



P.S. 194
THE RAOUL WALLENBERG SCHOOL

2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 22K194
ADDRESS: 3117 AVENUE W, BROOKLYN, NY 11229
TELEPHONE: 718-648-8804
FAX: 718-934-0244

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....7

SECTION IV: NEEDS ASSESSMENT.....11

SECTION V: ANNUAL SCHOOL GOALS.....13

SECTION VI: ACTION PLAN.....15

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....25

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....26

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....28

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....33

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....36

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
 CORRECTIVE ACTION, AND RESTRUCTURING.....46**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)....47

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....48

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....50

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 194 **SCHOOL NAME:** The Raoul Wallenberg School

SCHOOL ADDRESS: 3117 Avenue W, Brooklyn, NY 11229

SCHOOL TELEPHONE: 718-648-8804 **FAX:** 718-934-0244

SCHOOL CONTACT PERSON: Mary Zissler-Lynch **EMAIL ADDRESS:** Mzissle@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Diane Broth

PRINCIPAL: Mary Zissler-Lynch

UFT CHAPTER LEADER: Diane Broth

PARENTS' ASSOCIATION PRESIDENT: Fran Rock

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 22 **CHILDREN FIRST NETWORK (CFN):** N301

NETWORK LEADER: Joanne Brucella

SUPERINTENDENT: Linda Waite

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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 and Constituent Group Represented | Signature |
|--------------------|--|-----------|
| Mary Zissler-Lynch | *Principal or Designee | |
| Diane Broth | *UFT Chapter Chairperson and SLT Chairperson | |
| Fran Rock | *PA President | |
| Nona Roberts | Title I Parent Representative <i>(suggested, for Title I schools)</i> | |
| Sheila Catanese | DC 37 Representative, if applicable | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| Lillian Benezra | Assistant Principal | |
| Elizabeth Kabak | Teacher/SLT Secretary | |
| Beverly Rinder | Teacher | |
| Suzette Byrnes | Parent | |
| Stephanie Martinez | Parent | |
| Holly Abraskin | Parent | |
| Khayriyyah Jones | Parent | |

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

* Core (mandatory) SLT members.

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.

P.S. 194, The Raoul Wallenberg School is a Pre-Kindergarten through Grade 5 multi-ethnic, multi-lingual school located in the Sheepshead Bay area of Brooklyn, New York. Our main building houses classes from Kindergarten through Grade 5. We have two Pre-Kindergarten classes which are housed in very well equipped transportables located in the school yard just outside the main building. We have an EAGLE II program for students in Grades 3 through 5 that meets the Eagle criteria. We have three (3) self-contained Special Education classes and five (5) Collaborative Team Teaching classes.

P.S. 194 is a Professional Learning Community that is dedicated and committed to the vision that all children, whatever their starting point, will show significant academic growth within a safe, supportive and caring environment. Our expectation is that every staff member will do whatever it takes to help every child achieve success within an academically rigorous environment.

All of our efforts are designed to meet the needs of our students. NYS ELA and NYS Math results for 2010 indicate that 88% of students in Grades 3 through 5 met promotional criterion in ELA (Level 2 and above) and 93% of students in Grades 3 through 5 met promotional criterion (Level 2 and above) in Math. Student performance on the 2009 New York State ELA shows that 72% of all students scored at Levels 3 and 4. In Math, 86% of our students scored at Levels 3 and 4. However, for 2010, New York State raised the cut scores required for proficiency in ELA and Math. Therefore, our scores for Levels 3 and 4 are lower in these subject areas as were almost all scores citywide and statewide for 2010. The new cut scores for ELA and Math require a much higher scale score to reach proficiency in each subject area. As a result of this new increased requirement for proficiency, a pervasive focus for all members of our Professional Learning Community is the implementation of the Common Core State Standards to ensure that our students meet and exceed the NYS new cut scores for proficiency in ELA and Math.

Academic rigor in Science and Social Studies continue to be a priority at P.S. 194. Our scores continued to grow incrementally from 2005, and in 2010, 90% of our Fifth Grade students performed at Levels 3 and 4 in Social Studies and 92% of our Fourth Grade students performed at Levels 3 and 4 in Science. Academic rigor continues in all subject areas at P.S. 194.

Engaging students in learning, and the pervasive focus on student achievement, permeates every activity within the school. Academic rigor has been prioritized in all areas of the curriculum, and we maintain a commitment to providing Arts education to all students. P.S. 194 was awarded a Federal Magnet Grant designating P.S. 194 The Academy of Musical Theater Arts. The Arts-rich, interdisciplinary curriculum offers a program that connects music, visual arts and dance to literature, social studies, math and language arts. For students in Grades 1 through 5, the Magnet Program has funded residencies with Covenant Dance Theater, Education in Dance, and Making Books Sing. Through experiences with professional artists from Midori and Friends, Brooklyn College, Music Outreach and Puppetworks, our students have been able to participate in theme related enrichment activities.

P.S. 194 is a Core Knowledge School. Core Knowledge (Grades K to 2) builds a sequential “body of lasting knowledge” designed to provide in-depth content and to enhance and deepen children’s understanding. Our children are thus ensured that they are ready to learn as they enter each new grade. Core Knowledge meshes beautifully with our Magnet Program because P.S. 194 provides a thematic approach to teaching.

Student progress is carefully tracked for all students - General Education, IEP students and English Language Learners. Any student identified as at-risk for not meeting State Standards receives effective, highly differentiated Academic Intervention services to ensure on-going progress. Periodic review of assessment results with AIS providers helps us to fine-tune interventions throughout the year. Our Academic Intervention services are provided during the regular school day and the 50 minute extended school day.

P.S. 194 has many programs which enrich academic, social and emotional needs of our students. Special programs at our school include Read-Aloud, Book Fair, Penny Harvest, City Harvest, Chorus, Theater and Dance events. Friday afternoons, from 2:40 p.m. to 4:40 p.m., we offer an Enrichment program: Costume Club, Drama Club, Choral Club, Dance Club, Scenery Club and Technology Club for students in Grades 3 through 5. In addition, we have partnered with the Flatbush Avenue Afterschool Y program, housed in our building, Monday through Friday from 2:40 pm to 5:40 pm for 120 Kindergarten to Grade 5 students. This program provides enrichment activities, art activities, physical education and homework helper for all participants.

We have a strong home/school partnership, and parents play an active role in our school. Family Literacy Programs, Multi-Cultural Pot Luck Dinners, after-hour theater performances, Family Reading events, Family Computer, Family Math, Science and Sports nights are among the activities that solidify the bonds between home and school.

It is this ongoing partnership of parents, staff and students which has created the P.S. 194 environment promoting life long learning, social responsibility and appreciation for the cultural diversity that enriches our city, state and nation.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | |
|---|--|---------------|--------|--------------------------|--------------|
| School Name: | P.S. 194 – The Raoul Wallenberg School | | | | |
| District: | 22 | DBN #: | 22K194 | School BEDS Code: | 332200010194 |

| DEMOGRAPHICS | | | | | | | | | |
|---|---|---------------------------------------|---------------------------------------|---|---------------------------------------|---------------------------------------|---------------------------------------|----------------------------|----------------------------|
| Grades Served in 2009-10: | <input checked="" type="checkbox"/> Pre-K | <input checked="" type="checkbox"/> K | <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2 | <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 6 | <input type="checkbox"/> 7 |
| | <input type="checkbox"/> 8 | <input type="checkbox"/> 9 | <input type="checkbox"/> 10 | <input type="checkbox"/> 11 | <input type="checkbox"/> 12 | <input type="checkbox"/> Ungraded | | | |
| Enrollment: | | | | Attendance: % of days students attended* | | | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Pre-K | 43 | 36 | 36 | | 92. | 93.4 | 92.68 | | |
| Kindergarten | 54 | 66 | 67 | | | | | | |
| Grade 1 | 57 | 62 | 74 | Student Stability: % of Enrollment | | | | | |
| Grade 2 | 63 | 58 | 66 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 3 | 92 | 60 | 56 | | 90.2 | 90 | 90 | | |
| Grade 4 | 73 | 91 | 64 | | | | | | |
| Grade 5 | 67 | 74 | 89 | Poverty Rate: % of Enrollment | | | | | |
| Grade 6 | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 7 | | | | | 90.2 | 91.0 | 91.0 | | |
| Grade 8 | | | | | | | | | |
| Grade 9 | | | | Students in Temporary Housing: Total Number | | | | | |
| Grade 10 | | | | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 11 | | | | | 2 | 6 | 3 | | |
| Grade 12 | | | | | | | | | |
| Ungraded | | | | Recent Immigrants: Total Number | | | | | |
| | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Total | 451 | 447 | 452 | | 2 | 6 | 5 | | |
| Special Education Enrollment: | | | | Suspensions: (OSYD Reporting) – Total Number | | | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Number in Self-Contained Classes | 34 | 31 | 37 | Principal Suspensions | 15 | 14 | 14 | | |
| No. in Collaborative Team Teaching (CTT) Classes | 23 | 28 | 31 | Superintendent Suspensions | 4 | 5 | 7 | | |
| Number all others | 24 | 21 | 23 | | | | | | |
| <i>These students are included in the enrollment information above.</i> | | | | | | | | | |

| DEMOGRAPHICS | | | | | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Special High School Programs: Total Number (As of October 31) | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 | |
| # in Trans. Bilingual Classes | 0 | 0 | 0 | CTE Program Participants | | | |
| # in Dual Lang. Programs | 0 | 0 | 0 | Early College HS Participants | | | |
| # receiving ESL services only | 26 | 45 | 52 | Number of Staff: Includes all full-time staff | | | |
| # ELLs with IEPs | 3 | 6 | 13 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| <i>These students are included in the General and Special Education enrollment information above.</i> | | | | Number of Teachers | 42 | 40 | 42 |
| Overage Students: # entering students overage for grade | | | | Number of Administrators and Other Professionals | 10 | 6 | 6 |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | Number of Educational Paraprofessionals | 7 | 8 | 15 |
| | 0 | 0 | 0 | | | | |
| | | | | Teacher Qualifications: | | | |
| Ethnicity and Gender: % of Enrollment | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | % fully licensed & permanently assigned to this school | 100 | 100 | 100 |
| American Indian or Alaska Native | 0.2 | 0.2 | 0.44 | Percent more than two years teaching in this school | 76.2 | 80 | 82 |
| Black or African American | 52.8 | 49.0 | 47.33 | Percent more than five years teaching anywhere | 76.2 | 72.5 | 74.3 |
| Hispanic or Latino | 25.3 | 25.0 | 25.77 | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | 15.7 | 18.0 | 16.22 | Percent Masters Degree or higher | 88 | 83 | 85 |
| White | 6.0 | 8.0 | 9.33 | Percent core classes taught by "highly qualified" teachers (NCLB/SED definition) | 100 | 1001 | 100 |
| Multi-racial | 0 | 0 | 0 | | | | |
| Male | 50.1 | 52.3 | 50.22 | | | | |
| Female | 49.9 | 47.7 | 49.78 | | | | |

| 2009-10 TITLE I STATUS | | | | |
|--|---|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program (SWP) | | <input type="checkbox"/> Title I Targeted Assistance | | <input type="checkbox"/> Non-Title I |
| Years the School Received Title I Part A Funding: | <input checked="" type="checkbox"/> 2006-07 | <input checked="" type="checkbox"/> 2007-08 | <input checked="" type="checkbox"/> 2008-09 | <input checked="" type="checkbox"/> 2009-10 |

| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY | |
|---|---|
| SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | If yes, area(s) of SURR identification: |
| Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | |
| Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance): | |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| <u>Differentiated Accountability Phase (Check ✓)</u> | <u>Category (Check ✓)</u> | | |
|--|---------------------------|---------|---------------|
| | Basic | Focused | Comprehensive |
| In Good Standing (IGS) | ✓ | | |
| Improvement (year 1) | | | |
| Improvement (year 2) | | | |
| Corrective Action (year 1) | | | |
| Corrective Action (year 2) | | | |
| Restructuring (year 1) | | | |
| Restructuring (year 2) | | | |
| Restructuring (Advanced) | | | |

| Individual Subject/Area Outcomes | Elementary/Middle Level (✓) | | Secondary Level (✓) | |
|---|------------------------------------|---|----------------------------|--|
| | ELA: | ✓ | ELA: | |
| | Math: | ✓ | Math: | |
| | Science: | ✓ | Grad. 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** | Progress Target |
| All Students | ✓ | ✓ | ✓ | | | | |
| Ethnicity | | | | | | | |
| American Indian or Alaska Native | -- | -- | -- | | | | |
| Black or African American | ✓ | ✓ | ✓ | | | | |
| Hispanic or Latino | ✓ | ✓ | ✓ | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | -- | -- | -- | | | | |
| White | ✓ | ✓ | ✓ | | | | |
| Multiracial | -- | -- | -- | | | | |
| Other Groups | | | | | | | |
| Students with Disabilities | ✓ | ✓ | -- | | | | |
| Limited English Proficient | -- | -- | -- | | | | |
| Economically Disadvantaged | ✓ | ✓ | ✓ | | | | |
| Student groups making AYP in each subject | | | | | | | |

Key: AYP Status

| | | | | | |
|-----------------|-----------------------------------|---|---|----|---|
| ✓ | Made AYP | X | Did Not Make AYP | X* | Did Not Make AYP Due to Participation Rate Only |
| ✓ ^{SH} | Made AYP Using Safe Harbor Target | - | Insufficient Number of Students to Determine AYP Status | | |

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| Progress Report Results – 2008-09 | | Quality Review Results – 2008-09 | |
|--|------|---|------------------|
| Overall Letter Grade | A | Overall Evaluation: | *w |
| Overall Score | 86.3 | Quality Statement Scores: | |
| Category Scores: | | Quality Statement 1: Gather Data | *w |
| School Environment (Comprises 15% of the Overall Score) | 11.0 | Quality Statement 2: Plan and Set Goals | ◇ Outstanding |
| School Performance (Comprises 25% of the Overall Score) | 19.2 | Quality Statement 3: Align Instructional Strategy to Goals | *w |
| Student Progress (Comprises 60% of the Overall Score) | 48.6 | Quality Statement 4: Align Capacity Building to Goals | *w |
| Additional Credit | 7.5 | Quality Statement 5: Monitor and Revise | ◇ Outstanding |
| <i>Note: Progress Report grades are not yet available for District 75 schools.</i> | | | |

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/Teacher 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 your school's 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?
-

At P.S. 194, from 2003 to 2009, our school has shown significant growth on an incremental basis to 72% (Level 3 and 4) in ELA and to 85% (Level 3 and 4) in Mathematics for all students on New York City and New York State Tests. This translates to 72% at a scale score of 650 and above for ELA and 85% at a scale score of 650 and above for Math. For 2010, our results in scale scores are 80% (scale score 650 and above) in ELA and 88% (scale score 650 and above) in Math reflecting continual growth in percent of students with a scale score of 650 and above. However, since New York State has established a much higher cut score for 2010 for proficiency for all students there is a need to increase academic rigor to ensure that all students meet and exceed the new higher standards in ELA and Math for proficiency.

Consistent growth has been maintained in Social Studies for Grade 5 at 90% and Science for Grade 4 at 92% as measured by New York State Social Studies and Science tests for 2010. Academic rigor will remain high in these areas.

From 2003 to 2009 there has been an increase in the percent of students performing at Level 2 and above to 98% for all students in Mathematics and 97% performing at Level 2 and above in ELA as measured by the 2009 New York State Exams except for 2010 when New York State raised the cut scores necessary for each level resulting in lower scores. In Grades 3,4,5 in 2010 for ELA 88% of our students scored Level 2 and above and 93% of our students scored Level 2 and above in Math. Increased rigor and differentiated instruction will be provided for all low Level 2 students to ensure growth aligned with the Common Core State Stand. and NYS new higher cut scores for proficiency.

An analysis of ELA results from 2000 to 2010 shows that there has been continued significant overall incremental growth for all students in scale scores. At the same time, we continue to address inconsistencies in achievement and the higher requirements set by New York State to reach proficiency through increased interventions in ELA and Math instruction and Professional Development aligned with the Common Core State Standards.

P.S. 194's students with IEP's have continued to show growth in ELA and Math. Our Inquiry Team continues to address the needs of all of our IEP students in Grades 4 and 5 via intensified Academic Intervention Services through analysis of data and action plans created by the Inquiry Team in collaboration with classroom teachers.

P.S. 194's ELL students consistently continue to score at commendable levels as measured by NYSESLAT and teacher designed tests. This is due to the pervasive focus on data-driven, differentiated instruction by our ELL Teacher.

Analysis of ECLAS-2 data for Kindergarten to Grade 2 students reflects a continued need to strengthen background knowledge, vocabulary and phonemic awareness in order to increase achievement and to master the content curriculum as outlined by New York State and the Common Core State Standards. Core Knowledge (LSO Knowledge Partnership) has expanded the knowledge base of our early childhood students. The continuation of this partnership will continue to address the needs of our Kindergarten to Grade 2 students to ensure their success as they progress through the grades.

In Mathematics, P.S. 194 students consistently show an increase in the number of students who score a scale score of 650 and above. Success is attributed to ongoing assessments aimed toward providing differentiated needs based instruction for all students as well as modeled lessons using manipulatives and math problems in real life situations.

In order to continue to increase our students' achievement and continue to develop the proficiency of our teachers, professional development will continue to be provided to strengthen differentiated instruction that is data driven and targets specific strengths and weaknesses that account for pupil performance and progress. Professional Development focused on teacher planning and instruction aligned with the new Common Core State Standards will be provided for all educators.

An analysis of our overall curriculum indicated a need to broaden and enrich the opportunities for participation in the Arts for all of our students in order to address the diverse learning modalities of the student population and to enhance connections between the Arts and content areas. Our Federal Magnet Grant (2007-2011) is designed to fill this need through partnerships with Making Books Sing, Education in Dance, Covenant Dance, Orff Instrumental Program and Brooklyn Philharmonic.

Observations made by our classroom teachers, as well as conferencing notes and analysis of student writing, identifies a need to increase student vocabulary. As a result, we have intensified and strengthened the independent reading component of the Readers Workshop through increased conferencing with students and closer monitoring of independent selections. In addition, the use of the researched based Strategies That Work (2007 Edition) in Grades 4 and 5 is a priority to deepen comprehension teaching and learning for these grades.

As a result of a need to ensure our students' success in academic and social interactions, we have continued to implement the components of a successful Character Education Grant which has resulted in impacting positively on our children's acceptance of their responsibilities as learners and contributing members of the school community. This is evidenced by our students' academic success and their involvement in philanthropic efforts.

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

Goal #1

Based on our Needs Assessment, we determined that our students need to improve their performance and progress in the area of English Language Arts (ELA). This will be done throughout the grades (K to 2) on a daily basis using the Balanced Literacy approach incorporating the Reading/Writing Workshop Model.

ELA – Grades K to 2 – To increase the number of students making a year's progress in ELA

Goal: By June 2011, 85% of all students in Grades K through 2 (General Education, ELL/LEP students, students with disabilities, economically disadvantaged and major ethnic and racial groups) will demonstrate progress as measured by moving 3 or more levels in Fountas & Pinnell resulting in an increase of the number of students by five percentage points performing at Proficiency (Grade) Level. (Fountas & Pinnell Levels: Grade K – C; Grade 1 – I; and Grade 2 – M)

Goal #2

Based on our Needs Assessment, we determined that our students need to improve their performance and progress in the area of English Language Arts (ELA). This will be done throughout the grades (3 to 5) on a daily basis using the Balanced Literacy approach incorporating the Reading/Writing Workshop Model. In addition, test sophistication and testing as a genre will be incorporated in all classrooms from November to April.

ELA – Grades 3 to 5 - To increase the number of students making a year's progress in ELA

Goal: By June 2011, 85% of all students in Grades 3 through 5 (General Education, ELL/LEP students, students with disabilities, economically disadvantaged and major ethnic and racial groups) will demonstrate progress as measured by moving 2 or more Fountas and Pinnell Levels resulting in an increase of the number of students by five percentage points performing at Proficiency (Grade) Level on the 2011 New York State ELA Exam and Fountas & Pinnell Levels: Grade 3 – P; Grade 4 – R; and Grade 5 – U.

Goal #3

Based on our Needs Assessment, we determined that our students need to improve their performance and progress in the area of Mathematics. This will be done throughout the Grades (K to 2) on a daily basis using the Mathematics Workshop Model utilizing the Everyday Mathematics Program.

Mathematics – Grades K to 2 - To increase the number of students making a year's progress in Math

Goal: By June 2011, 85% of all students (General Education, ELL/LEP students, students with disabilities, economically disadvantaged and major ethnic and racial groups) in Grades K through 2 will demonstrate progress as measured by an increase of five percentage points of all students performing at Proficiency (Grade) Level on Everyday Math Assessments and Unit Tests.

Goal #4

Based on our Needs Assessment, we determined that our students need to maintain their high level of performance and progress in the area of Mathematics. This will be done throughout the Grades (3 to 5) on a daily basis using the Mathematics Workshop Model with the Everyday Mathematics Program. In addition, test sophistication and testing as a genre will be incorporated in all classrooms from December to April.

Mathematics – Grades 3 to 5 - To increase the number of students making a year's progress in Math

Goal: By June 2011, 88% of all students (General Education, ELL/LEP students, students with disabilities, economically disadvantaged and major ethnic and racial groups) in Grades 3 through 5 will demonstrate progress as measured by an increase of the number of students by four percentage points performing at Proficiency (Grade) Level on the 2011 New York State Math Exam and Everyday Math Unit Tests.

Goal #5

Based on our Needs Assessment, we have found that differentiated instruction will further enhance our teaching and our students' performance and progress in all subject areas. Therefore, we are making it a school wide goal to make certain that all lessons are taught using a diagnostic prescriptive approach.

PD – To support teachers in further differentiating instruction to meet the needs of individual students and groups of students through the effective use of data, teachers will be provided with Professional Development to inform instruction and plan for grouping which will increase the number of students making a years progress in both ELA and Mathematics.

Goal: By June 2011, 90% of all teachers will be able to intensify differentiated instruction to meet the needs of individual students and groups of students via the effective use of data as evidenced by groupings of students within classroom by teachers for needs based instruction.

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 2010-11 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, PLA, 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 – Grades K to 2

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>Goal: By June 2011, 85% of all students in Grades K through 2 (General Education, ELL/LEP students, students with disabilities, economically disadvantaged and major ethnic and racial groups) will demonstrate progress as measured by moving 3 or more levels in Fountas & Pinnell resulting in an increase of the number of students by five percentage points performing at Proficiency (Grade) Level. (Fountas & Pinnell Levels: Grade K – C; Grade 1 – I; and Grade 2 – M)</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>Daily instruction, small and large group instruction incorporating shared reading, guided reading, independent reading, and words their way. (120 minute literacy block) All students in Grades K to 2 September 2010 through June 2011</p> <ol style="list-style-type: none"> 1. Within the Balanced Literacy Block, there will be systematic daily phonics instruction using Department of Education mandated <u>Month-by-Month Phonics</u>. 2. <u>Month-by-Month Phonics</u> will be supported by Fountas and Pinnell resources. Additional daily systematic phonics instruction using the <u>Waterford Early Literacy Program</u> will provide a technologically assisted component to the program. 3. Utilize Balanced Literacy Strategies and Rigby Balanced Leveled Library Materials: read aloud, modeled reading, guided reading, shared reading and independent reading during literacy block. 4. Incorporate <u>Houghton-Mifflin Making Meaning</u>, and <u>Houghton Leveled Reading Program</u> and <u>Leveled Social Studies</u> to improve read alouds and increase the effectiveness of guided reading. 5. Flexible, needs-based grouping to be determined by teacher assessment, standardized assessment tests, AIS item analysis data. Push-in assistance by all reading and cluster teachers and support personnel. 6. Computer supported centers for integrating reading, writing and core curriculum content. 7. Class libraries/school library to support requirements that students read at least 25 books in a variety of genre to become familiar with grade appropriate authors and illustrators. 8. On-going staff development in Balanced Literacy supported with guidance by CFN – Reading Specialist, Network Leader and Literacy Team Members, which shall include the Principal, Assistant Principal and teachers demonstrating outstanding classroom practices. 9. ELL teacher support via small group instruction aligned with the core curriculum. 10. Reading Specialists to work with at-risk students Grades 1 and 2 determined by individual assessment and |

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| | <p>ECLAS 2.</p> <ol style="list-style-type: none"> 11. Open Access/regularly scheduled library program. 12. AIS during school day and extended day 37.5. 13. Parent Workshops 14. Learning Leaders one-on-one tutorials. 15. Team Teaching Classes <p>Ongoing Professional Development for all teachers, coaches and school administrators.</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <p>Twelve (12) Classroom Teachers (TL Fair Student Funding/Title II Part A), Principal (TL Fair Student Funding) , Assistant Principal (TL Fair Student Funding/Title I SWP), Self-Contained CTT Cluster (TL Fair Student Funding), .ELL Teacher (TL Fair Student Funding), .05 Science Cluster (Title II Part A)</p> <p>Professional Literature, Leveled Libraries, Mandated Month-by-Month Phonics materials, Fountas and Pinnell materials, (TL Fair Student Funding, Title I SWP)</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p>Assessments and Reviews 3 times a year September/October, January/February, May/June utilizing Guiding Reading Progress Graphs and Reading Strategies Assessment for each student. Student folders reflecting progress of work. Midterm assessment test at end of January to be used as benchmark. ECLAS 2 (Grades K through 2) EPAL (Grade 2) Unit Tests, Teacher designed tests Interim Goals – 77A Fountas and Pinnell Benchmarks</p> |

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 2010-11 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, PLA, 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 #2 - ELA – Grades 3 to 5

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>Goal: By June 2011, 85% of all students in Grades 3 through 5 (General Education, ELL/LEP students, students with disabilities, economically disadvantaged and major ethnic and racial groups) will demonstrate progress as measured by moving 2 or more Fountas and Pinnell Levels resulting in an increase of the number of students by five percentage points performing at Proficiency (Grade) Level on the 2011 New York State ELA Exam and Fountas & Pinnell Levels: Grade 3 – P; Grade 4 – R; and Grade 5 – U.</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>Daily small and large group instruction, which includes teacher modeling, guided practice and independent work. Students will participate in Literature circles and extend their learning through interest groups, research projects and book reports. Additional remedial instruction will be provided through intensive small groups and individualized instruction provided by Classroom Teacher, Support Staff, and AIS Reading Teacher. All students in Grades 3 to 5 – Daily – 150 minutes – regular school day September 2010 through June 2011</p> <ol style="list-style-type: none"> 1. Balanced Literacy strategies for Grades 3 through 5 will include modeled reading, Read Aloud, Guided Reading, Shared Reading and Independent Reading experiences, and daily writing. 2. Within the 150 minute Balanced Literacy Block, there will be 20 minutes of systematic daily word study/phonics using the Sadlier Phonics Series. 3. <u>Spotlight on Literacy</u> reading series to be used as supplementary instructional tool to increase analytical comprehension skills, to extend vocabulary 4. Incorporate <u>Houghton-Mifflin Making Meaning</u>, and <u>Houghton Leveled Reading Program</u> and <u>Leveled Social Studies</u> to improve read alouds and increase the effectiveness of guided reading. 5. Kaplan Advantage will provide test sophistication. Great Leaps, Soar to Success, Lexia, Read 180 will be used to support academic intervention 6. Flexible, needs-based grouping determined by teacher assessment and standardized item skills indicators. 7. Class and school library as well as reading centers to support independent reading. 8. Computers support centers to integrate reading and writing with curriculum areas such as Social Studies, Science and the Arts. |

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| | <ol style="list-style-type: none"> 9. Balanced Literacy Staff Development supported by Reading Teachers. 10. Grades 3 through 5 Intensive ELA Staff Development integrating content areas in CORE Curriculum with ELA standards, using rubrics to evaluate writing. 11. CTB preparation to teach skills necessary for meeting New York State and New York City performance standards: cause - effect - sequencing -identifying relevant details - main ideas. 12. Extended Day Academic Intervention Services (37.5) in reading for Grades 3 through 5 students deemed at risk of not meeting New York State ELA or New York City CTB Standard Level 3. 13. Assessment based on quarterly diagnostic tests, DRA, WRAP, Teacher Conferences, Running Records, Anecdotal, Teacher Observation. Grades 3, 4 and 5 students - assessed via CTB, ELA and ITA's. 14. ELL teacher support via small group instruction aligned with CORE Curriculum. 15. Reduced class size Grade 3. 16. Regularly scheduled library program 17. Parent Workshops 18. Learning Leaders support for one-on-one tutorials for students performing at Levels 1 and 2 on New York State and New York City standardized tests. 19. CTT Grades 3 and 5. 20. Summer school for students at Level 1 and those not meeting promotion standards at Level 2. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <p>Eleven (11) Classroom Teachers (TL Fair Student Funding/School Support Supplement, Title II Part A), Principal (TL Fair Student Funding), Assistant Principal (TL Fair Student Funding/Title I SWP), AIS/ELA Specialist (C4E Contract For Excellence/TL Fair Student Funding), AIS/ELA Specialist (Title I SWP), ELL Teacher (TL Fair Student Funding), .02 Guidance Counselor (Title II Part A)</p> <p>Professional Literature, Leveled Libraries, Sadlier Phonics, <u>Spotlight on Literacy</u>, Stars, Kaplan Advantage and Houghton Mifflin Leveled Libraries (TL Fair Student Funding, TL One Time Allocation, Title I SWP)</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p>Assessments and Reviews 3 times a year September/October, January/February, May/June utilizing Guiding Reading Progress Graphs and Reading Strategies Assessment for each student Student folders reflecting progress of work. Benchmark Tests/Unit Tests Grade 3 through 5 NYS ELA, ITA's and Predictives Teacher Evaluations</p> |

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 2010-11 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, PLA, 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.*

Goal #3 - Mathematics – Gr. K to 2

Subject/Area (where relevant): _____

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>Goal: By June 2011, 85% of all students (General Education, ELL/LEP students, students with disabilities, economically disadvantaged and major ethnic and racial groups) in Grades K through 2 will demonstrate progress as measured by an increase of five percentage points of all students performing at Proficiency (Grade) Level on Everyday Math Assessments and Unit Tests.</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>Everyday Math Program, small and large group instruction which includes modeling, guided practice and independent work. Additional remedial and enrichment instruction will be provided as needed. This will take place daily during the allotted 90 minute Mathematics instructional block. (Mathematics Workshop Model) All students in Grades K to 2 September 2010 through June 2011</p> <ol style="list-style-type: none"> 1. Improve ability to understand and use math concepts by using math manipulatives. 2. Classes will use <u>Everyday Mathematics</u> and <u>Skills Links</u> Program mandated by the Department of Education for ongoing learning and practice, supported by manipulative materials. 3. Daily warm-ups 4. Grouping based on item skills analysis information and weekly assessments. 5. In class Math learning centers that contain math games, skills practice materials, materials for test preparation, enrichment opportunities to be used in conjunction with embedded assessment of student progress. Centers organized to accommodate individual students and small groups 6. Math journals 7. Math Coach, Math AIS teacher and classroom teachers will focus on developing problem solving strategies and understanding math vocabulary. 8. Participation in 100 days event and Penny Harvest 9. Use of computer software for remediation, extension and enrichment of math curriculum. 10. Staff development via Department of Education Full Time Math Coach and Math AIS teacher. 11. Mini conferences - grade conferences to be devoted to evaluating progress and designing strategies to target students not meeting performance standards for the grade. 12. Incorporate math related literature that supports content area teaching. 13. Co-teaching 14. Intervisitations and demonstrations – modeled lessons of excellent classroom practices. 15. One-on-one tutorial |

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| | <p>16. Ongoing Professional Development 17. Family math workshops 18. Parent-teacher conferences 19. Provide math kits for small group and independent work. 20. ELL teacher to work with groups on understanding language of math - particularly problem solving. 21. Provide Academic Intervention Services during school day and in extended day program for students not performing on Level 3 on assessments.</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <p>Twelve (12) Classroom Teachers (TL Fair Student Funding/School Support Supplement), Principal (TL Fair Student Funding), Assistant Principal (TL Fair Student Funding/Title I SWP), Math Coach (Title I SWP), AIS Math Teacher (C4E Contract for Excellence/TL Fair Student Funding)</p> <p>Everyday Math Instructional Materials and Text, Math Games, Manipulative Materials, and Everyday Math Workbook (TL Fair Student Funding, Title I SWP)</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p>Unit /mid-year and end of year assessment (Summative and Formative Assessments) Analysis of Math Journals Report Card Grades Interim Goals – 77B (Everyday Math) Class performance - teacher made tests 80% of students in class will demonstrate progress towards the mastery of concepts and skills. Students will meet goals on IEP's</p> |

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 2010-11 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, PLA, 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.

Goal #4 - Mathematics – Gr. 3 to 5

Subject/Area (where relevant): _____

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>Goal: By June 2011, 88% of all students (General Education, ELL/LEP students, students with disabilities, economically disadvantaged and major ethnic and racial groups) in Grades 3 through 5 will demonstrate progress as measured by an increase of the number of students by four percentage points performing at Proficiency (Grade) Level on the 2011 New York State Math Exam and Everyday Math Unit Tests.</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>Everyday Math Program, small and large group instruction which includes modeling, guided practice and independent work. Additional remedial and enrichment instruction will be provided as needed. Daily instruction will follow the Math Workshop model. Whole class instruction along with an emphasis on small group instruction will take place. Students will journal and verbalize their thought processes. Number sense and problem solving will be part of every lesson. Math instruction will take place daily for the mandated 90 minutes of instruction. All students in Grades 3 to 5 September 2010 through June 2011</p> <ol style="list-style-type: none"> 1. Improve ability to understand and use math concepts by using math manipulatives. 2. Classes will use <u>Everyday Math</u> supplemented by <u>Math Steps</u>, <u>Kaplan Advantage</u>, <u>Achieve It</u>, <u>Coach</u> and manipulative materials. 3. Daily warm-ups 4. Grouping based on item skills analysis information and weekly assessments. 5. In class Math learning centers that contain math games, skills practice materials, materials for test preparation, enrichment opportunities to be used in conjunction with embedded assessment of student progress. Centers organized to accommodate individual students and small groups. 6. Math journals 7. Math Coach and Math AIS teacher will focus on developing problem solving strategies and understanding math vocabulary. 8. Participation in 100 days event and Penny Harvest 9. Use of computer software for remediation, extension and enrichment of math curriculum. 10. Staff development via Department of Education Full Time Math Coach 11. Mini conferences - grade conferences to be devoted to evaluating progress and designing strategies to target students not meeting performance standards for the grade. 12. Incorporate math related literature that supports content area teaching. |

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| | <ul style="list-style-type: none"> 13. Co-teaching 14. Intervisitations and demonstrations – modeled lessons of excellent classroom practices. 15. One-on-one tutorial 16. Ongoing Professional Development 17. Family math workshops 18. Parent-teacher conferences 19. Provide math kits for small group and independent work. 20. ELL teacher to work with groups on understanding language of math - particularly problem solving. 21. Academic Intervention Services via extended day program for students not performing at Level 3 on New York City and New York State Standardized tests. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <p>Eleven (11) Classroom Teachers (TL Fair Student Funding/School Support Supplemental/Title I Part A), Principal (TL Fair Student Funding), Assistant Principal (TL Fair Student Funding/Title I SWP), Math Coach (Title I SWP), AIS Math Teacher (C4E Contract for Excellence/TL Fair Student Funding)</p> <p>Everyday Math Instructional Materials and Text, Math Games, Manipulative Materials, and Everyday Math Workbook (TL Fair Student Funding, Title I SWP)</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p>Unit /mid-year and end of year assessment Analysis of Math Journals Class performance - teacher made tests 80% of students in class will demonstrate progress towards the mastery of concepts and skills. Interim Goals – 77B (Everyday Math) Students will meet goals on IEP's</p> |

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 2010-11 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, PLA, 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): PD- Differentiation of Instruction

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By June 2011, 90% of all teachers will be able to intensify differentiated instruction to meet the needs of individual students and groups of students via the effective use of data as evidenced by groupings of students within classroom by teachers for needs based instruction.</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>Monthly Faculty and Grade Conferences, Monthly Collaborative PD Sessions, and expanding ideas workshops conducted during common preps, Inter-visitation among classrooms to see effective grouping of instruction based on differentiation, Teacher Administrator Data Conferences, Magnet funded PD study groups.</p> <ul style="list-style-type: none"> • Provide Professional development activities that will support differentiated instruction. • Staff will be taught differentiated instructional strategies through modeling and reading professional reading. • Create study groups across grades to deepen understanding of differentiation. • Inter-visitation will be set up for teachers to observe other teachers differentiating instruction based on student data. • Provide Professional Development in the area of setting and measuring student goals. • Support teacher planning according to student goals • Conduct Grade Conferences and Faculty Conferences to focus on analyzing grade data and setting measurable goals for the grade aligned with Common Core State Standards • Conduct Collaborative PD sessions to demonstrate for teachers how to take a miscue analysis and analyze it. Additional sessions will give teachers the opportunity to review data for students and prescribe instruction collaboratively. • The Inquiry Team will assist in providing training for staff on using data efficiently and effectively to inform instruction. • Grade conferences and Faculty Conferences will focus on analyzing and interpreting the results of Rigby Benchmark tests, Running records, DRA, ECLAS 2, ITA and Predictive tests in order to group students and prescribe instruction accordingly on an individual basis. • Classroom teachers, administration, special education teachers and AIS teachers will consistently monitor student progress through informal teacher-made tests, mid-term and final exams, teacher- |

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| | <ul style="list-style-type: none"> • student conferences, and results from the ITA, Predictive, Reading Indicators, ECLAS 2 and DRA. • The Inquiry Team will share their work at Grade and Faculty Conferences. • The Inquiry Team and the Professional Development Team will train teachers on how to use ARIS. • The Professional Development Team will consistently assess the needs and proficiency levels of staff in the area of using data to understand trends and patterns in student learning, setting goals, implementing plans and monitoring and modifying instruction. PD will be provided accordingly. • Staff will attend workshops on using formative and summative data and ARIS outside of the school. • Conduct Learning Walks for the purpose of using data. • Common planning time will be used to review data. • Maintain student portfolios of best work. • Conduct conferences with teachers to discuss student data and progress. • Revamp Math Pacing calendars to include flexible modules when needed. • Conduct item analysis to determine pacing for next year. • Periodic collection of student work, assessment binders, teacher-made assessments and outcomes. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <p>25 Classroom Teachers (TL Fair Student Funding/Title II A), 6 Cluster Teachers (TL Fair Student Funding), 2 Full Time AIS Teachers (C4E Contract for Excellence/TL Fair Student Funding/Title I), Math Coach (Title I), .4 Magnet Coordinator (Federal Magnet Program), Magnet Dance Teacher (Federal Magnet Program), .6 Magnet Music/Art Teacher (Federal Magnet Program).</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p>Monthly Grade Conferences Teacher – Administrator Data Conferences Results of Predictive Exams, ITA’s, NYS Exams Lesson Plans Learning Walks/ Grouping for Instruction Collaborative Planning Sessions</p> |

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

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 | 0 | 0 | N/A | N/A | 1 | N/A | 2 | 0 |
| 1 | 60 | 60 | N/A | N/A | 0 | N/A | 2 | 0 |
| 2 | 51 | 51 | N/A | N/A | 2 | N/A | 0 | 0 |
| 3 | 45 | 45 | N/A | N/A | 2 | N/A | 1 | 7 |
| 4 | 46 | 46 | 30 | 30 | 2 | N/A | 1 | 10 |
| 5 | 52 | 52 | 2 | 60 | 3 | N/A | 2 | 7 |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.). |
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| ELA: | <ul style="list-style-type: none"> • Wilson-small group during the school day. • Kaplan Advantage – one-to-one tutoring, small group and alternate setting during the school day and after school.\ • Great Leaps – (phonics fluency) one-to-one during the school day. • Stars – small group during the school day. • Foundations – K phonics based small group instruction. • Lexia – Computer based tutorial for individualized instruction. • Writing aligned with Common Core State Standards |
| Mathematics: | <ul style="list-style-type: none"> • Kaplan Advantage - push-in services – one-to-one tutoring, alternate setting, small group instruction during the school day. • Buckle Down – one-to-one tutoring, small group instruction during the school day. • Comprehensive Math Assessment - small group instruction for Grades 3, 4 and 5 during school. • Achieve-It & Elements of Daily Math – small group and individualized instruction for diagnostic and prescriptive learning during the school day. • Math Steps Skills Tutorial – computer assisted skills development program for individualized instruction during the school day. |
| Science: | <ul style="list-style-type: none"> • Push-in during the school day, small group during the school day – a component of Academic Intervention Literacy Strand. • After school, small group – Integrated into Literacy Strand AIS. |
| Social Studies: | <ul style="list-style-type: none"> • Push-in small group during the school day as a component of Academic Intervention Literacy Strand. • Content area reading, small group instruction, after school – part of Academic Intervention Content Infused Literacy. |
| At-risk Services Provided by the Guidance Counselor: | <ul style="list-style-type: none"> • Behavior Modification • Crisis Intervention • Small group meetings scheduled once or twice a week in Guidance room. • Students may at times spend lunch hours with Guidance Counselor. |
| At-risk Services Provided by the School Psychologist: | <ul style="list-style-type: none"> • Counseling one-to-one during the school day as needed. • Crisis Intervention as needed. • Family counseling as need arises. • Behavior Modification – meeting with Teachers to write BIP’s |
| At-risk Services Provided by the Social Worker: | <ul style="list-style-type: none"> • Family counseling as needed • Reward Group, play therapy, one to one, small group held during the day as needed. • One-To-One • Small Group |
| At-risk Health-related Services: | <ul style="list-style-type: none"> • Open Airways - Grade 3, 4 and 5 students as needed. |

provider and qualifications.

P.S. 194, The Raoul Wallenberg School is located in the Sheepshead Bay area of Brooklyn and primarily serves the N.Y.C. Housing Authority's Nostrand/Sheepshead Bay Housing Development. We have approximately 407 students in grades K through 5th, 46 of which are English Language Learners. The student multi-ethnic/multi-lingual population is comprised of 16% Asian and others, 47% Black, 26% Hispanic and 9 % White. Many languages are spoken in our school

ELL Student Demographics for P.S. 194 are as follows:

| Student Information | Percent or Number |
|---|-------------------|
| Grades served | Pre-K-5 |
| Enrollment (total number of students) | 407 |
| Total number of ELLs | 46 |
| Total number of Bilingual Classes | N/A |
| Number of ELL students identified for special education | 15 |
| Number of ELL students attaining English proficiency | 14 |

The P.S. 194 Program for English Language Learners (ELL's) is dedicated to creating an environment that stimulates authentic learning and promotes community within the classroom while providing both ELL and monolingual students with multi cultural enrichment. We implement a comprehensive and coherent Free Standing ESL Program for all ELL's in Kindergarten through Grade 5 in accordance and consistent with city, state and federal guidelines. It is the goal of this program to enable students to attain English Language proficiency and achieve high levels of academic content instruction of ELL's. Inherent in this goal is continued development and enhancement of professional development and parent programs. To that end, the entire pedagogical and support staff of PS 194 will be deployed to support the implementation of high quality instruction to meet the needs of our ELL population. This infrastructure includes, but it is not limited to, a Principal, (1) Assistant Principal, 23 classroom teachers, 7 cluster teachers, 1 ESL teacher, and 1 Math AIS, 1 Reading AIS, and 1 Instructional Coach..

We have a Free Standing ESL program that is designed to assist ELL students achieve New York State and Common Core State Standards for their grade level. Through academic subject area instruction in English, using Balanced Literacy methodologies and instructional strategies of ESL, we target their specific needs by strengthening their reading skills with particular emphasis on decoding skills, phonemic awareness, comprehension, fluency, vocabulary development and writing.

The children enlisted in the Title III program will be ESL students only whose parents have been informed of the Title III program and agreed to enroll their children. Student's level of proficiency will range from beginning ESL to advanced ESL. In our ESL program we are currently servicing 46 students (including kindergarten students) in the following proficiency levels and grades:

| Overall NYSESLAT Proficiency Results | | | | | | |
|--------------------------------------|----|---|----|---|----|---|
| Level | K | 1 | 2 | 3 | 4 | 5 |
| Beginning | 7 | 6 | 8 | 0 | 2 | 0 |
| Intermediate | 3 | 2 | 1 | 3 | 6 | 3 |
| Advanced | 0 | 1 | 1 | 0 | 2 | 1 |
| Total Tested | 10 | 9 | 10 | 3 | 10 | 4 |

In examining our student's results in the four modalities (listening, speaking, reading and writing) we noticed that our ELL's perform well in the modalities of listening and speaking and poorly in reading and writing. This information correlates with our analysis of the New York State English Language Arts assessment. We noticed that the majority of our ELL's were performing below the state standards in reading. Their lack of ability to read and write in English is making it very difficult for them to score levels 3 and 4 on the NYS ELA. We address their needs by strengthening their reading skills with particular emphasis on decoding skills, phonemic awareness, comprehension, fluency, vocabulary development, and modeled and guided writing activities

In review of our data for ELL's performance in two content areas, we noticed that ELL's in grades 3 and 5 on a beginning level were performing on a level 2 in Math, and intermediate/advanced students were performing at a level 3 as per State Math assessments. The implication for our instructional program in reference to this information is to continue to assist and develop vocabulary skills to help in problem solving. The implication for instruction is to assist our students in developing their decoding skills, phonemic awareness and comprehension skills. We must strengthen their fluency by deepening their vocabulary and building large stable sight word recognition. Therefore, the Title III funds allocated to P.S. 194 will be used to provide supplementary services to further develop our students reading and writing skills. We are planning for our ELL's to participate in the following program.

Project Excellence: a program whose goal is literacy and that provides additional intervention and support services for ELL's. Our ELL's in grade 2, 3, 4, and 5 (total of 27 students) participating in the Title III program will be grouped in two groups. A licensed/certified teacher ELL teacher along with a licensed common branch teacher will teach students. The teacher will be grouping the students according to their specific needs, e.g. grade and proficiency levels in either math or reading. The group instruction will be in English and aimed to help ELL's in their reading and math. They will be using research based programs such as Treasure Chest for English Language Learners and Leap Frog Tag Readers for Struggling Readers to build upon their reading and writing skills. The program provides small group instruction in English for vocabulary and oral language development, phonemic awareness/phonics, comprehension strategies/skills and writing. As we know our ELLs are not participating in state reading exams. In order to prepare them for the NYSESLAT as well as the NYS ELA the teachers will be incorporating testing sophistication strategies through the use of Attanasio and Associates, Getting Ready for the NYSESALT and Beyond. Students will meet on Tuesdays from 3:30 pm to 5:00 pm and Wednesdays from 3:30 pm- 5:00 pm. There will be a total of two groups: 1 group for our 2/3 graders and another group for our 4/5 graders. The Title III will be the only after school program available at our school so our Assistant Principal will be our on site supervisor. She will be present from 3:30 pm to 5:00 pm on Tuesdays and from 3:30 pm to 5:00 pm on Wednesdays. This will be a 20-week program beginning December 07, 2010 and ending May 24, 2011. Our goal is to help our ELL's achieve the same level of proficiency in reading and math as our mainstream students. By offering this additional service we are giving ourselves an opportunity to achieve our goal.

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.

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. Explain how the school will use Title III funds to provide professional development to support ELLs. Describe the target audience.

We at PS 194 realize there is always a need for additional development of best practices by teachers of ELL’s. All instruction personnel participating in the Title III program at PS 194 will be provided professional development to build upon their knowledge and skills. Including standard based instruction and improvement of language proficiency instruction of ELL’s. This professional development will be only for teachers involved in the Title III program and will not be combined with their regular PD hours (this professional development will be above and beyond teachers regular school assigned PD hours). Staff will attend workshops and professional conferences to sharpen and update skills throughout the 2010-2011 school year. They will attend a series of 2 PD sessions. The professional developments will be given by a licensed/certified teacher for example: our literacy teacher will provide literacy skills and strategies to the teachers of ELL’s in the Project Excellence program she will also be receiving per session pay for the PD provided. She will conduct 2 PD sessions concentrating on reading and writing along with the ESL teacher to incorporate ESL instructional strategies. A total of 2 teachers will participate in these sessions and they will run 1 Thursday a month from 3:30 pm- 5:30 pm beginning December 2010 and ending January 2011. Topics to be discussed will be the integration of ELA literacy contents with ESL instructional strategies. PD session titles will be: How do we modify ELA strategies for our ELLs? and How do we incorporate ESL strategies within our ELA content?

These professional developments will be given in English and will concentrate on teaching the English language. The teacher giving the professional development will be paid per session and the teachers receiving the training will be paid at training rate. The professional development will be held after school for a minimum of 2 hours in addition to all the other staff developments mandated by the state.

We at PS 194 strongly believe in our staff and their dedication to our student. With this in mind we believe that in order for our teachers to keep up with the on going curriculum changes and standards they need to be properly trained especially when teaching ELL’s. We are trying to achieve this by providing our teachers with staff development meetings that will give them the opportunity to learn new strategies and new teaching methods. Through the help of the professional development the teachers are adding to their experiences and become better resources for their students.

Showers and Joyce in Educational Leadership (March 1996) speak of how “Members of peer coaching groups exhibit long-term retention of new strategies and more appropriate use of new teaching models over time.” The Coaching and Modeling program will be beneficial for all the parties involved since research indicates that coaching results in improvement of the teaching practices. Effective coaching communication helps teachers grow, reflect and promote different decisions.

O'Malley and Valdez Pierce state, "Teachers need staff development and support to design and use performance assessments that effectively address multi-disciplinary understanding and critical thinking skills. Without opportunities to collaborate with other teachers, to try out new assessments, and to discuss the assessments they are using, teachers will almost certainly have problems in advancing beyond rudimentary uses of these new approaches

Section III. Title III Budget

School: 22K194 BEDS Code: 332200010194

| 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 | \$10,000.00 | \$ 5040.00 (After school program: 2 teacher, 3 hours, 20 weeks) \$ 328.00 (PD-1teachers, 2 trainee, 2 hours,2 sessions) \$ 1008.00 (Parent Workshop-3 teachers, 2 hours, 4 sessions) \$ 104.00 (Parent Workshop Refreshments) \$ 3520.00 (After school Supervisor, 1 AP, 3 hours, 20 weeks) |
| Purchased services - High quality staff and curriculum development contracts. | -0- | |
| Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. | \$5,000.00 | \$ 2727.39 McGraw Hill Treasure Chest for English Language Learners 1 kits. \$ 764.40 Leap Frog Tag Readers For Struggling Readers \$ 1118.25 (Additional Treasure Chest Student Practice Books, Additional Attanasio & Associates Getting Ready for the NYSESLAT.) \$ 389.96 (Supplies: Pencils, folders, glue, markers, chart paper, eraser, etc.) |
| Educational Software (Object Code 199) | -0- | |
| Travel | -0- | |
| Other | -0- | |
| TOTAL | \$15,000.00 | |

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.

Throughout the years at P.S. 194 we have seen our immigrant student population increase. With this growth we have noticed the importance of providing our immigrant families with written translations of all our school letters and forms. We find this to be important because parents need to be informed of all ongoing activities, assessments and events within our school and concerning their child.

Upon registration of new admits we have parents complete a Home Language Identification Survey. Parents are requested to check off what language/s are spoken at home to help us identify the different languages in our school community. Based on their responses we identified at least 9 different languages throughout our school: Russian, Chinese, Vietnamese, Korean, Haitian Creole, Spanish, Urdu, Arabic and Hebrew.

In early September we held a Parent Orientation Welcome Back breakfast. Our principal, assistant principal, parent coordinator, school coaches and service providers were present to greet and meet parents. At the end of our orientation our major finding was the need of providing school letters in their native languages. We also became aware of our parents' concerns regarding their inability to communicate with their child's teacher and the schools administrators. Many parents felt that their lack of English proficiency prevented them from attending Parent/Teacher conferences and parent workshops.

We found that our teachers had the same concerns regarding their inability of sharing with parents their child's academic performance. Parents and teachers feel there is a great need for providing oral interpretation services for their 1 to 1 meeting with parents and their open house orientations.

The first staff members to greet our parents are our main office staff. Our findings in talking with our office staff was their concern of the language barrier between them and parents coming into the school building. Parents are unable to communicate their reasons for visiting the school and our staff unable to assist them.

Our teachers are very instrumental in identifying the written translation needs of their students. As is our school parent coordinator who establishes good relationships with all our parents in our school community and keeps us inform of their concerns and needs. Our parent coordinator meets and greets all parents in the morning arrival and afternoon dismissal.

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.

Analysis of our assessments indicated a need for providing written translation of our school letters and forms. Our goal is to have written translated versions of our school letters/memos regarding safety procedures, school calendars and activities in all of our nine identified languages. Our assessments also indicated a need for parents to communicate with teachers, administrators and office staff and vice versa.

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 currently have Spanish, Chinese, Hebrew and Russian speaking staff members who are willing to assist us in translating our school letters and memos. For the additional languages we will recruit outside vendors provided by the Department of Education Translation Unit such as **Eriksen Translations**.

We will request that our translators come in either before school from 7:30 am- 8:30 am or after school from 3:00 pm- 4:00pm to help translate school letters inviting parents to attend our Parent/Teacher conferences and our parent workshops such as our: Fifth grade Social Studies night, First grade Family Literacy night and our Second grade Math night.

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.

With the growth of our immigrant population in our school community we have noticed the importance of providing our immigrant families with oral interpretation services. These services will benefit parents, teachers and our entire school community.

We plan to meet these needs by having teachers provide oral interpretation services in Spanish, Russian, Urdu, Haitian Creole, Chinese, etc. Select staff members will come in during the zero period (7:20 a.m. to 8:20 a.m.) in the morning and/or stay after school for an hour (3:30 p.m. to 4:30 p.m.) to provide oral interpretation via phone informing parents of school activities, upcoming parent/teacher conferences, parent workshops and notify them that oral interpretation services will be provided for them.

We plan to use contract vendors for interpretation services through **Legal Interpreting Services** for all of our parent events. Events include our ELL Parent Technology night in January, ELA/NYSESLAT night in February, ELL/Math night in March, Multicultural night in December and on our Parent Teacher Conference dates.

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>.

Through the ELL Parent Orientation Workshop and our Welcome Back breakfast, which are held in September, we plan to notify our parents of the translation and interpretation services that are available. Letters in their native languages will be sent home at the beginning of the school year informing them of the availability of these additional services. Our Parent Coordinator will also assist in notifying parents and all family members. We will display flyers and posters by the main entrance promoting the service.

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 Basic | Title I ARRA | Total |
|---|---------------|--------------|--------------|
| 1. Enter the anticipated Title I, Part A allocation for 2010-11: | \$408,085.00 | \$95,968.00 | \$504,053.00 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | \$4,080.00 | --- | \$4,080.00 |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | \$20,404.00 | * | |
| 4. Enter the anticipated 10% set-aside for Professional Development: | \$102,886.00 | * | |

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

PARENT INVOLVEMENT POLICY – 2010/2011

PREFACE

Parents are a child’s first and most enduringly influential teachers. If children are to succeed in school, home and school must work together. As partners in education, parents have certain rights and responsibilities. In recognition of this, the following parent involvement policy has been written by a committee of administrators, teachers and parents. This policy has been approved by the School Leadership Team.

POLICY

The school will adhere to policies on parent involvement that are summarized in the Department of Education policy statement, “Parent Associations and the Schools”, the Department of Education policy statement, “Bill of Parent’ Rights and Responsibilities”, and the Department of Education annual circular, “Title I Parent Involvement” and our School-Parent Compact.

Parents/Guardians are automatically a member of the Parents’ Association and are urged to participate actively in programs, such as: attendance at general meetings; assistance with fundraising events, etc. Being a member of the Parents Association provides parents with a vehicle through which they can become informed and involved as well as having a voice in their child’s total education experience. Parents will have equal representation on the School Leadership Team so that there is a 50-50 balance between staff and parents. Parents will be active participants in planning and writing the school’s Comprehensive Education Plan through their representative on the School Leadership Team.

Maintaining a safe and secure environment is a priority of the administration, teachers and parents of P.S. 194. The school security policy applies to all non-staff members of the school. Keeping this in mind, we will make every effort to provide a welcoming environment for parents. Specifically, parents are urged to attend fall and spring parent conferences; to make appointments with teachers and administrators to address any concerns regarding their child’s education; to attend special assemblies and programs; to volunteer as class mothers/fathers; to assist teachers with tutoring programs; to work in the library; to set up and dismantle the Science Fair, etc.

Host the required Title I Parent Annual Meeting on or before December 1st of each school year as per the requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act. Parent involvement will be enhanced through programs such as Fall Orientation Conferences, presentations of specific academic programs by staff members at P.A. General Meetings, Science Fair, Family Workshops/Family Nights in a variety of curriculum areas, School Leadership Team and Family Workshops.

The administration, staff and parents are committed to keeping your child’s best interests at heart as we strive for excellence in education.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

SCHOOL – PARENT COMPACT – 2010-2011

School Name: The Raoul Wallenberg School – P.S. 194

| <u>The School Agrees</u> | <u>The Parent/Guardian Agrees</u> |
|--|---|
| <p>P.S. 194’s mission is to provide a learning environment that links home and school in order to offer our students a superior education. We believe that the school community must consist of parents and educators who are involved in the educational process.</p> <p>To schedule all annual meetings for all parents during the day as well as during the evening to keep them informed of School Wide Programs (S.W.P.).</p> <p>To offer flexibly scheduled meeting with resource specialists to work on cooperatively developed strategies to help children succeed.</p> <p>To provide parents with timely information about all programs.</p> <p>To maintain an open-door policy encouraging dialogue between home and school.</p> | <p>To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.</p> <p>To attend Parent Association meetings.</p> <p>To attend Open School Days/Parent-Teacher conferences.</p> <p>To participate in or request training that the local education authority or school offers on child rearing practices and teaching and learning strategies.</p> <p>To work with his/her child/children on schoolwork; read for 15 to 30 minutes per day to kindergarten through first grade students; and listen to grade 2 and 3 students read for 15 to 30 minutes per day.</p> <p>To require that students in grades 4 and 5 read for at least 30 minutes per day.</p> |

| | |
|---|--|
| <p>To provide parents with progress reports aimed at reviewing and improving all school programs including School Wide Programs.</p> <p>Host the required Title I Parent Annual Meeting on or before December 1st.</p> <p>To actively encourage parent representation on the School Leadership Team and its working subcommittees in order to create the school's Comprehensive Education Plan and the budget that supports it.</p> <p>To provide parent involvement and parent education workshops in all curriculum areas.</p> <p>To provide outreach to parents of ELL students via translations of letters.</p> <p>To provide support to all students through School Wide Programs and other support services.</p> <p>To support Parent Association activities by attending and speaking at meetings when invited, supporting fund-raising activities.</p> <p>To provide extended day programs for remediation and enrichment.</p> | <p>To monitor his/her child's/children's:</p> <ol style="list-style-type: none"> I. academic progress at school II. attendance at school III. behavior at school IV. homework V. television watching <p>To share the responsibility for improved student achievement.</p> <p>To communicate with his/her child's/children's teachers about their educational needs.</p> <p>To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.</p> |
|---|--|

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.
The SLT and the P.S. 194 Literacy and Math Team reviewed the following reports: QR Self Evaluation, QR Final Report, Learning Environment Survey Results, Data of NYC DOE Site for ELA, Math and Science scores, and School Progress Report Card to determine needs and set goals for 2010-2011.
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.
 - P.S. 194's responses to the above are located in the following sections: Section 5 – Goals, Section 6 – Action Plans, AIS Summary Report, AIS Description Report, Needs Assessment and Narrative and Appendix 7.

3. Instruction by highly qualified staff.

P.S. 194's BEDS Survey indicates 100% Highly Qualified for the past 3 years. However, high priority is still placed on PD for all staff members to align curriculum to the Standards.

- a. Math Coach and Literacy AIS Teacher, on-going classroom assessment, individualization of instruction.
- b. Where needed, uncertified teachers will be guided to programs/courses to aid them in obtaining certification.
- c. Professional Development at P.S.194 has the following components: seminars, grade meetings, group discussion, intervisitations, conferencing individually with Math Coach, Literacy AIS Teacher and administration, modeling lessons, on-line courses.
- d. Principal and Assistant Principal meet with each teacher regarding individual class plan.

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.

Math Coach, Magnet Coordinator, Literacy AIS Teacher, and administration will provide full and half-day seminars (through the use of per diem subs) followed by grade meetings, where moderation of student work and decisions made about future curricula needs are discussed, peer observation/inter-visitation modeled lessons, in-class support, and de-briefings. See Action Plan – Differentiated Instruction

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

Principal and Assistant Principal will attend work fairs and conduct interviews year round and contact colleges with education programs: Recommendations for possible candidates will be solicited from P.S. 194 staff and administrators as well as the administration and staff from other schools, etc. Candidates will be required to model lessons for the principal.

6. Strategies to increase parental involvement through means such as family literacy services.
 - a. Parent orientation to discuss curriculum goals.
 - b. Parent teacher conferences.
 - c. Multi-Cultural Pot Luck Dinners, Parent/Child Literacy Nights, After Hours Theater Performances.
 - d. Continue to provide parents with progress reports.
 - e. Pre-Kindergarten workshops for parents new to the school in areas such as: nutrition, behavior modification, reading and math readiness strategies, multi cultural awareness and other areas of concern.
 - f. Continued parent invitations to grade-wide assembly programs, ethnic food festivals.
 - g. Early Literacy workshop for parents, as well as Family Reading, Family Computer, Family Math, Sports Night and Family Science.
 - h. On-site family worker to act as a liaison between school and home.
 - i. Parent School Compact - developed with P.A. Executive Board and School Leadership Team - 3 way partnership (Parent/Teacher/Child) to strengthen responsibility for student achievement.
 - j. Utilize community organizations such as Brooklyn College, Kings Bay YM/YWHA, Flatbush YM/YWHA, Public Library to offer programs housed at P.S. 194.
 - k. Parent Coordinator

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.

P.S. 194 will have parent tours approximately four times a year. There is also a kindergarten fair, open to all prospective parents, that is advertised to the Universal Pre-Kindergarten, Head Start, etc. programs in the area.

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.

P.S. 194's Math Team and Literacy Team meet to review and discuss research based assessments aligned with the Standards to be utilized on a periodic basis with all students. Pacing calendars and time frames are established and shared with the entire staff once the decisions are made.

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.

P.S. 194's Inquiry Team and Administration review monthly reports of all students' growth and achievement in ELA and Math in all grades. PD sessions and meetings are convened with classroom teachers and AIS providers to develop action plans to ensure continued growth for all students.

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.

Under School Wide Programs, all sources of funding are utilized to meet the needs of all students, staff and parents as described in this Comprehensive Education Plan. Tax Levy Fair Student Funding and Title I SWP are utilized for the after school programs as per session hours; New York State and Federal Early Class Size Reduction allocation and New York State standards at the local level have been used to provide small-class size opportunities and additional content area instruction; New York State Legislative grants are used for computer upgrades, enrichment and an after-school program. Tax Levy IEP funding for paraprofessionals; Tax Levy Fair Student Funding and Title I SWP provides for a pull-out ELL teacher who will service additional students with increased frequency for instruction. Additional Library Services will be provided. 2 - full day Pre-Kindergarten classes are offered. We have 2 - AIS Reading Teachers, 1 – Math Coach, 1 - Math AIS Teacher, 1 – IEP Teacher and 5 – Cluster Teachers who all provide expert instruction in all Curriculum Areas.

P.S 194’s Federal Magnet Grant (Academy of Musical Theater Arts) funds Dance Teacher, .6 Music/Arts Teacher , .4 Site Coordinator and partnerships with Professional Music and Art Organizations.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name | Fund Source <i>(i.e., Federal, State,</i> | Program Funds Are “Conceptually” ¹ Consolidated | Amount Contributed to Schoolwide Pool | Check (✓) in the left column below to verify that the school has met the intent and purposes ² of |
|--------------|--|---|--|---|
|--------------|--|---|--|---|

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program

| | or Local) | in the Schoolwide Program (✓) | | | (Refer to Galaxy for FY'11 school allocation amounts) | each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan. | |
|-------------------------|-----------|----------------------------------|----|-----|--|--|--------------------|
| | | Yes | No | N/A | | Check (✓) | Page #(s) |
| Title I, Part A (Basic) | Federal | ✓ | | | \$408,084.76 | ✓ | 16, 18, 20, 22, 24 |
| Title I, Part A (ARRA) | Federal | ✓ | | | \$95,968.44 | ✓ | 16, 18, 22 |
| Title II, Part A | Federal | ✓ | | | \$96,465.56 | ✓ | 16, 18, 24 |
| Title III, Part A | Federal | | ✓ | | | | |
| Title IV | Federal | | | ✓ | | | |
| IDEA | Federal | | ✓ | | | | |
| Tax Levy | Local | | ✓ | | | | |

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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;

-
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
 - **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
 - **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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, CORRECTIVE ACTION, OR RESTRUCTURING
N/A FOR 22K194

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)
N/A FOR 22K194

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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: 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.)
6 Students
2. Please describe the services you are planning to provide to the STH population.
 - School Supplies
 - Shoes and Clothing
 - Counseling
 - Ongoing support and assistance by the Parent Coordinator to assist with Health Records and Immunization
 - Metro Cards for General Education Students for transportation to and from school
 - Provide immediate enrollment
 - After School Programs

Part B: FOR NON-TITLE I SCHOOLS - N/A FOR 22K194

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 your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

| | | | | | | |
|---------------------|---------------------------|-------------|--------|---------------|--|--------------|
| School Name: | P.S. 194 Raoul Wallenberg | | | | | |
| District: | 22 | DBN: | 22K194 | School | | 332200010194 |

DEMOGRAPHICS

| | | | | | | | |
|----------------|-------|---|---|---|----|----------|---|
| Grades Served: | Pre-K | v | 3 | v | 7 | 11 | |
| | K | v | 4 | v | 8 | 12 | |
| | 1 | v | 5 | v | 9 | Ungraded | v |
| | 2 | v | 6 | | 10 | | |

| Enrollment | | | | Attendance - % of days students attended: | | | |
|---------------------------|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Pre-K | 36 | 36 | 36 | | 92.3 | 93.4 | 93.2 |
| Kindergarten | 66 | 72 | 69 | | | | |
| Grade 1 | 62 | 73 | 75 | Student Stability - % of Enrollment: | | | |
| Grade 2 | 58 | 70 | 68 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Grade 3 | 60 | 55 | 66 | | 90.2 | 92.4 | 93.5 |
| Grade 4 | 91 | 64 | 64 | | | | |
| Grade 5 | 74 | 89 | 65 | Poverty Rate - % of Enrollment: | | | |
| Grade 6 | 0 | 0 | 0 | <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 |
| Grade 7 | 0 | 0 | 0 | | 82.3 | 91.1 | 91.1 |
| Grade 8 | 0 | 0 | 0 | | | | |
| Grade 9 | 0 | 0 | 0 | Students in Temporary Housing - Total Number: | | | |
| Grade 10 | 0 | 0 | 0 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Grade 11 | 0 | 0 | 0 | | 2 | 4 | 12 |
| Grade 12 | 0 | 0 | 0 | | | | |
| Ungraded | 0 | 1 | 1 | Recent Immigrants - Total Number: | | | |
| Total | 447 | 460 | 444 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| | | | | | 2 | 6 | 5 |

| Special Education | | | | Suspensions (OSYD Reporting) - Total Number: | | | |
|--|---------|---------|---------|---|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes | 31 | 36 | 35 | Principal Suspensions | 15 | 14 | 10 |
| # in Collaborative Team Teaching (CTT) Classes | 26 | 28 | 29 | Superintendent Suspensions | 4 | 7 | 7 |
| Number all others | 19 | 25 | 24 | | | | |

These students are included in the enrollment information above.

| Special High School Programs - Total Number: | | | |
|---|---------|---------|---------|
| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| CTE Program Participants | 0 | 0 | 0 |
| Early College HS Program Participants | 0 | 0 | 0 |

| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Number of Staff - Includes all full-time staff: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| # in Transitional Bilingual Classes | 0 | 0 | TBD | Number of Teachers | 42 | 40 | 42 |
| # in Dual Lang. Programs | 0 | 0 | TBD | Number of Administrators and Other Professionals | 10 | 10 | 6 |
| # receiving ESL services only | 45 | 52 | TBD | | | | |
| # ELLs with IEPs | 6 | 13 | TBD | Number of Educational Paraprofessionals | 7 | 8 | 15 |

These students are included in the General and Special Education enrollment information above.

| Overage Students (# entering students overage for | | | | Teacher Qualifications: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | 0 | 0 | 0 | % fully licensed & permanently assigned to this school | 100.0 | 100.0 | 100.0 |
| | | | | % more than 2 years teaching in this school | 76.2 | 80.0 | 92.9 |
| | | | | % more than 5 years teaching anywhere | 76.2 | 72.5 | 83.3 |
| Ethnicity and Gender - % of Enrollment: | | | | | | | |
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher | 88.0 | 83.0 | 90.5 |
| American Indian or Alaska Native | 0.2 | 0.4 | 1.4 | % core classes taught by "highly qualified" teachers | 100.0 | 100.0 | 100.0 |
| Black or African American | 47.2 | 46.1 | 45.7 | | | | |
| Hispanic or Latino | 25.7 | 25.7 | 30.2 | | | | |
| Asian or Native Hawaiian/Other Pacific | 17.4 | 17.2 | 6.1 | | | | |
| White | 8.7 | 9.6 | 9.7 | | | | |
| Male | 47.7 | 51.3 | 49.1 | | | | |
| Female | 52.3 | 48.7 | 50.9 | | | | |

2009-10 TITLE I STATUS

| | | | | | | | |
|------------------|-----------|--|--|---------|---------|---------|---------|
| v | Title I | | | | | | |
| | Title I | | | | | | |
| | Non-Title | | | | | | |
| Years the School | | | | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
| | | | | v | v | v | v |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| | | | | | | | |
|-----------------------------|--|---------|--|--|--|--|--|
| SURR School (Yes/No) | | If yes, | | | | | |
|-----------------------------|--|---------|--|--|--|--|--|

Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

| | Phase | | Category | | | |
|--|-------------------------------|--|----------|-------|---------|---------------|
| | In Good | | v | Basic | Focused | Comprehensive |
| | Improvement Year 1 | | | | | |
| | Improvement Year 2 | | | | | |
| | Corrective Action (CA) – Year | | | | | |
| | Corrective Action (CA) – Year | | | | | |
| | Restructuring Year 1 | | | | | |
| | Restructuring Year 2 | | | | | |
| | Restructuring Advanced | | | | | |

Individual Subject/Area AYP Outcomes:

| Elementary/Middle Level | | Secondary Level | |
|-------------------------|---|------------------|--|
| ELA: | v | ELA: | |
| Math: | v | Math: | |
| Science: | v | Graduation Rate: | |

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

| Student Groups | Elementary/Middle Level | | | Secondary Level | | | Progress Target |
|---------------------|-------------------------|------|---------|-----------------|------|-------------|-----------------|
| | ELA | Math | Science | ELA | Math | Grad Rate** | |
| All Students | v | v | v | | | | |
| Ethnicity | | | | | | | |

| | | | | | | | |
|---|----------|----------|----------|--|--|--|--|
| American Indian or Alaska Native | | | | | | | |
| Black or African American | v | v | | | | | |
| Hispanic or Latino | v | v | - | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | - | - | - | | | | |
| White | - | - | - | | | | |
| Multiracial | | | | | | | |
| Students with Disabilities | v | v | - | | | | |
| Limited English Proficient | - | - | - | | | | |
| Economically Disadvantaged | v | v | | | | | |
| Student groups making | 5 | 5 | 1 | | | | |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| | | | | | | | |
|--|------|--|--|--|--|--|----|
| Progress Report Results – 2009-10 | | Quality Review Results – 2009-10 | | | | | |
| Overall Letter Grade: | C | Overall Evaluation: | | | | | NR |
| Overall Score: | 37 | Quality Statement Scores: | | | | | |
| Category Scores: | | Quality Statement 1: Gather Data | | | | | |
| School Environment: | 8.2 | Quality Statement 2: Plan and Set Goals | | | | | |
| <i>(Comprises 15% of the</i> | | Quality Statement 3: Align Instructional Strategy to Goals | | | | | |
| School Performance: | 6.4 | Quality Statement 4: Align Capacity Building to Goals | | | | | |
| <i>(Comprises 25% of the</i> | | Quality Statement 5: Monitor and Revise | | | | | |
| Student Progress: | 20.4 | | | | | | |
| <i>(Comprises 60% of the</i> | | | | | | | |
| Additional Credit: | 2 | | | | | | |

| | |
|--|---|
| KEY: AYP STATUS | KEY: QUALITY REVIEW SCORE |
| v = Made AYP | U = Underdeveloped |
| vSH = Made AYP Using Safe Harbor Target | UPF = Underdeveloped with Proficient Features |
| X = Did Not Make AYP | P = Proficient |
| - = Insufficient Number of Students to Determine AYP | WD = Well Developed |
| | NR = Not Reviewed |

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

| | | | |
|--|--------------------|--|-------------------------------------|
| Network Cluster Donald Conyers | District 22 | School Number 194 | School Name Raoul Wallenberg |
| Principal Mary Zissler-Lynch | | Assistant Principal Lillian Benezra | |
| Coach Jennifer Hanna | | Coach type here | |
| Teacher/Subject Area Ruth Florian (ELL) | | Guidance Counselor type here | |
| Teacher/Subject Area Debra Sullivan (AIS) | | Parent type here | |
| Teacher/Subject Area type here | | Parent Coordinator type here | |
| Related Service Provider type here | | Other | |
| Network Leader type here | | Other type here | |

B. Teacher Qualifications

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

| | | | | | |
|---|----------|--|----------|--|----------|
| Number of Certified ESL Teachers | 1 | Number of Certified Bilingual Teachers | 0 | Number of Certified NLA/Foreign Language Teachers | 0 |
| Number of Content Area Teachers with Bilingual Extensions | 0 | Number of Special Ed. Teachers with Bilingual Extensions | 0 | Number of Teachers of ELLs without ESL/Bilingual Certification | 0 |

C. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|---------------|
| Total Number of Students in School | 407 | Total Number of ELLs | 46 | ELLs as Share of Total Student Population (%) | 11.30% |
|------------------------------------|------------|----------------------|-----------|---|---------------|

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Parents of newly admitted ELL students meet with the in-take team, which consist of the Principal, ESL teacher and Parent Coordinator when they arrive. A Home Language Survey, in their native language, is issued to the parent to help identify if there's a second language spoken at home. As the parent is completing the survey the ELL teacher, Mrs. Florian (who is fluent in English/Spanish) conducts an informal oral interview with the student and parent to gather additional information on the student. Mrs. Hanna, our instructional reading coach who has been trained by our ELL teacher, will conduct the interview if Mrs. Florian is not available. If the parent requires an interpreter to communicate with we have staff members available in the languages of Spanish, Russian, Chinese and Hebrew. When a parent whose language is not represented at our school we turn to either a parent volunteer or the Translation and Interpretation Unit's Interpretation hotline for help. Once the parent completes the HLIS the ELL teacher then reviews the survey and identifies whether or not the student is eligible for testing. If the student is eligible the ELL teacher informs the parent that the student will be assessed within 10 days of their registration to determine proficiency in the English language and based on their overall score they will be identified as an ELL and be eligible for additional services.

Once the students are assessed with the LAB-R the ELL teacher gathers their HLIS, makes a copy of the survey and places the original HLIS in their cumulative record. The copy of the HLIS is retained by the ELL teacher. Parents of students who fall below the cut off scores in the LAB-R are invited to participate in a Parent Orientation to discuss program options for their child. The Parent Orientations are held throughout the year as needed, the first orientation always being in September followed by orientations in December, March and June if applicable. Parents are sent invitations to the orientation in their native language and a follow up phone call is made remembering parents of the upcoming orientation. At the orientations the parents will be presented with information about the various programs available to their child through the orientation video and pamphlets in their native languages. An English/Spanish orientation is held with our ELL teacher, an English/Chinese with our Chinese speaking classroom teacher and ELL teacher, an English/Russian orientation with our Russian speaking para and ELL teacher and an English/Urdu orientation with our ELL teacher and a contracted vendor.

Once the orientation is complete and the parents are well aware of the different programs available to their child they are given the parent selection form. They are requested to complete the form during the orientation and return to the ELL teacher. Parents who do not attend the orientation are contacted by phone and informed of the different programs. They are then told that they will be receiving a parent selection form for them to fill out and return the next day with their selection. A reward is given to the students who return the forms the next day to serve as an incentive. These forms are photocopied-the original is placed in the student's cumulative record and the copy is held with the ELL teacher.

Depending on the parents selection students are placed in their requested program. A placement letter is then sent out to the parents in their native language informing them that their child will be participating in their requested program. If the parent requests a program that is not available at our school the parent is informed that they can obtain a transfer to another school were their program is offered. If the parent opts to maintain their student in our school they are informed that the student will receive ESL services and if the program they select becomes available at our school they will be notified.

The trend in program choices that parents have been requesting through the parent survey and program selection forms has been English as a Second Language. We currently have 46 ELL students, out of the 46 students a total of 38 parents requested that their child participate in an ESL program. We aligned our program model with parent requests. We currently have a Free Standing ESL program that is designed to assist ELL students achieve the Common Core State Standards for their grade level. Through academic subject area instruction in English, using Balanced Literacy methodologies and instructional strategies of ESL, we target their specific needs by strengthening their reading skills with particular emphasis on decoding skills, phonemic awareness, comprehension, fluency, vocabulary development and writing.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

K 1 2 3 4 5

Check all that apply

6 7 8 9 10 11 12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

| ELL Program Breakdown | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small> | | | | | | | | | | | | | | 0 |
| Dual Language <small>(50%:50%)</small> | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | | | | | | | | 0 |
| Push-In | 1 | 1 | 1 | 1 | 1 | 1 | | | | | | | | 6 |
| Total | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|---|----|--------------------------------------|----|
| All ELLs | 46 | Newcomers (ELLs receiving service 0-3 years) | 39 | Special Education | 15 |
| SIFE | 0 | ELLs receiving service 4-6 years | 7 | Long-Term (completed 6 years) | 0 |

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

| | ELLs by Subgroups | | | | | | | | | Total | |
|----------------------|-------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|----|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | | |
| TBE | | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | | 0 |
| ESL | 39 | | 9 | 7 | | 6 | | | | | 46 |
| Total | 39 | 0 | 9 | 7 | 0 | 6 | 0 | 0 | 0 | | 46 |

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | | | | | | | | | | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 |

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | ELL | EP |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | ELL | EP |
| Spanish | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | 0 | 0 |
| French | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

This Section for Dual Language Programs Only

| | |
|---|------------------------------------|
| Number of Bilingual students (students fluent in both languages): | Number of third language speakers: |
| Ethnic breakdown of EPs (Number): African-American: | Asian: |
| Hispanic/Latino: | |

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language**Number of ELLs by Grade in Each Language Group**

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|-----------|----------|-----------|----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Spanish | 3 | 2 | 3 | 1 | 5 | 1 | | | | | | | | 15 |
| Chinese | 1 | 0 | 0 | 0 | 1 | 0 | | | | | | | | 2 |
| Russian | 0 | 0 | 1 | 0 | 0 | 0 | | | | | | | | 1 |
| Bengali | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Urdu | 6 | 6 | 5 | 1 | 2 | 2 | | | | | | | | 22 |
| Arabic | 0 | 0 | 1 | 0 | 0 | 0 | | | | | | | | 1 |
| Haitian | 0 | 0 | 0 | 0 | 1 | 1 | | | | | | | | 2 |
| French | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Korean | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Punjabi | 0 | 1 | 0 | 1 | 0 | 0 | | | | | | | | 2 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | 1 | | | | | | | | | 1 |
| TOTAL | 10 | 9 | 10 | 3 | 10 | 4 | 0 | 46 |

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
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 (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
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.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

The program will fulfill mandated units of ESL (as per CR Part 154 requirements) for each student depending on English language proficiency level. Our ELLs are grouped heterogeneously by grade. If the ELL is at a beginning or intermediate level, the ELL will be serviced five times a week for a total of 375 minutes. If the ELL is at an advanced level, the ELL will be serviced four times a week for 180 minutes per week. The required 25% of Native Language Support will be provided to all ELL students through multi-lingual libraries and books, buddy/partners of same language, use of dual language dictionaries and glossaries and the use of multi-lingual leap pads for independent reading. Our advanced ELL students are provided with 180 minutes of ELA instruction through participation in the reader's/writer's workshop during their classroom time. ELL Instruction will focus on reading/writing skills and meaningful content so that students understand why they need to learn details of language use. Integration of reading and math content, with emphasis on problem solving will incorporate ESL

strategic instruction that is aligned with grade level math curriculum and Common Core Standards. ELL students are supported through small group math instruction and math AIS push-in grades 3,4,and 5. The integration of technology to support math concepts help our beginning and intermediate level students attain a deeper understanding. The use of math glossaries assist the students in expanding their knowledge of vocabulary needed to solve math problems.

We incorporate explicit ESL instruction, and our ESL teacher aligns her instruction with the ESL and Common Core State Standards (copies of both are located in our ESL classroom).She groups her students heterogeneously giving opportunities for students in levels beginning, intermediate and advanced to interact with each other. The use of leveled readers allows for the teacher to provide differentiated instruction to address all language levels. Informal teacher observations are used to determine how effectively students participate in and complete each skill lesson at their level of proficiency.

The use of scaffolding strategies such as modeling, bridging, contextualization, schema building, text representation and metacognitive development are implemented throughout our program to help academic development and support our ELLs in the content areas. The comprehension of academic content is supported through the use of visuals and manipulatives. Language functions and structures are imbedded in lessons along with language objectives. Students participate in accountable talk during class instruction through the use of activities such as literature circles and partner/buddy share. The teacher models the use of language and charts language structures that should be used during conversations. These languages structures remain posted throughout the room for ELLs to refer to. Pre-taught vocabulary is used to deepen comprehension of lessons. Pictures and manipulatives are used to help ELLs develop meaning vocabulary words.

We align our ESL program with the Common Core State Standards and with classroom core curriculum. Students have access to a leveled and genre organized classroom libraries in English.

Students are assessed in content areas (math, science, social studies and technology) in English only (they are not assessed in their native language) with accommodations. Such accommodation include: time and a half, separate location, option of bilingual dictionaries, simultaneous use of English and direct translation alternate language editions of exams. The classroom teacher as well as the ESL teacher assists in guiding instruction and identifying a student's strengths and weaknesses. Both analyze the results of these assessments. The classroom teacher, ESL teacher and school coaches will work together to integrate reading and math context.

We offer the following plan for our ELL students receiving service 4 to 6 years. As a school, when we identify level I and II students, we revisit the Home Language Identification Survey and meet with the parents to determine if a dual language is a factor in causing the student to perform at level I or II. Academic Intervention services in content areas using ESL strategies will continue to be provided to assist these students.

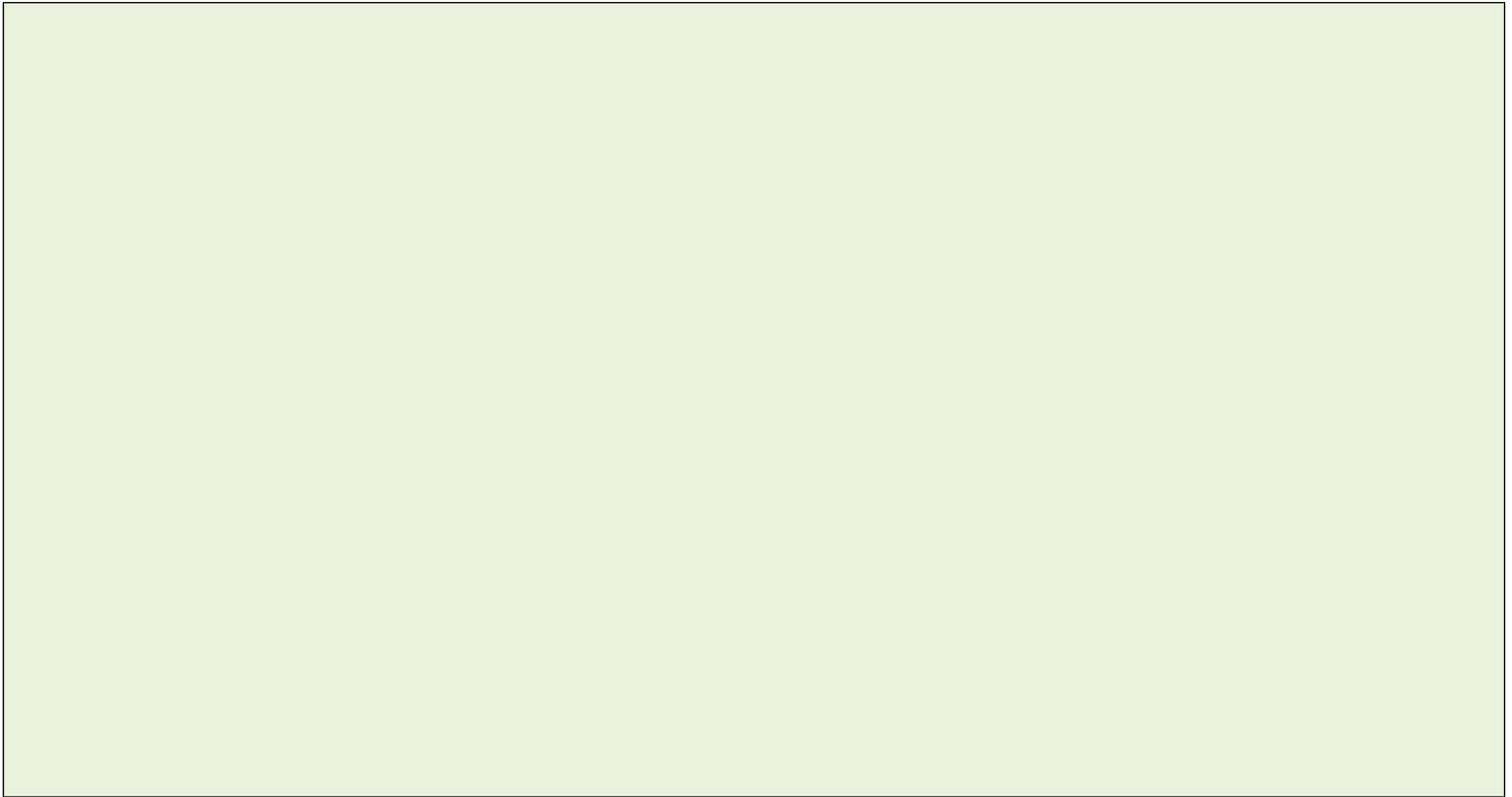
Newcomers to P.S. 194 are grouped by grade level and language proficiency. Services addressing verbal communication, vocabulary, literacy and acculturation are provided during regular school day and during extended day programs. A Welcome Breakfast is held early September to welcome our newly admitted students and parents to our school community. At this breakfast they are introduced to the administrative staff as well as our entire school staff.

Test sophistication and instruction in content areas is provided for long-term ELLs in small group settings and during extended day programs. Students are also provided with AIS services in content areas that are grade appropriate.

Our plan for Special Education ELLs provides guidance services and pull-out services as they are indicated in a student's IEP. In addition, ELL Special Education students have a Special Education teacher who provides ongoing support and articulates regularly with the ESL teacher and guidance counselor.

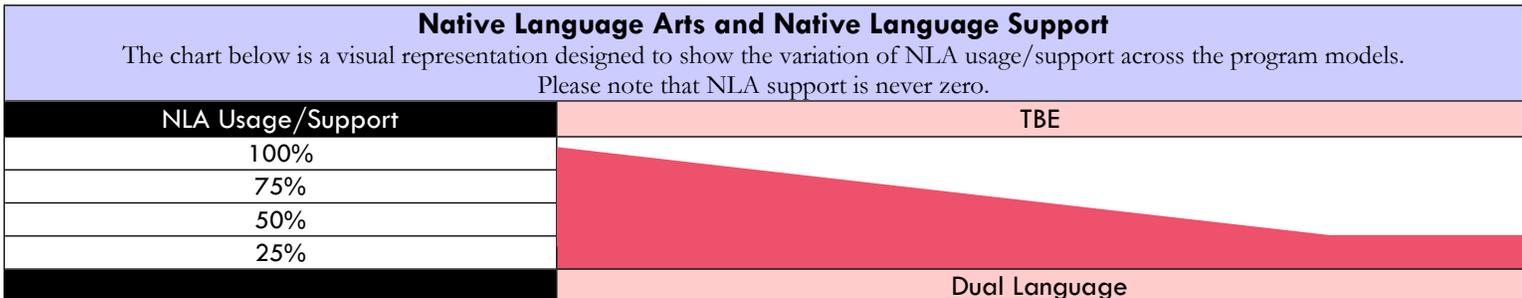
Our plan for Students with Interrupted Formal Education (SIFE) includes intensive academic intervention based on assessment (formal and informal) of a student's academic and social need. Both small group and whole classroom settings will be provided that address needs via lessons and activities that are age and grade appropriate.

Improvements that we are currently working on this school year is getting our ELLs college and career ready. Our ELL teacher along with our monolingual classroom teachers are aligning their curriculum with the Common Core State Standards as well as the NYS ESL Standards. The integration of technology within their lessons helps our students equip themselves with the resources needed to succeed in the future.



| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8 | | | |
|---|-----------------------|-----------------------|----------------------|
| | Beginning | Intermediate | Advanced |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day |

| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12 | | | |
|--|----------------------|----------------------|----------------------|
| | Beginning | Intermediate | Advanced |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |



| | | | |
|-------------|------------------|---------------------|-----------------|
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| | Freestanding ESL | | |
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| TIME | BEGINNERS | INTERMEDIATE | ADVANCED |

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Through the use of manipulative and ESL strategies we will deepen the students understanding of key math terms and number facts. Lesson plans include all four components of literacy listening, speaking, reading and writing. All ELLs are expected to participate in small group activities to help in the development of oral and written language. Our ESL teacher follows the writer's workshop model to guide students in writing activities. ELLs produce persuasive, informative and narrative writing pieces following an author's writing process: prewriting, drafting, revising and publishing and aligned to the ESL and Common Core State Standards. Computers are available in our ESL classroom and regular classrooms for our students to use. Teachers are encouraged to integrate the use of such computers in their lessons.

ELLs that achieve proficiency in English and exit out of the ESL program are supported with A.I.S. services along with after school programs. They also receive testing accommodations for two years after their exit of the program. These testing accommodations include:

- Time extensions
- Separate locations and/or small group administration
- Bilingual glossaries and dictionaries (word for word translations only)

- Simultaneous use of English and other available language editions
- Oral translations for lower incidence languages
- Written responses in the native language
- Third reading of listening selections

Our ELLs participate in all the curricular and extracurricular activities offered at our school. Such as the Math Initiatives “Star Facts,” AIS services are provided for long term ELLs and ELLs who have recently exited out of the ELL program, Music and Art. After school programs are also provided for our English Language Learners such programs include Title III programs for developing their reading, writing and math skills, Music Outreach programs, Character Education and Violence Prevention programs.

In 2007 our school was awarded a Federal Magnet Grant that enabled us to open up a “Musical Theatre Arts” program for all our students. Our English Language Learners participate in music, dance and theatre in grades K-5.

P.S. 194 uses a broad variety of instructional materials, methodologies, and resource personnel to support our ELL population. Among these instructional materials are Rigby In Step Readers, Treasure Chest for English Language Learners, Santillana Intensive English, Attanasio and Associates Getting Ready for the NYSESLAT and Leap Pads which help address our students reading and writing needs. Balanced literacy is the fulcrum of our program for general and special education students as well as for our ELL population. Phonics, author studies and supplementary basal materials support the program.

The use of multi-cultural books for shared/guided/independent reading and read aloud are used to connect to student’s prior knowledge and to promote cultural acceptance and build on ELL’s self esteem. We will use our available materials including technology resources, such as the Lexia reading program to help further develop their decoding abilities. The use of student laptops and Smartboard, which are located in the ELL classroom, help expose ELL students to different educational websites.

Though we only offer an ESL program at PS 194 and English is the only language used for instruction we still support the student’s native language. We have native language books in our school’s library as well as in our ELL classroom. Students are encouraged to read the books and take them home to share with their family. Native language testing is available for students in the content areas of math, social studies and science. Students are often buddy up with students in the classroom who speak the same language to help them throughout the day.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child’s native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. 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.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Our ELL teacher attends off site workshops, seminars and conferences related to ELLs.. She attends monthly ELL professional development meetings within our network to enhance her teaching techniques and to be up to date with ongoing ELL policies and changes. Our teachers participate in inter-visitations, mentoring and participation in professional conferences. These professional development activities will deepen the teacher’s understanding of scaffolding skills. Teachers also participate in conferences and workshop aimed at increasing parent involvement in our school community, especially with the immigrant community. The mainstream classroom teacher participates in workshops with the ESL teacher to assist in extending teaching skills to support ELLs in the classroom. All our classroom teachers, out of classroom

teachers and service providers (OT/PT/Speech/ Guidance Counselor/Paraprofessionals) as well as our AP and Parent Coordinator participate in monthly Faculty conferences which incorporate ELL strategies and methodologies. Our clerical staff will also participate in mini workshops throughout the school day with our ELL teacher to provide information on how to interact with our ELL Parents and procedures in obtaining translation and interpretation services. Our entire teaching staff participates in Teacher Team Meetings as well as monthly Grade Conferences. During scheduled Grade Conferences monolingual classroom and cluster teachers will participate in PD that help them incorporate ELL strategies and methodologies with content area. Such strategies will include the use of cooperative learning activities and the use of scaffolding techniques integrated into their balanced literacy. Teachers will be encouraged to keep observation logs of their ELLs to assist in identifying their learning habits and abilities. On November 2, 4 and 5, 2010 grades K-5 and Cluster teachers will participate in incorporating ELL strategies into their Everyday Math content. On January 4,6 and 7, 2011 grades K-5 and Cluster Teachers will participate in PD concentrating on differentiating instruction during their ELA periods using ELL strategies and on April 12, 14 and 15, 2011 all classroom and cluster teachers will participate in PD on integrating ELL strategies with their Harcourt Science curriculum.

In addition we are holding PD meetings on ELL strategies and ELL compliance for all our staff members during after-school hours to assist them in obtaining the minimum requirement of the 7.5 hours as per Jose P. We will be holding a workshop on February 21, 2011 from 2:40 pm- 4:40 pm. This workshop will focus on how to integrate ELL strategies within content area and will be given by a licensed ELL teacher. Each teacher participating in this workshop will be required to maintain a copy of the agenda along with any handouts given. The school will maintain a copy of the sign in sheet with an attached agenda to keep a record of our teachers participation towards meeting the minimum 7.5 hours of ELL training.

The ESL and classroom teacher meet at designated times to discuss their student's progress and identify additional needs. They work closely together to align their curriculum during common preps. Long term ELLs are serviced by the ESL teacher as well as an AIS provider. They meet to discuss the student's progress, analyze assessments and plan the next steps to be taken as they assist the student in achieving academic success. Additional staff members will attend workshops during common preps and after school workshops that concentrate on ESL methodology to develop and integrate ESL strategies designed to help ELL students.

In order to support our staff in assisting our ELLs transition from elementary to middle school our ELL teacher meets with all the Fifth grade teacher, our School Guidance Counselor and Pupil Personnel secretary to make sure that all ELLs are transitioned to the appropriate school program. They assure themselves that all documents needed for the student is organized and completed to follow the student to his/her new school. Though we only offer an ESL program at PS 194 and English is the only language used for instruction we still support the student's native language. We have native language books in our school's library as well as in our ELL classroom. Students are encouraged to read the books and take them home to share with their family. Native language testing is available for students in the content areas of math, social studies and science. Students are often buddy up with students in the classroom who speak the same language to help them throughout the day.

..

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

The program makes every effort to involve parents of ELLs in every aspect of student's learning. When an ELL enters the program, his/her parent(s) are given an orientation in which they are shown a New York City Department of Education video (in the home language when possible) and have the program, state standards, assessments, school expectations, general program requirements, and other program choices explained to them. Scheduled parent/teacher conferences take place at least twice a year. Throughout the year, efforts are made to ensure that all possible program and school information are distributed to the parents of ELLs in their home language. The translation funds are used to translate parent letters and forms. The parent coordinator works collaboratively with the ESL and classroom teachers to increase parent participation in school activities.

A translation and interpretation policy has been implemented to facilitate communication between school administrators, teachers and parents of ELLs. Translated versions of school letters will be available to parents of ELLs and interpreters will also be available to assist parents in communicating with teachers and school staff.

Parents of ELLs are invited to participate in all of our parent outreach programs such as: Family Literacy Night, Family Math Night, Social Studies Night, ELA Night, Multi-Cultural Potluck Night, Character Education Family Night, Magnet Family Night and Sports Night. They are also invited to our September Welcome Back breakfast as well as the Title III parent workshops to inform them on upcoming assessments and how to further assist their children to prepare for the exams. Interpreters will be present to assist in interpreting with our parents during these workshops.

During each of these parent workshops interpreters will be present to assist the parents in Spanish, Chinese, and Urdu (these are the major languages present in our school community). The use of contracted vendors will provide the interpretation services and if any additional language is needed during the event we will contact the interpretation hotline or request for a parent volunteer to assist.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|----|---|----|---|----|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B) | 7 | 6 | 8 | 0 | 2 | 0 | | | | | | | | 23 |
| Intermediate(I) | 3 | 2 | 1 | 3 | 6 | 3 | | | | | | | | 18 |
| Advanced (A) | 0 | 1 | 1 | 0 | 2 | 1 | | | | | | | | 5 |
| Total | 10 | 9 | 10 | 3 | 10 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 46 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|----|---|---|---|---|---|---|---|---|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING/ SPEAKING | B | 0 | 0 | 0 | 1 | 0 | 0 | | | | | | | |
| | I | 1 | 3 | 0 | 0 | 1 | 0 | | | | | | | |
| | A | 1 | 2 | 0 | 3 | 3 | 3 | | | | | | | |
| | P | 3 | 11 | 3 | 7 | 3 | 3 | | | | | | | |
| READING/ WRITING | B | 2 | 5 | 0 | 1 | 1 | 0 | | | | | | | |
| | I | 2 | 1 | 2 | 5 | 3 | 1 | | | | | | | |
| | A | 0 | 1 | 1 | 1 | 1 | 3 | | | | | | | |
| | P | 1 | 9 | 0 | 3 | 2 | 1 | | | | | | | |

| NYS ELA | | | | | |
|---------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | 3 | 4 | 0 | 0 | 7 |
| 4 | 3 | 1 | 0 | 0 | 4 |
| 5 | 2 | 2 | 2 | 0 | 6 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |

| NYS ELA | | | | | | | | | |
|------------------------|---------|--|---------|--|---------|--|---------|--|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| NYS Math | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | 1 | | 4 | | 1 | | 1 | | 7 |
| 4 | 3 | | 1 | | 0 | | 0 | | 4 |
| 5 | 0 | | 3 | | 1 | | 1 | | 5 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 2 | | 1 | | 1 | | | | 4 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| NYS Social Studies | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 5 | 1 | | 3 | | 1 | | | | 5 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| New York State Regents Exam | | | | |
|-----------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | | | | |
| Math | | | | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |

New York State Regents Exam

| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | English | Native Language | English | Native Language |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |
| Global History and Geography | | | | |
| US History and Government | | | | |
| Foreign Language | | | | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

Native Language Tests

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

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 (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Our ELLs are grouped heterogeneously according to grade level. This gives an opportunity for low-level English proficiency students to interact with higher-level English proficiency students. The ESL teacher guides classroom instruction and addresses ELLs specific needs by

development, and modeled and guided writing activities. We are also addressing their needs by providing support in reading and writing through our Title III After-School program. In addition to the students mandated CR Part 154 units of service the ELL students are receiving academic intervention services in grades 1-5. AIS reading is being provided through push-in model for ELLs in Grades 1-5. The teachers providing the additional services to the ELLs work closely with the ELL teacher to ensure that they incorporate ELL strategies into their small

Part VI: LAP Assurances

In review of the New York State main results, we noticed that ELLs in grades 3 and 5 on a beginning level were performing on a level 2 in Math, and intermediate/advanced students were performing at a level 3. Based on this information we plan to continue to assist and

Signatures of LAP team members certify that the information provided is accurate.

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------|----------------------|-----------|-----------------|
| | Principal | | 11/1/10 |
| | Assistant Principal | | |
| | Parent Coordinator | | |
| | ESL Teacher | | |
| | Parent | | |
| | Teacher/Subject Area | | |
| | Teacher/Subject Area | | |
| | Coach | | |
| | Coach | | |
| | Guidance Counselor | | |
| | Network Leader | | |
| | Other | | |