to work with the students during the classroom lesson. When students with special needs are in the pull-out class, the ESL teacher creates differentiated instructional lessons for these students, based on student readiness levels, interest and learning profiles. The ESL teacher has copies of all IEPs for students with special needs and regularly communicates with the psychologist, speech therapist, and social worker regarding the needs of these students. The ESL teacher also attends IEP meetings and SST (Student Support Team) meetings to discuss the progress of these students.

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (Specify ELL groups targeted). Please 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.

P.S. 194 has many targeted intervention programs. The literacy coach and math coach provide intervention for ELLs in both ELA and Math support. The reading recovery coach provides support for ELLs as well. We have specialty teachers for each of the content areas of science, math and social studies. During content-based lessons, small group instruction is provided for ELLs. Various interactive activities provide students with extra opportunities to assist with English language acquisition.

6. Describe your plan for continuing transitional support (two years) for ELLs reaching proficiency on the NYSESLAT.

Former ELLs receive two years of transitional support after they pass the NYSESLAT exam. We make sure to continue to provide modifications on exams for them. Their classroom teachers are made aware that they are former ELLs as well and the teachers scaffold lessons to support these former ELLs students and differentiate to meet their learning needs.

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

Under P.S. 194's new administrative leadership, we will implement the ELL Periodic Assessments in order to better gauge the growth of ELLs throughout the year. Also, based on the transient patterns of ELLs, our ELL population is growing and we are looking into creating self-contained ESL classes and possibly TBE classes if the demographics and program selection of parents demand this. In addition, if the numbers of ELL students continue to grow, we are looking into hiring a second ESL teacher.

8. What programs/services for ELLs will be discontinued and why? None at this time.

9. How are ELLs afforded equal access to all school programs?

We provide our ELLs equal access to all school wide activities and initiatives. Our ELLs are included in all ELA, Math, Science, Social Studies, and Technology and all after school and enrichment programs.

10. Describe after school and supplemental services offered to ELLs in your building.

Our ELLs are invited and encouraged to apply and attend all after school programs including Harlem Children Zone, the SES program, After School ELA and Math academies, and the Saturday Academy. In addition, we carefully orchestrate these after school programs so our ELLs have the opportunity to participate in more than one of these programs, including the Title III supplemental program.

11. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

At P.S. 194, we use the following computer programs: BrainPop, Ticket to Read, and Starfall. Starfall is used more with Beginner and Intermediate level ELLs. Ticket to Read is geared towards a child's independent reading level.

12. How is native language support delivered in each program model?

The ESL teacher has books in Spanish and French that help support the child's native language. Although instruction in our freestanding ESL classes is exclusively in English, students are able to discuss and read these books when they've finished their class work. They also use these books as examples to help understand the components of a book. The ESL teacher also speaks fluent Spanish, so when necessary, sometimes directions or meanings are redefined in the native language to help facilitate understanding of the lesson content.

13. Do required services support, and resources correspond to ELLs' ages and grade levels?

After reviewing the RNMR ATS report, we observe patterns and trends of specific students' combined modalities. We look for students who might need additional support based on their scores and years as ELL students. During grade conferences and Student Support Team meetings we review an action plan to support them via at-risk for SETTTS or other related services.

14. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

Our school will provide tours of the school facilities for students and parents, neighborhood walks through the community and school surroundings, and information of important contacts, i.e. Parent coordinator, Principal, Assistant Principal, nurse, etc.

Professional Development and Support for School Staff

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

All teachers and staff members working with ELLs will be attending professional development throughout the year that includes seminars at ISC (Integrated Services Center), UFT, BETAC, and Reading First seminars. Reading First coaches, grades 3-5 coaches, the ESL teacher, and social worker all attend these types of professional developments.

There will also be ongoing professional development for our teachers provided by the ESL teacher and the ESL Compliance Coordinator. These professional development workshops will focus on how to support classroom teachers with best practices and researched based ESL strategies. Our goal is to provide teachers with scaffolding techniques in which the SIOP (Sheltered Instruction Observation Protocol) would be used to teach content areas with academic rigor. The following are other professional development workshops that focus on language acquisition (BICS – Basic Interpersonal Communication Skills and CAPLS-Cognitive Academic Proficiency Language Skills) as well as the ELL city/state assessments.

- New York State English as a Second Language Standards and how to align them with the ELA Standards
- Analyzing the LAB-R and NYSESLAT scale scores to drive instruction in the Readers and Writers workshop
- QTEL scaffolding strategies to add academic rigor in the classroom
- Test Prep for the NYSESLAT exam – How to support our ELLs with the writing process
- SIOP – Sheltered Instruction Observation Protocol approach – scaffold lessons for the teaching of content areas

In addition to these five professional development sessions, the ESL teacher, ESL Compliance Coordinator, Instructional Coaches/Supervisor will participate in all available Professional sessions, as well as the sessions offered by the ESO/Children First Network 9 ELL Network, ISC Compliance Office. Overall, this year's professional development has a focus on enriching our Balanced Literacy component in which our A.U.S.S.I.E. consultant is modeling lessons and focusing on guided reading, and the writing process for all students including our ELLs.

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

Staff development is ongoing and professional development includes workshops instructing staff on various ESL teaching strategies. In order to prepare our ELLs for middle schools, we support them by providing additional AIS services with an emphasis in the content areas and building cognitive academic language (CALPS). The instructional strategies of AIS are geared to prepare the student for the academic rigor and content knowledge of middle school standards.

3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

The ESL teacher provides trainings during common planning periods/grade conferences in order to comply with Jose P. regulation. The total number of students at P.S. 194 is 286. Of the 286 students, 75 students have IEPs. Of the 75 students with IEPs, 11 are ELLs. We currently have a high percentage of students with IEPs.. About 20% of ELLs have IEPs. Our efforts to conduct workshops in relation to Jose P., are geared for all staff members so that there is a common understanding of guidelines in Content includes information on procedures of the Lab-R and NYSESLAT and familiarizing teachers with the content of these tests. ESL mandated hours and students' test scores are also discussed and explained to classroom teachers. They are also provided with instructional visual materials (e.g., graphic organizers).

Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.

At our school, the main languages are Spanish, Haitian-Creole and West African – Mandingo, Fulani and Wolof. Communication with parents takes place in their native language by providing a translator and informational material available in their native language. The ESL teacher is responsible for testing potential ELLs, notifying parents, and organizing the parent orientations within ten days of the student's enrollment. At these orientations, parents watch an informational video and familiarize themselves with the services offered in our network. During the school year, orientations are scheduled to accommodate all parents of new enrollees. In addition to discussing student placement, parents will receive information in regards to assessments, academic requirement of each program, and other information pertaining to their child's academic success at P.S. 194. Also, there is a Parent Coordinator and a Family Worker assigned to our school to be advocates for the parents and can directly assist parents who speak Spanish, as well as assisting in finding translation and other services for parents who speak other languages. Overall, our ESL teacher also works with a team: the Literacy and Math coaches, the Full-time Staff mentor ESL/Special Education Compliance Coordinator, the administration and the Student Service Support Team (SST).

Parents also attend Parent Teacher conferences which are held in the months of November and March between 1-3 pm and 5-7:30 pm. Parents, as well as teachers are encouraged to also schedule conferences at anytime during the academic year if they feel it's necessary to discuss a student's progress.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Our administration and staff members take part in collaborating to present various workshops and talk sessions with parents to support their efforts in working with their young ELL learners: Literacy and Math How to's, Resources in the area: Dial-A-Teacher, tutoring through Harlem Children Zone, UFT SES program, cultural events put on by the students, International Dinner Pot Luck Night, Promotional Criteria and Your Child, PS 194M Family Day Outing, the Spring Arts Fair, and others. Translation services are available.

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

The use of a Needs-Assessment survey are utilized and distributed to parents. Based on this information, workshops are developed to meet their needs. We have scheduled workshops on "How to Assist Your Child at Home" with the ELA, Math and NYSESLAT exams. Workshops are geared to address topics that parents have requested. At our ELL Parent Orientations, the ESL teacher takes the opportunity to inquire about parents' and students' needs so that we are able to support them.

Our P.S. 194 staff makes daily observations of all students to check on behavior patterns, attendance records, children's hygiene, and school-readiness. Teachers may make recommendations to administration and the SST (Student Support Team) in order to provide appropriate support to the parents. We have a high number of students living in nearby shelters, therefore our inquiry in evaluating our parents' needs is crucial.

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

With the support of our parent coordinator, data is collected from parents in terms of what workshops and trainings parents would like to see at our school, such as health related topics, ESL classes, how to assist children at home with homework, and how to foster the use of native language use at home in order to improve their English language skills.

Assessment Analysis

B. 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 (i.e. ECLAS, EL SOL, Fountas and Pinnell, DRA, TCRWP). Our school uses ECLAS-2, DRAs, and Fountas and Pinnell running records to monitor reading levels. DIBELS is also used to assess early literacy skills using a palm held device.

What insights does the data provide about your ELLs? The data provides patterns in trends of our current and former ELLS. We learned that our former ELLs are scoring levels 3 and 4 in ELA, Math and Science standardized tests. We also learned that our 5th

grade ELLs are scoring at Level 1 in the Social Studies standardized assessment. Based on the NYSESLAT data analysis, we have observed that students reached proficiency levels in Listening and Speaking in grades 3-5. These students need more support in Reading and Writing skills in which we will be providing AIS support, after school programs, and Title III academies.

How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response. This information helps our instructional plan because we know exactly what the academic weaknesses are for the students and furthermore we are able to provide a specific instructional focus based on this data. For example, we know our 5th grade students scored level 1 on the Social Studies exam so we are aware and able to provide support for our upcoming 4th grade students, preparing them for the 5th grade Social Studies standardized exam by providing cognitive academic language support, critical thinking, and strategies to develop accountable talk.

There is a large number of 4th and 5th grade ELLs who scored level 2s on the ELA exam last year. We are currently focusing on working with these students in small groups in order to try to get them to achieve level 3s and/or 4s on the 2010 ELA exam.

Accessing and viewing data in ARIS allows us to plan our instructional programs (after school and Saturday academy) based on the academic weaknesses and strengths of our students.

What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

For Grades 3-5, the data patterns of the four language modalities for ELLs demonstrate that most students struggle with reading and writing more than listening and speaking components. However, there are some students who have been ELL students for a duration of three years or more; these students are more proficient in reading and writing. In contrary to our students in Grades K-2, they are not yet proficient in speaking and listening and need much more support with oral language development. In order to support our ELLs in Grades K-2, we are inviting them to attend the Title III ELL Academy from February-April, 2009 in which they would be attending the after-school ELL Academy twice a week.

1. How will patterns across NYSESLAT modalities-reading/writing and listening/speaking-affect instructional decisions?

These patterns affect instructional decisions as well as grouping of students based on the data. Our ESL teacher focuses on speech patterns and pronunciation with those that scored lower in the speaking component of the NYSESLAT. For the students who scored low in reading and writing, our ESL teacher focuses on sentence, paragraph, and essay structures, as well as phonics, decoding, reading comprehension skill, reading strategies and content area vocabulary development. Based on our assessments and Rally and NYSESLAT data, we noticed that our upper grades 3-5 ELLs need additional support in comprehension strategies. Therefore, we have created our ELL Academy to particularly focus on the following strategies: inferencing, main idea, and making predictions.

2. For each program, answer the following:

- a. Examine student results. What are the patterns across proficiencies and grades? See above for detailed information on this. How are ELLs faring in tests taken in English as compared to the native language? N/A
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments. Our school does not use the ELL Periodic Assessments, but we do plan to implement this next year.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used? N/A

3. N/A

4. Describe how you evaluate the success of your programs for ELLs?

We evaluate the success of our ELL students by observing their academic growth via summative and formative assessments. We measure their academic growth by “one year’s progress”. We expect our ELLs to meet or exceed the ESL standards and other content area state standards. The NYSESLAT is an assessment tool in which we measure their language proficiency and most importantly we evaluate their success by having our ELL students take risks in speaking, writing and reading in English for communication with their peers and teachers. Our ESL teacher provides a safe and nurturing environment so that our ELLs can thrive and be successful in school.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$275,052	\$27,861	\$302,913
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3029		\$3029
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$278	\$278
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$13,752		\$13,752
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$1393	\$1393
6. Enter the anticipated 10% set-aside for Professional Development:	\$27,505		\$27,505
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$2,786	\$2,786

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: _____92.5%_____
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

In an effort to ensure that all teachers at PS 194 are highly qualified, we will use 5% of our Title I allocation to support teachers in completing certification requirements. We will work closely with our Human Resources liaison to ensure that we are providing the appropriate opportunities for teachers to become highly qualified. Professional development opportunities both on-site and off-site are provided to teachers.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

PS 194 agrees to implement the following statutory requirements:

- ◆ The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedure will be planned and operated with meaningful consultation with parents of participating children.
- ◆ The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118 (b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118 (d) of the ESEA.
- ◆ The school will ensure that the required school-level parental involvement policy into its school improvement plan.
- ◆ In carrying out the Title I, Part A parental involvement requirements, to the extend practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extend practicable, in a language parents understand.
- ◆ The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement in spent.
- ◆ The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision making

and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

- The school will inform parent and parental organization of the purpose and existence of the Parental Information and Resource Center in the State.

1. P. S. 194 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: parent surveys, monthly meeting, and workshops.

2. P.S. 194 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: parent meeting and planning sessions.

3. P.S. 194 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: monthly parent learning walks, Conduct monthly workshops to help promote student achievement in literacy, math science and social studies, provide PD to parents on understanding and accessing ARIS, Principal's State of the School Address held three times per year.

4. P. S. 194 will coordinate and integrate Title I parental involvement strategies under the following other programs: Academic intervention programs, SES programs, Early Childhood Literacy Academy that commenced in the summer of 2009 and has continued into the academic school year 2009-2010 at the request of PS 194's parent community.

5. P.S. 194 will take the following actions to conduct, with the involvement of parents, and annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the finding of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

6. P.S. 194 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph—

i. the State's academic content standards

ii. the State's student academic achievement standards

iii. the State and local academic assessments including alternate assessments, the requirements of

Part A, how to monitor their child's progress, and how to work with educators: (Including activities, such as workshops, conferences, classes, both in- State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: Parent curriculum open house, read aloud and shared reading workshops, family literacy events, performing arts.

c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.

d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Reading First, Harlem Hospital Clinic on site, we provide referrals for outside resources for parents to access for students needing services out the scope of the school. We encourage and support parents in more fully participating in the social, emotional, and academic education of all children.

e. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. All parents receive information about the programs and initiatives at PS 194 in a language and format that is understandable. Here are some of the major activities where parents are continuously involved:

- All parents are invited to participate in Monthly Learning Walks, whose foci are often determined by conversations during School Leadership Team meetings and input from the Walkthrough participants, driven by our collaborative approach to school improvement.
- Parents are partners on our Grant Writing Team, often taking the lead in the development process.
- Parental involvement is demonstrated by the high attendance rates for most of our yearly meetings, open houses, parent /teacher conferences and other venues

f. The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parent' capacity for involvement in the school and school system to support their children's academic achievement the following discretionary activities listed under section 1118 (e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educator to improve the effectiveness of that training:

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meeting and training sessions;

- training parents to enhance the involvement of other parents;

- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times so parents can fully participate in school activities;

- adopting and implementing model approaches to improving parental involvement;

- developing appropriate roles for community-based organizations and businesses, in parental involvement activities; and

- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

Parents and families are a welcomed part of the new PS 194 School Family. At Countee Cullen Campus, our doors are now open to all learners and their families, and to our community partners: Harlem Children's Zone, Harlem Village Academy, Harlem Hospital, and several cultural/artistic groups. At PS 194, the Principal and staff are readily available to listen to, and address parent concerns in a friendly, respectful and proactive manner. We work hard to model the spirit of collaboration and consensus when working in collaboration with all parents, children and staff. Through researching and analyzing student data from several sources, conducting teacher/staff and parent interviews; and by

creating instructionally based teams, the development of a viable and effective teaching and learning community is underway, with full support from the PS 194 parent community.

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by parent meetings where parents participated fully in the development and review of this policy. This policy will be in effect for the period of 2009- 2010. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 31, 2010.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

PS 194M SCHOOL PARENT COMPACT

Public School 194M administration and staff, and the parents of the students participating in instruction, activities, and programs or services funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff and students will share the responsibility for improved student academic achievement, especially in Literacy, Mathematics; as well as Social Studies, the Sciences, the acquisition and proficiency of the English language, and the Arts. This will be accomplished together: the school and parents will develop and build a strong partnership to help our children reach and eventually exceed the State's academic standards.

This School-Parent Compact will be in effect for the 2009-2010 school year.

The School's Responsibilities-

PS 194M, The Countee Cullen Elementary School will:

Provide high quality curriculum and instructional services to our students, in a supportive and well-structured, student centered learning environment which regularly offers opportunities for the students of this school to meet the State's student academic achievement standards as follows:

PS 194M and the 4th and 5th Grade Scholars Academy at the Countee Cullen Campus, located in central Harlem, New York, is committed to serving the children and families of our community. The new educational leadership team is focused on improving the delivery of instruction,

developing curriculum that is standard based and rigorous, and creating a learning environment that is welcoming, nurturing, yet, well structured to support our young learners in working at minimum, on grade level.

Our school has undergone a self-imposed internal redesign of school culture; the use of assessment/curriculum and the method of instructional delivery to better serve all of our students. All classes, grades K-5 are heterogeneously grouped and are now embracing a Balanced Literacy approach to literacy learning. All grades are following the Everyday Mathematics program, which now has a differentiated component and enrichment activities to enhance student understanding and performance in mathematics.

In addition, classes which serve students with Individual Educational Plans (IEP's) are organized to follow the guidelines of the New Continuum by placing students with IEP's in their Least Restrictive Environment and inter-classing or mainstreaming students to enhance their intellectual, physical, artistic and social abilities. PS 194M offers two Collaborative Team Teaching classes, three full-time self-contained Special education classes, Special Education Teacher Support Services (SETSS), Counseling, Speech, Physical Therapy and Occupational Therapy. Our new Guidance Team and Character Education curriculum and Mentoring Program were created to engage students in activities that build self-esteem and the ability to problem-solve social and emotional situations/issues that our children are often faced with. Learning to think before we react, or to imagine yourself in another's position, help to build tolerance and empathy, and good judgment, which are important social skills throughout our lives.

Our newly created Academic Intervention Services (AIS) are designed to support student needs based on assessment data, student work, and teacher observations and the establishment of literacy and other content-based benchmarks. Our teachers, instructional coaches and support staff pair up in classrooms to ensure small group work occurs in a more targeted manner to address individual student's academic needs. In the Fall, all Grades 1-5 remain for the 37.5 Extended Day, where again, additional teachers/related service providers push-in/pull-out to work with students in small groups, focused on the latest benchmarks produced through more specific item based assessments in Literacy/Math. Kindergarten will remain for 37.5 in February 2009.

Enrichment groups in Science, the Visual Arts and Dance have formed to support students who are working on or above grade level, or have a high interest in these topics. With classroom teachers collaborating with content specialists and others to reflect the needs of the 'whole child'. Reading Recovery is a new intervention offered to 1st graders and the RR teacher uses her skills to help targeted struggling 3rd graders, working in small groups in the afternoons. Other interventions: Leapfrog/Passport and the Wilson Programs, is being reintroduced to address gaps in struggling students' literacy learning. Success has been seen with students with IEP's and students who are acquiring English as a Second Language, and thus, we are utilizing these literacy tools, two of which include technology as an additional instructional and motivational feature.

Our newly formed CFI Inquiry Team, has already expanded to include mini-inquiry teams or grade groups to identify and address the needs of students in sub-groups of our student population that are in need of assistance in literacy, mathematics and content curriculum through the use of rubrics.

Our students are involved in the Performing Arts, and receive instruction in the Dance Arts in school. Capezio recently awarded our Dance program a grant. Our school also enjoys collaboration with Ballet Tech and students from our school attend classes at their Dance Company. Our students also benefit from collaboration with an Intergenerational Program working with our students to help to build tolerance and self-esteem. We are also fortunate to have a strong alliance with the Harlem Children Zone's Beacon and enrichment program. This very comprehensive CBO has been housed at PS 194M for several years and provides a wide variety of offerings from the arts to academics and counseling, to full family functions that benefit not only our school, but also our community.

- Hold Parent-Teacher Conferences (at least tri-annually in elementary schools) during which this Compact is in effect.
- Parent Teacher Conferences will be held on November 10, 2009 and March, 2010.
- Parent Workshops, forums and support meetings will be offered throughout the school year to address: ARIS Parent Link, the Promotional Criteria, Progress Report 2009-2010, Social Studies and Science

Parents' Responsibilities-

- To hold the basic expectation that their children will come to school to learn, grow socially/intellectually and contribute to the school.
- To have the expectation that all PS 194M staff will provide their children with safe, constructive opportunities to learn and develop as individuals who are to be guided and respected.
- To send their children to school each day, well rested, well prepared and ready to learn.
- To hold the Principal, her leadership team and staff accountable for the well-being, safety and academic progress for the children that they send to school each day.
- We invite all of our Parents and families to see themselves as vital members of the PS 194M Countee Cullen Family, and full partners with all of those who serve, teach and support their most precious assets: their children.
- To offer support to your children, their classroom and school-wide activities in whatever fashion you are able.
- To know that you are always welcome, and we rely upon your feedback and your concerns, in order that PS 194M can grow in a constructive manner, at all times.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

We conducted a comprehensive needs assessment that addresses the needs of all students at our school. Our needs assessment addresses the concerns of parents, teachers and staff members to ensure that we are focused on providing opportunities for all students to achieve at high levels academically and to meet rigorous New York State learning standards. As our mission states, we are dedicated to providing a rigorous, standards-driven instructional environment that addresses the educational needs of all students. We are implementing the following needs assessment activities to assess our strengths and areas of concern:

- a. Survey staff, students, parents and community groups
- b. Examine student achievement data (standardized assessment results and formative and summative assessments)
- c. Conduct learning walks that will inform us of program needs
- d. Review staffing patterns and class size
- e. Review parental involvement

f. Review adequacy and effectiveness of professional development activities

We use assessments in all grades to provide us with information on how our students are progressing

- g. ECLAS 2-**
- h. Dibels, DRA**
- i. Student Portfolios**
- j. Running Records**
- k. Predictive Assessments**
- l. Interim Assessments in ELA and math**

This information will allow us to understand the subject and skills which need to be targeted in order to improve teaching and learning in our school as well as allow for the design of an effective educational program that will ensure that students are making adequate progress towards meeting proficiency in all content areas.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.**
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:**
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

Our school implements school-wide instructional strategies to meet the needs of all students. Our school currently identifies students who are at risk of not meeting New York State's academic content standards and provides them with additional support through focusing instruction on meeting their needs, differentiating instructional strategies, use of data analysis to identify and support areas of strength and areas of weakness, and providing AIS. The analysis of student progress data is utilized to modify and improve instruction.

- We differentiate instructional strategies to meet the diverse needs of our student population. We are implementing Balanced Literacy to address all of the components of reading and literacy acquisition. The analysis of student progress data is utilized to modify and improve instruction in all content areas. In mathematics, we use the Everyday Math program, which focuses on strategies and skills to support students with strengthening math content. At-risk services are provided in the academic areas as well as the social emotional domain to address students' needs. We provide additional support to ELL students as part of our Friday Academy. We work as a collaborative team to support the needs of our students with rigorous academic content and with counseling and non-instructional services. All classroom teachers are engaged in professional development opportunities to**

meet the needs of all students. Our focus is the use of data to differentiate instruction and support students in small group activities. Our 37.5 program provides support in math and ELA for students who received a 1 or a 2 on the NYS ELA, and/or NYS mathematics Assessments.

3. Instruction by highly qualified staff.

As of the 2009-2010 school year the data indicate that PS 194 has 92.5% of the core classes taught by ‘highly qualified’ teachers. In addition, teachers are provided with myriad opportunities to pursue course credits to further certification requirements and myriad professional development opportunities to improve instructional abilities, and to address the diverse learning needs of the students in our school community.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State’s student academic standards.

Teachers, administrators, and paraprofessionals attend ongoing professional development both on site and outside of the school community. Professional development is provided in-house by our coaches, consultants (e.g., AUSSIES), and our Empowerment Support Organization content area specialists.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

We work directly with our Human Resources partner at the Integrated Service Center (ISC) to ensure that we have highly qualified certified teachers working at PS 194 . We enlist the support of our Human Resources liaison to fill all vacancies at our school and to support us with areas of concern regarding certification. We attend the hiring fairs sponsored by the New York City department of education to recruit teachers. We provide opportunities for teachers to participate in professional learning to support their growth and development. We have support staff such as coaches, on-site teacher mentor, and administrators to work with our new teachers and teachers who need additional support. With support from the New York City Department of Education New Teacher Induction Mentoring Program, we have implemented a quality teacher-mentoring program on-site to support new teachers and provide them with the tools and strategies needed to effectively serve our student population.

6. Strategies to increase parental involvement through means such as family literacy services.

We are implementing the following initiatives and strategies to increase parental involvement:

- a. **We have a balanced representation of parents on our School Leadership Team (SLT) and they provide information on an ongoing basis to the parent constituency.**
- b. **We conduct literacy and math family nights so parents are aware of the curriculum and are able to help their children at home.**
- c. **We have class parents who act as volunteers, reading in the classroom and actively working with students under the guidance and direction of the teacher.**
- d. **We have student of the month assemblies where parents actively participate.**

e. **We translate all materials into the native language of parents so that they are full partners in our work.**

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

We do not have pre-K on site. However, we contact our local universal pre-k programs informing them of registration days for kindergarten. We hold informational sessions for all parents as well as parents interested in enrolling their children in our early childhood program.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

To ensure that our teaching staff is involved in the decision-making processes, teachers are provided with opportunities to self-select PD to address their professional learning needs. Teachers have a weekly PD meeting where they plan and discuss academic assessments, student work, and share best practices. Teachers are represented on the School Leadership Team and participate in planning opportunities school-wide.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Our school engages in myriad activities to ensure that our Level 1 and 2 students and students who are "at risk" academically receive support to achieve at state standards. These services include Academic Intervention Services, differentiated instructional strategies, push-in academic support, and at-risk intervention support services. We have CBOs that work with our school to address the social/emotional needs of our students and their families.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

As a SWP school we integrate our Federal, State, and local services to support all students in achieving at State standards. We have violence prevention programs, character education programs, and outreach to the community and support the exploration of peaceful resolution to conflicts with the support of the guidance team.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS N/A

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: Improvement Yr 2 Basic **SURR¹ Phase/Group (If applicable):** N/A

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

PS 194 was identified as a school in need of improvement year 2 Basic based on the performance of the economically disadvantaged student subgroup in ELA. The performance index for this subgroup was 132 and the target / effective AMO was 134, indicating that this student subgroup missed the target by two points. An examination of the performance of students across the subgroups at PS 194 revealed that students need additional support in the areas of collecting and interpreting data, identifying facts, and ideas from text. We will continue to focus on academic language, vocabulary development and comprehension.

For additional information please refer to the ELA action plan in body of our CEP document.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

PS 194 will implement the following focused strategies to address student achievement in ELA:

- **Teachers, administrators, parents and CFN Network members participate in learning walks to assess and evaluate literacy and differentiation of instruction as well as student engagement and motivation.**
- **Professional development workshops on Balanced Literacy and active participation strategies.**
- **Teachers in collaboration with the inquiry team will create and administer diagnostic exam to assess students’ readiness level for making inferences across all subject areas.**
- **Teachers in collaboration with the inquiry team will create and administer periodic exams to measure student growth in making inferences across all subject areas.**
- **Teachers develop lessons that employ active participation strategies and differentiate instruction to meet the needs of all learners to strengthen their ability to make inferences.**

¹ School Under Registration Review (SURR)

- Teachers develop lessons and facilitate literacy learning and development, and implement activities based on Bloom's taxonomy to further engage and challenge students at all levels.
- Weekly teacher meetings and grade level teams to develop lessons and strategies around improving academic vocabulary, comprehension, making inferences, author's purpose and determining important information.
- Literacy Coaches- PD opportunities to address specific instructional gaps: ELA, inclusion in CFI Inquiry process, intervisitations/ external PD's, active participation in the AIS process to enhance student performance.
- Literacy Academies focused on Students with Disabilities and afternoon PD series to support teachers in acquiring the necessary skills to teach our students at high levels of cognitive demand.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

We have a comprehensive and differentiated PD plan to address the needs of all of our staff. What we found based on our needs assessment and surveys conducted with staff was that there were many common issues regarding content knowledge in core curricular areas and teaching experience. To support the development of Highly Qualified staff, we are continuously providing differentiated professional development opportunities to all teaching staff. Individual teachers as well as grade teams have targeted sessions with coaches. This year our weekly schedule includes common planning time for teams to meet to plan together, as well as to promote professional conversations among teachers. The full time teacher mentor, administration and PD providers have helped to shape this year's PD plans, using the professional teaching standards as a frame work. The areas addressed in our comprehensive PD plan emphasizes research-based literacy practices and data collection/analysis that promote targeted differentiation of instruction, which is necessary to support the diverse needs of our teachers.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

We have a full time Teacher Mentor who is one of our more accomplished teachers and who has taken the SED trainings and turn-keys as well as provides comprehensive and individualized mentoring services which are evaluated by the principal.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Our school sent out the required Title I SINI letter to all parents informing them of our school's status. Our school has held meetings with our parents regarding our NCLB status as a school in need of improvement, Basic year 2 and the DOE data that is now public domain for the previous two years on the school's portal. We are scheduling several meetings and workshops to further explain how we are identified and how we are organized to improve student performance and other issues leading us to this SINI status. Translations will be provided.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: N/A

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

During our Faculty Conferences, common planning time, curriculum meetings, instructional study groups we continue to engage in meaningful discussions regarding the relevance of this finding to our school community. As a SINI year 2 Basic school in ELA, we believe that there are curriculum alignment issues that need to be addressed at our school.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We are working with our ELA coaches and curriculum improvement team to support our teachers in examining root causes for these instructional gaps and how they are directly and indirectly impacting student ELA performance.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Based on data trends over the last three years, our findings indicate that although there has been growth in student math performance, there is an indication that there are gaps in math instructional practices which were demonstrated during school-wide walkthroughs, professional development sessions, discussions held during common prep periods, faculty conferences, curriculum planning and direct observation of classroom math instruction.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We are working with our Math coach and curriculum improvement team to support our teachers in examining root causes for these instructional gaps and how they are directly and indirectly impacting student math performance.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008–09 school year, to assess whether this finding is relevant to your school's educational program.

By carefully assessing classroom teaching practices through clinical supervision, daily observations and focused walkthroughs,

examining lesson plans across grades, feedback from SLT and other school members, discussions during professional development sessions and curriculum/school improvement teams, we determined that this finding is relevant to our school. As a SINI school in ELA, we are focusing on improving student achievement in ELA.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We are addressing this issue by supporting instructional staff in exploring student data, including the implications of using relevant disaggregated data to encourage the creation of flexible instructional grouping, conferencing to support individual student academic growth, and to inform instructional planning to meet the needs of all students, with special emphasis on our student sub-groups. Continual support for adult learning is a key component of our school reform work.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Although we are designated "A School in Good Standing" in mathematics, we consulted with staff members and reviewed math student data to determine if the finding was applicable to our school community. As with the literacy instructional practices observed and discussed by instructional leadership, the Math coach and instructional staff, the issue of ensuring academic rigor and greater student engagement are challenges that our school is addressing. Providing regular and ongoing opportunities for hands-on and standards-based inquiry in mathematical concepts across strands will help to increase student achievement, engagement, and time on task in our classrooms.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We are working on improving planning, utilizing math pacing calendars, and working collaboratively with the Math coach, the Teacher Mentor, grade supervisors and grade teams. Our school staff utilizes professional development opportunities within our school, through our ESO Network and external providers to improve teaching and learning in mathematics.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We consulted with staff members and reviewed our data to determine if the finding was applicable to our school community.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We consulted with teachers, our ESL teacher, and our ESO Network ELL Facilitator to determine if this finding was applicable to our school community. Particularly, because our school is a School in Need of Improvement, we are dedicated to identifying instructional strategies and resources to meet the instructional needs of our ELL students. We have designed special after school and holiday academies to offer additional learning opportunities for our English Language learners. In addition, ELL students also receive AIS services as well as their requisite ESL instruction. To meet our goals in ensuring that all ELL students will be proficient in English, we are addressing the adult learners by providing year long professional development in the needs of ELL learners, the NYSESLAT/LAB assessments and teaching implications.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We are working with our ESL teacher, ESO Network ELL Facilitator, and ISC staff to guide our curriculum improvement team to support our teachers in examining root causes for these instructional gaps, and how they are directly and indirectly impacting ELL student performance across the curriculum.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We consulted with staff members and reviewed ELL student data to determine if the finding was applicable to our school community. Our school is now focused on the implications of student performance data, and particularly that of our sub-groups. All aspects of our ELL students' academic progress, is not only being monitored, but analyzed, to inform instructional practices, school-wide. We have also made our literacy and content instructional decisions, responsive to LEP/ELL student performance data, and information about ELL home life and culture through home/school connections.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We are working with our ESL teacher, ESO Network ELL Facilitator, and ISC staff to guide our curriculum improvement team to support our teachers in addressing the instructional needs of our LEP/ELL students, and how key strategies are directly and indirectly impacting ELL student performance across the curriculum. Teachers will be provided with PD to help them understand the dynamics of the NYSESLAT and other ELL assessments. This information will aid in realistic and strategic teaching strategies to improve ELL student performance.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We consulted with staff members. Staff requested additional guidance and support in reading and understanding IEPs as well as in strategies to support the needs of diverse learners and in differentiation by content. Staff can also benefit from additional professional development in CTT models and strategies.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We will support staff members with reviewing and understanding IEPs as well as with strategies to support the needs of diverse learners We will provide opportunities for special education and general education teachers to participate in PD to understand how to differentiate in the content areas to meet the diverse needs of all students. Staff will also benefit from additional professional development in CTT models and strategies.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We consulted with staff members and reviewed IEP and student data to determine if the finding was applicable to our school community.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We have reached out to specialists in our ESO Network as well as utilizing the resources at ISC to help us address compliance issues as well as incorporating CTT, IEP development models and collaborating to offer PD opportunities to all staff to address the needs of students with disabilities.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

PS 194 currently has 25 students in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

Our guidance team, parent coordinator, family worker, and attendance team in a coordinated, collaborated effort support all students in temporary housing, providing continuous and comprehensive services geared towards attendance, health, academic areas of concern, as well as social, emotional issues that can impact student achievement. PS 194 provides additional services including our uniform program, book bags, school supplies, access to school trips, and clothing if needed. All teachers at PS 194 work with the administrative staff to ensure that students in temporary housing receive academic and emotional support to effectively address their needs.

Part B: FOR NON-TITLE I SCHOOLS N/A

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.