



**PS 194M
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 05/M194
ADDRESS: 244 WEST 144TH ST. NY NY 10030
TELEPHONE: 212-690-5954
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 194M **SCHOOL NAME:** Countee Cullen Elementary

SCHOOL ADDRESS: 244 West 144th St. NY NY 10030

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

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

POSITION/TITLE PRINCIPAL

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Isis Tapia

PRINCIPAL: Charyn Koppelson Cleary

UFT CHAPTER LEADER: Ousman Couey

PARENTS' ASSOCIATION PRESIDENT: Dettering Hamilton

STUDENT REPRESENTATIVE:
(Required for high schools) n/a

DISTRICT AND NETWORK INFORMATION

DISTRICT: 05 **CHILDREN FIRST NETWORK (CFN):** Network CFN # 407

NETWORK LEADER: Varelton McDonald

SUPERINTENDENT: Gale Reeves

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT 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
Charyn Koppelson Cleary	*Principal or Designee	
Ousman Couey	*UFT Chapter Chairperson or Designee	
Dettering Hamilton	*PA/PTA President or Designated Co-President	
Pamela Canady	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Romaine Stewart	DC 37 Representative, if applicable	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Rovina Jennings	Member/SLT Parent	
Isis Tapia	Member/ SLT Chair	
Ellen Smalls	Member/SLT	
Michael Allen	Member/	
Wilson Hung	Member/	
Martin Williams	Member/	
	Member/	

(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.

Based on the feedback from our 2008-2009 SQR, our 2009-2010 Quality Review, our 2008-2009 ELA scores and the recent ELA cut scores data: From our preliminary New York State standardized test data for Spring 2010, 150 students were tested in grades 3-5 in ELA, approximately 30 students did not meet the promotional criteria in ELA.

Strengthening the literacy development of students in grades K-5, and the capacity of our instructional staff to provide a rigorous instructional program to all students will be the focus of the program and activities for this school year and beyond. We have determined that at this point our work with AUSSIE has moved our teaching and learning community into a Balanced Literacy mode as we planned; however, through weekly consultations with AUSSIE and the administration, and various methods of assessing the progress we have also determined that the teachers and the students require more structured approach at this time.

1. Therefore, through our DINI Grant-the implementation of an evidence-based research approach provided by America's Choice will be used to meet the academic needs of students and the professional development needs of staff. The America's Choice School Program provides a coherent, comprehensive approach in literacy and mathematics that would be an excellent match to greatly improve teaching and learning and support PS 194 in focusing on purposeful reading and writing. In addition, two of the co-team members on the recently published Common Core State
2. America's Choice will be used to meet the academic needs of students and the professional development needs of staff. The America's Choice School Program provides a coherent, comprehensive approach in literacy and mathematics that would be an excellent match to greatly improve teaching and learning and support PS 194 in focusing on purposeful reading and writing. In addition, two of the co-team members on the recently published Common Core State Standards are America's Choice staff and the challenge for our school to align our teaching, especially Literacy, Social Studies and even Science, will be partially met as soon as we begin to implement this program. The activities are as follows: America's Choice Using Genre Studies- Writing Aviator Grades (K-5 combines) rich instructional materials with powerful professional development to develop writing within the regular instructional program and help teachers build their students into strong writers. Writing Aviator speaks directly to the emphases expressed in the BPS paper Literacy across the Curriculum Framework, as well as the Reading Next and Writing Next reports though its dual focus: (1) development of the writing process and (2) explicit instruction in the skills of writing different genres.

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:	Countee Cullen Elementary School				
District:	05	DBN #:	05M194	School BEDS Code:	310500010194

DEMOGRAPHICS									
Grades Served in 2009-10:	<input 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)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		90.1	91.5	89.6		
Kindergarten	47	39	34						
Grade 1	42	46	45	Student Stability: % of Enrollment					
Grade 2	46	42	52	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	45	53	48		92.6	76.5	84.3		
Grade 4	49	50	63						
Grade 5	46	44	46	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11		
Grade 7	0	0	0		76.6	89.6	93.6		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		11	34	49		
Grade 12	0	0	0						
Ungraded	5	8	2	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	280	282	290		4	2	10		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	34	32	33						
No. in Collaborative Team Teaching (CTT) Classes	12	35	32	Principal Suspensions	1	2	58		
Number all others	9	4	7	Superintendent Suspensions	26	26	34		
<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)	2008-09	2009-10	2010-11	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	TBD	CTE Program Participants			
# in Dual Lang. Programs	0	0	TBD	Early College HS Participants	-	-	-
# receiving ESL services only	35	46	TBD	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	3	8	TBD	(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	33	32	37
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	10	9	5
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	1	1	5
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2008-09	2009-10	2010-11	% fully licensed & permanently assigned to this school	100.0	100.0	96.6
American Indian or Alaska Native	1.1	1.4	0.7	Percent more than two years teaching in this school	60.6	53.1	67.6
Black or African American	71.8	67.4	65.2	Percent more than five years teaching anywhere	60.6	59.4	67.6
Hispanic or Latino	25.4	28.4	31.4				
Asian or Native Hawaiian/Other Pacific Isl.	0.4	0.7	1.4	Percent Masters Degree or higher	76.0	72.0	78.4
White	1.1	0.7	1.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	80.6	92.5	96.0
Multi-racial	-	-	-				
Male	52.1	51.8	49.7				
Female	47.9	48.2	50.3				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I School wide 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"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10	<input checked="" type="checkbox"/> 2010-11

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 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)	X			X
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)			Secondary Level (✓)	
	ELA:	X		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	X	√	√				
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	X	√					
Student groups making AYP in each subject	2	3	1				

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 – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade	C	Overall Evaluation:	P
Overall Score	35.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment (Comprises 15% of the Overall Score)	3.9	Quality Statement 2: Plan and Set Goals	P
School Performance (Comprises 25% of the Overall Score)	0	Quality Statement 3: Align Instructional Strategy to Goals	UPF
Student Progress (Comprises 60% of the Overall Score)	29.5	Quality Statement 4: Align Capacity Building to Goals	P
Additional Credit	2	Quality Statement 5: Monitor and Revise	P
<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?
-

Needs Assessment:

PS 194 collected, reviewed, and analyzed student achievement information and both qualitative and quantitative data to assess the performance of our students and to identify performance trends in all core content areas, but especially in the targeted area of ELA. The goal of our needs assessment was to review the data to determine the best instructional strategies to meet the diverse needs of our students. Although PS 194 is designated as "a school in good standing" in the areas of math and science, we strongly believe that funding from this grant will support our school in strengthening the implementation of literacy development across the content areas.

Based on the New York State Accountability and Overview Report (AOR) for 2008-2009, PS 194 was identified as a School In Need of Improvement (SINI) Basic Year 2 for the 2009-2010 school year in English Language Arts (ELA) under the NYS Differentiated Accountability system. The Economically Disadvantaged Student Group was identified for not making adequately yearly progress in ELA. The Performance Index was 132 and the Effective AMO target was 134; we missed our designated target by 2 points. In addition, the Students with Disabilities subgroup continue to be a subgroup of concern at PS 194 in ELA. PS 194 was identified during the previous school year as a SINI Basic Year 1 school, based on the participation rate of Students with Disabilities. As a SINI Year 2 school in ELA, we engaged in a thorough reflection and analysis of our instructional program using the State Quality Review rubric and reflection tools. We will continue to focus on implementing instructional strategies and initiatives aimed at supporting the diverse needs of all students, but especially on meeting the needs of Students with Disabilities and English language learners. The goal is to help all of our students develop the skills they need to become strong readers and writers across the content areas.

Findings based on New York State ELA exam results for 2009-2010 as measured by the NYC DOE Progress Report:

- 17.9% of all students were performing on grade level or above in ELA (Level 3 or 4)
- Median student proficiency in ELA was 2.32.
- Median growth percentile in ELA was 69.0%
- The Median growth percentile for the school's lowest 1/3 in ELA was 77.0 %
- Exemplary Proficiency gains for Special Education students in CTT/Self contained /SETTS in ELA was 47.6%

- Exemplary Proficiency gains for Special Education students in CTT in ELA was 5.9%
- Exemplary Proficiency gains for students in the Lowest 1/3 Citywide was 40.0%

Findings based on New York State Math Exam results for 2009-2010 as measured by the NYC DOE progress Report:

- 20.8% of all students were performing on grade level or above in Math (Level 3 or 4)
- Median student proficiency in Math was 2.30
- Median growth percentile in Math was 63.5%
- Median growth percentile for the school's lowest third in Math was 69.0%
- Exemplary Proficiency gains for Self-Contained/ CTT/SETSS in Math was 57.1%

Findings based on a review of both qualitative and quantitative data:

- Based on our preliminary New York State standardized test data for Spring 2010, 151 students were tested in grades 3-5 in ELA, approximately 30 students did not meet the promotional criteria in ELA; 156 tested in mathematics in grades 3-5 and approximately 49 students did not meet promotional criteria in math. Strengthening the literacy and math development of students in grades K-5, and the capacity of our instructional staff to provide a rigorous instructional program to all students will be the focus of the program and activities using funds from the anticipated DINI and SINI Grants for the 2010-2011 school year.
 - We received a "Proficient" on our most recent New York City Quality Review, which was conducted in November 2009. The areas identified for improvement included the need to:
 - a. Develop classroom practices to ensure that all students make progress via differentiated learning experiences of content matter as well as skills and strategies;
 - b. Extend and expand communication and collaboration with students and their parents to increase their capacity to track progress toward meeting specific interim benchmarks and long-term goals;
 - c. Establish greater consistency in the inclusion of parents in interim and long-term school-wide planning so that the vision and roadmap of the school are understood and supported at home; and
 - d. Refine action planning by developing interim goals and benchmarks for all plans so that progress of all adult and student learning can be systematically measured, readjustments made and success evaluated.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 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. By June 2011, overall student performance as evidenced on the NYS ELA exam, will increase by 20%

- Use of 2010-2011 DINI grant to purchase America's Choice Literacy Program, a school wide comprehensive Literacy program, that will transition well to assist our school in meeting the requirements of the Common core state Standards, as well as promoting clear and consistent English Language Arts instructional practices and raising student performance grades K-5.
- Increasing the number of trained Reading Recovery teachers from 1 to 2 this year to increase clinical reading intervention model for 1st grade students, and an additional RTI support person to work with 2nd graders in small groups.
- The full implementation of our school's version of the **Response to Intervention (RTI)** model, researched and implemented in spring 2010. Our model includes post referral and ELL students to ensure all at-risk students' success.
- Use of additional technology to support student performance in our sub-groups: ELL and SWD's

Goal 2. By June 2011, the Title I, ELL, and Students With Disabilities student sub-groups will demonstrate a 100% increase in their use of technology or web-based programs to improve comprehension in ELA, Mathematics, Science and Social Studies,

- As measured by assessment tracking and student usage logs.(for home and school logon time)
- As measured by literacy, core content curricula assessments; summative and formative.
- Direct observation of student classroom usage and engagement; during walkthroughs.
- classroom visits, technology progress reports provided by vendors.

Goal 3. By June 2011, 100% of all teachers will demonstrate their ability to effectively use data to produce instruction that is differentiated and rigorous by developing classroom practices to ensure that all students make progress via differentiated learning experiences of content matter as well as skills and strategies.

- Based on the feedback from our 2009-2010 Quality Review differentiation was foundationally apparent, however, this year we must demonstrate our ability to provide all students and student groups with instructional strategies and appropriate activities that reflect this goal, school-wide.
- Last year we met our goal that 90% of all teachers would learn to collect, interpret and use data to inform their planning and grouping for instruction. Now we are extending this goal 100% to include differentiation consistently and to build more rigorous lessons and assessments to improve student performance.

Goal 4. By June 2011, we will establish at least 60% greater consistency in the inclusion of parents in interim and long-term school-wide planning so that the vision and roadmap of the school are understood and supported at home; and in the school community.

- Continuing and building upon this administrations' Open Door/Family Friendly policies.
- Continuing to present the **Principal's State of the School Report**, which is translated and published in multiple languages for our parents and families, three times per year.

- We will work to increase the number of parents who attend our ***Parent Walkthroughs and Feedback Breakfast*** (last year we averaged about 14-16 parents per walkthrough)
- For the FY 2010-2011, PS 194M has purchased **E-Chalk Interactive School Website** as our main website for more effective and more interactive communication with parents and families, also, opportunities for parents and students to offer recommendations for usage will be extended.
- The FY 2010-2011 PTA and SLT's have a more interactive and collaborative relationship with greater ease of communication in place, including the use of the upcoming E-Chalk website; in which both bodies, will have links/resources.
- The development of more effective/frequent opportunities for collaborative activity planning has become a mutual focus
- Increasing parents/parent organizations' awareness of available building use, educational /informational activities (on-site/off-site) or funding sources (on-site/off-site).
- Providing childcare during school meeting nights, workshops and other events.

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): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve overall student performance on the NYS ELA exam by 20% in 2010-2011</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>Based on the feedback from our 2008-2009 SQR, our 2009-2010 Quality Review, our 2008-2009 ELA scores and the recent ELA cut scores data: From our preliminary New York State standardized test data for Spring 2010, 151 students were tested in grades 3-5 in ELA, approximately 30 students did not meet the promotional criteria in ELA. Strengthening the literacy development of students in grades K-5, and the capacity of our instructional staff to provide a rigorous instructional program to all students will be the focus of the program and activities for this school year and beyond.</p> <p>We have determined that at this point our work with AUSSIE has moved our teaching and learning community into a Balanced Literacy mode as we planned; however, through weekly consultations with AUSSIE and the administration, and various methods of assessing the progress we have also determined that the teachers and the students require more structured approach at this time.</p> <ol style="list-style-type: none"> 1. Therefore, through our DINI Grant-the implementation of an evidence-based research approach provided by America’s Choice will be used to meet the academic needs of students and the professional development needs of staff. The America’s Choice School Program provides a coherent, comprehensive approach in literacy and mathematics that would be an excellent match to greatly improve teaching and learning and support PS 194 in focusing on purposeful reading and writing.

In addition, two of the co-team members on the recently published Common Core State Standards are America's Choice staff and the challenge for our school to align our teaching, especially Literacy, Social Studies and even Science, will be partially met as soon as we begin to implement this program. The activities are as follows:

America's Choice Using Genre Studies- Writing Aviator Grades (K-5 combines) rich instructional materials with powerful professional development to develop writing within the regular instructional program and help teachers build their students into strong writers. Writing Aviator speaks directly to the emphases expressed in the BPS paper *Literacy across the Curriculum Framework*, as well as the *Reading Next* and *Writing Next* reports though its dual focus: (1) development of the writing process and (2) explicit instruction in the skills of writing different genres.

The program includes a Foundations Study and a Genre Study for each grade. The Foundations Study explicitly teaches the rituals and routines of the Writers' Workshop and the writing process within the context of a study of a specific genre. Each Genre Study includes explicit vocabulary and language lessons and significant scaffolding for English Language Learners, Students With Disabilities and other struggling readers and writers. Also included are pre- and post-assessment and interim checkpoint assessments, as well as rubrics to guide teachers' interpretation of the work their students produce.

Literacy Navigator – (Grades 4-5) is a modular supplementary intervention program that helps students build the specific reading comprehension skills necessary to succeed in their content-area courses. This program aligns closely with the directions set out in the BPS paper "Literacy across the Curriculum Framework." Starting around 4th grade, "learning to read" becomes "reading to learn" and students encounter increasingly complex informational text. Literacy Navigator was developed using the most current research in reading, which emphasizes the importance of relevant background knowledge to comprehension. As students read more sophisticated and abstract text in the program, their knowledge base grows, and at the same time their comprehension strategies improve. Literacy Navigator teaches comprehension simultaneously with content knowledge. The program:

- Uses instructional strategies based on cognitive science and reading research.
- Explicitly teaches the commonly used structures found in informational texts, such as cause and effect, sequence, and claim and evidence.
- Builds the content knowledge necessary for comprehension through: discussions that expand their understanding of the subject; writing that encourages students to blend new understandings with relevant background knowledge; reading that exposes students to

	<p>increasingly more difficult texts.</p> <ul style="list-style-type: none"> • Builds recognition and understanding of elements critical to comprehending content-rich, dense passages: connecting words, pronoun reference, substitute words and phrases • Builds knowledge of and fluency with academic language and common academic vocabulary • Assists students with understanding and demonstrating relationships among ideas through the creation of varied graphic organizers and focused writing tasks <p>2. The full implementation of our school’s version of the Response to Intervention (RTI) model, researched and implemented in Spring 2010 facilitated by a generous grant through our CFN # 407. Our model includes post referral and ELL students to ensure all at-risk students’ success and to increase teacher accountability to all students.</p> <p>3. Technology to support Literacy learning:</p> <ul style="list-style-type: none"> • We have determined that the use of technology and web-based programs that promote literacy and content based curricula has had a positive impact on all students especially those sub-group populations: our ELL’s, SWD’s and struggling readers and writers. • In the past we have employed Ticket to Read- a multi-faceted web-based literacy program which supports reading comprehension, phonemic awareness, phrasing, fluency, vocabulary development, spelling and tracks student progress in these and other fundamental areas of reading proficiency and have seen measurable progress among students who struggle with reading. We are adding 4 other web-based programs to support literacy, mathematics, science and social studies/foreign language and for ESL students and adults.
<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>	<ul style="list-style-type: none"> • Staff development will be on-going throughout the school year: Provisions for external coaches have been made and the DINI funding covers the cost for the external coach to work with the school based facilitators, staff and parents (this is an innovation built in to the grant to ensure participation by our parents with this next phase of our literacy reform initiative through several publisher/vendors. • School based America’s Choice facilitators and our Literacy coach will plan, facilitate and evaluate student and teacher progress with the application and implementation of this comprehensive literacy program. The America’s Choice School Program also includes a coaching and planning support piece for school leaders. • The professional development in using Genre Studies models the writing process and introduces teachers to different genres, including their text structures and distinguishing

	<p>characteristics, making extensive use of close analysis of models of effective writing in the genres as well as practice in writing in the genres.</p> <ul style="list-style-type: none"> • Professional Development includes genre study application for teachers to better aid students in negotiating State and local assessments. • In addition, Writing Aviator is supported by an extensive set of teacher tools, monographs, rubrics and exemplars for review and use with students. • Use of 2010-2011 DINI grant to purchase America’s Choice School Program , a school-wide comprehensive Literacy program, that will transition well to assist our school in meeting the requirements of the Core state Standards, as well as promoting clear and consistent English Language Arts instructional practices and raising student performance grades K-5. • An Assistant Principal will be assigned to Literacy/Social Studies to support the focus on the America’s Choice implementation and through clinical observation and regular classroom visits provide on-going feedback on this and all literacy activities; active participation on the Curriculum/RTI and Administrative teams. • The creation of a Data Coach position is being employed to support school-wide teaching teams in their continued efforts to effectively collect, analyze and utilize different data sources to inform their planning; particularly in their ability to effectively produce differentiated instruction for all students. • Additionally, the Data Coach’s responsibilities will also include the publicly presented alignment of school literacy and content student data with our interim and long-term school goals; and within the timeframe of designated periodic benchmarks. (This was somewhat challenging last year). • Increasing the number of trained Reading Recovery teachers from 1 to 2 this year to increase clinical reading intervention model for 1st grade students, and an additional RTI support person to work with 2nd graders in small groups. Funding provided through ARRA SWP and other sources.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>To accomplish our goal of increasing student performance on the NYS ELA exam by 20% we will utilize:</p> <ul style="list-style-type: none"> • America’s Choice assessments: pre-tests and post tests, and weekly classroom assessments designed into the program, the RALLY pre-test and post test core assessments for ELA, Social Studies /Science, which we will continue to use as indicators of early/periodic on-going student progress in the area of comprehension, content comprehension, vocabulary and various reading strategies/skills as indicated on the item analysis provided.

	<ul style="list-style-type: none"> • Individual teacher and grade team/administration’s evaluation of student work samples including the AIS/RTI team, will be conducted on a weekly basis to support more rigorous teaching practices and more timely evaluation of student progress. • The NYC Periodic Assessments including the new Periodic Assessment for ELL students will be administered to gauge reading progress for the America’s Choice program. • Running Records(a documented minimum of 2 per student per month), the DRA(Developmental Reading Assessment) to be used a minimum of 3x’s per year; the ECLAS-2 (K-3),EPAL, NYSESLAT, and the Wilson Program are used to establish this year’s benchmarks and inform teachers and students in the development of teaching and learning goals throughout the year.
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**Use of Technology to Support
Identified Sub-Groups Proficiency
in ELA and Content Curricula**

Subject/Area (where relevant):

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Goal 2. By June 2011, the Title I, ELL, and Students With Disabilities student sub-groups will demonstrate a 100% increase in their use of technology or web-based programs to improve comprehension in ELA, Mathematics, Science and Social Studies,
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> • Intensive PD for classroom teachers and specialists to support student use of, Aha Math/Aha Science, Rosetta Stone for ELL’s and to be used in the upcoming 194M Language Club Training for students for enrichment.
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>	SINI Grant - use of SINI funds to increase software programs with emphasis on Non-Fiction ,materials and on-line assessments. Use of the DINI grant allowance for up to 20 PC/ or laptop units/headphones to support the technology to be purchased through the following web-based and software programs/ and Professional Development/Most have a Parental Training piece as well. Learning.Com-AHA Science and AHA Math Imagine Learning-Literacy for all student groups; developed with ELL and SWD students in mind: support for fluency, phrasing and overall comprehension.- DINI Grant Rosetta Stone-English for ELL usage and for foreign language clubs - Grades K-2, 3-5 DINI Grant School Funds / DRA -School Funds

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Individual teacher and grade team/administration’s evaluation of student work samples including the AIS/RTI team will be conducted on a weekly basis to support more rigorous teaching practices and more timely evaluation of student progress through America’s Choice.
- The NYC Periodic Assessments including the new Periodic Assessment for ELL students will be administered to gauge reading progress for the America’s Choice program.
- Running Records(a documented minimum of 3 per student per month), the DRA(Developmental Reading Assessment) to be used a minimum of 3x’s per year; the ECLAS-2 (K-3),EPAL, NYSESLAT, and the Wilson Program are used to establish this year’s benchmarks and inform teachers and students in the development of teaching and learning goals throughout the year.
- As measured by assessment tracking and student usage logs (for home and school login time).
- As measured by literacy, core content curricula assessments; summative and formative.
- Direct observation of student classroom usage and engagement; during classroom visits, learning.
- Parental surveys, student surveys and staff surveys (Periodic)

Subject/Area (where relevant): Differentiated Instruction

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 3. By June 2011, 100% of all teachers will demonstrate their ability to effectively use data to produce instruction that is differentiated and rigorous by developing classroom practices to ensure that all students make progress via differentiated learning experiences of content matter as well as skills and strategies.</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>	<ul style="list-style-type: none"> • Based on the feedback from our 2009-2010 Quality Review differentiation was only foundationally apparent, however, this year, we must demonstrate our ability to provide all students and student groups with instructional strategies and appropriate activities that reflect this goal, school-wide. • Last year we met our goal that 90% of all teachers would learn to collect, interpret and use data to inform their planning and grouping for instruction. Now we are extending this goal 100% to include differentiation consistently and to build more rigorous lessons and assessments to improve student performance. • This past year we developed two major study groups: <i>Differentiation—What Does It Mean...How Do We Accomplish It?</i> This PD Series ran for about 4 months led by the Principal, Teacher leaders, Coaches, our CFN #9 Network leaders and facilitators, our former State SINI District facilitator and classroom teachers. We have documented the questions, group work, small group work, consensus grams, surveys, feedback, and used the well known Differentiation guru, Carol Tomlinson’s books to open discussion and study. We are continuing this Study group with SINI funds from the 2010-2011 Grant. • The other Study Group focused on Teachers of Students with IEP’s. There was special attention to the changes in the SOPM and then the Special Education Phase I initiative of which our school participated in the Pilot Program this year. • This year we offer a series of workshops to increase our staff’s understanding of SESIS and Phase 1 mandates, protocols and strategies lead by our IEP teacher and CFN #407 staff.

<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>	<ul style="list-style-type: none"> • This past year we developed two major study groups: <i>Differentiation—What Does It Mean...How Do We Accomplish It?</i> This PD Series ran for about 4 months led by the Principal, Teacher leaders, Coaches, our CFN # 407 Network leaders and facilitators, our former State SINI District facilitator and classroom teachers. We have documented the questions, group work, small group work, consensus grams, surveys, feedback, and used the well known Differentiation guru, Carol Tomlinson's books to open discussion and study. We are continuing this Study group with SINI funds from the 2010-2011 Grant. • Use 2011-SINI Grant funding, DINI PD funding • Use for Consolidated funding for some activities • Inter-visitations to other Network schools • Continue to invite resource personnel to our school, CFN # 407 • Use of outside PD opportunities/networking to support instruction of ELLs and Special Need students. • Use of technology funds from DINI and Galaxy funding to support increase in the number of computers available.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Classroom lesson plans, clinical and informal observations with feedback provided to staff and students. • Team meetings\Grade meetings with supervisors\Faculty Conferences • Learning walks (focused), Parent Walkthroughs. • ELA, Math and core assessments.

Subject/Area (where relevant):

Parental Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 4. By June 2011, we will establish at least 60% greater consistency in the inclusion of parents in interim and long-term school-wide planning so that the vision and roadmap of the school are understood and supported at home; and in the school community.</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>	<ul style="list-style-type: none"> • Extend and expand communication and collaboration with students and their parents to increase their capacity to track progress toward meeting specific interim benchmarks and long-term goals; • Continuing and building upon this administrations’ Open Door/Family Friendly policies. • Continuing to present the Principal’s State of the School Report, which is translated and published in multiple representative languages for our parents and families - three times per year. • We will work to increase the number of parents who attend our Parent Walkthrough and Feedback Breakfast (last year we averaged about 14-16 parents per walkthrough) • For the FY 2010-2011,PS 194M has purchased E-Chalk Interactive School Website as our main website for more effective and more interactive communication with parents and families, also, opportunities for parents and students to offer recommendations for usage will be extended. • The FY 2010-2011 PTA and SLT’s have a more interactive and collaborative relationship with greater ease of communication in place, including the use of the upcoming E-Chalk website; in which both bodies, will have links/resources. • The development of more effective/frequent opportunities for collaborative activity planning has become a mutual focus • Increasing parents/parent organizations’ awareness of available building use, educational /informational activities (on-site/off-site) or funding sources (on-site/off-site). • Providing childcare during school meeting nights, workshops and other events.

<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>	<ul style="list-style-type: none"> • Use of Title I funding • Use of Conceptual Consolidated funding • Assist PA with spending allocated Title I Parent Involvement funds earlier in the school year for purchases they deem relevant. • Expanding legal choices for use of funding through meeting to discuss fiscal allowances/rules. (OTPS). • Use of anticipated DINI funds for trainings for parents in ELA, Math, use of Technology, etc. • Mobile school community meetings on the part of school staff: Outreach, Potluck Supper Nights, picnics, DCEC Meetings attended as a school group. • Invitations to School Leadership Team members to invite non-member guests, resource personnel, CBO's, other parent organizations, etc.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Parent, student and staff surveys, • Greater support formal and informal for parent associations/teams/home school collaborations • Co-designing mutual activities earlier in the year to take advantage of holidays, community events and other opportunities to improve parent/school interactions.

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/RTI	# of Students Receiving AIS/RTI	# of Students Receiving AIS/RTI	# of Students Receiving AIS/RTI				
K	34	34	N/A	N/A	3	0	1	0
1	47	47	N/A	N/A	1	0	1	1
2	51	51	N/A	N/A	4	1	1	0
3	49	49	N/A	N/A	5	0	1	1
4	66	66	57	57	4	1	2	1
5	47	47	47	47	3	0	2	0
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)/RTI Model	Description: Provide a brief description of each of the Academic Intervention Services (AIS)/RTI 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.).
ELA:	PS 194M is moving in to a more comprehensive AIS matrix to a modified RTI (Response to Intervention) Plan which also extends a Tiering model which includes post referral and ESL student services. We incorporate: Guided Reading, Wilson, Reading Recovery, Leap frog Leveled Literacy Intervention (Fountas & Pinnell), Readers' Theatre, Aha Math!, Aha Science!, Rosetta Stone, Achieve 3000-KidBiz, Aha Math!, Aha Science!. To provide additional cutting edge technological/literacy based support: we are adding Rosetta Stone, Imagine Learning for ESL and SWD students who are struggling readers and writers. Periodic ELA assessments and RTI/classroom teacher assessments/ weekly and/or monthly progress monitoring will aid in the success of the targeted AIS/RTI ELA Intervention program.
Mathematics:	Using the RALLY! Mathematics Item Analysis Assessments to plan for differentiated student mathematics intervention. Aha Math!, Aha Science!, Rosetta Stone, Kaplan, and additional EDM supports for ESL students and SWD's will streamline student grouping strategies and identified gaps in mathematics performance. Periodic Math assessments and RTI/classroom teacher assessments/ weekly and/or monthly progress monitoring will aid in the success of the targeted AIS/RTI Mathematics program.
Science:	We are differentiating Science intervention instructional supports by incorporating web-based Aha Science!, National Geographic non-fiction leveled text collections, web-based Achieve 3000 Kid Biz non-fiction/differentiated reading comprehension support programs, MONDO Safari guided reading leveled libraries/assessments, RALLY! Science Item Analysis Assessments, utilization of a parallel instruction model and built in articulation between RTI provider and teacher(s) to maximize student science performance. In addition, RTI students are encouraged to participate in our Science Club, the District 5 STEM Science EXPO, and the 2010-2011 NEA Green Grant activities planned for PS 194M students, staff and parents.
Social Studies:	We have experienced success in raising student performance in Social Studies, as evidenced by the positive change in our 5 th Grade NYS Social Studies exam results. By utilizing the RALLY! Social Studies Item Analysis Assessments at the beginning of the school term, we can identify individual and group student needs. This also assists in informing the process of creating student instructional groups and choice of materials so that content AIS/RTI providers can coordinate service plans for individual students with classroom teachers to maximize individual and group oriented Social Studies interventions/ instructional supports. The development of our students' understanding of the significance of the DBQ process; how to identify, understand the role of, or

	<p>how to work more effectively with primary sources is imbedded in the instructional approaches and strategies that we are honing. By incorporating products that are multi-tiered, multi-leveled, or web-based in design, products such as National Geographic non-fiction leveled text collections, web-based Achieve 3000 Kid Biz non-fiction/differentiated reading comprehension support programs, MONDO Safari guided reading leveled libraries/assessments utilization of a parallel instruction model and built in articulation between RTI provider and teacher(s) to maximize student Social Studies content performance.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Comprehensive and personalized counseling services provided by our School counselor, and are the result of coordinated planning with the School Student support Team members, classroom teachers and family/agency members who support or work with our students. Progress monitoring and confidential consults are provided to ensure continuity of services, sharing of valuable information or other evaluative input that can provide added and necessary student supports. Students' needs may be addressed in group or individual sessions, as well as family/agency consults, as needed.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Comprehensive evaluative services and informed input lend foundational as well as supplemental student psychological and academic supports for students who are determined to be at-risk for lack of academic success due to social and or emotional challenges. Students' needs may be addressed in group or individual sessions, as well as family/agency consults, as needed.</p> <p>In addition to the existing counseling services provided by our School counselor, our School Psychologist can assist or advise in the planning of individual behavior plans, observations, reevaluations, and referrals to outside agencies or facilities. Coordination of in-school services can also be impacted by the role of our School Psychologist working in conjunction with/ and usually are the result of coordinated planning with the School Student support Team members, classroom teachers and family/agency members who support or work with our students. Progress monitoring and confidential consults are also provided to ensure continuity of services, sharing of valuable information or other evaluative input that can provide added and necessary student supports.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Please note: We are seeking the services of a bilingual (Spanish language) social worker at this time. However, we have on staff a mono-lingual (English) social worker who conjointly with the school counselor and the school psychologist shares in counseling at –risk and mandated students. In addition, we have a partnership with Harlem Hospital and a CBO: Harlem Children's Zone, both of which accept mental health referrals and provide social worker services for our students and families, as well.</p>

At-risk Health-related Services:

In addition, to our Student support Team, we collaborate with neighboring Harlem Hospital, which runs a satellite on-site Health Clinic, which not only provides medical as well as psychological services for our students. Our CBO, Harlem Children's Zone, has also expanded its services to our Harlem community, by offering the services of a HCZ Mental Health Team, with which our mental health team often collaborates with, to maximize services for our students and families.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) K -5 **Number of Students to be Served:** 57 **LEP** _____ **Non-LEP**

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

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

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

2. To ensure that parents understand all three program choices, we hold three parent orientations throughout the year, two of which take place during the first half of the year. Our ESL teacher and administration conduct these workshops. At the meetings, parents are shown the parent orientation video which demonstrates the three program types in detail. The video is presented in their language of preference. Brochures in the parents' native languages are also provided giving detailed information about the three program choices as well as advice on what parents can do at home to help support the students. Participants fill out the Program Selection form and sign and submit it to the ESL teacher. Forms in the native language and English are also mailed home. Follow-up phone calls are made to ensure the return of all Program Selection forms.
3. Entitlement letters and non-entitlement letters are distributed to parents upon testing the child in the Lab-R. Continued entitlement letters in parents' native languages are also sent out in the beginning of the year. Follow up phone calls are made to confirm that letters have been received and to ask parents if they have any questions about the letters or the ESL program.
4. Criteria such as English proficiency levels for all four modalities, as well as students' current grades (K, 1st, 2nd, etc.) are considered when making the ESL schedule. We try to group students according to the results of the Lab-R and NYSESLAT scores as well. Due to the high number of ELLs at our school this year, and due to scheduling conflicts, all ELLs in the same grade are picked up together and ESL classes are differentiated to meet the needs of each individual student.
5. The trend in program choices that parents have selected for the past few years is Freestanding ESL. The majority of parents choose this option. They express their desire for their child to focus completely on English. A few parents chose bilingual or dual language, but we do not have enough (15 in two consecutive grades) of these requests to create a bilingual class.
6. The program model at our school is aligned with parent requests. Most parents prefer their children to be in a Free Standing ESL class which we provide at the school. The ESL teacher offers to assist parents who wish for their child to be moved to a school that has bilingual or dual language according to their program selection. Parents are also informed that we will create a bilingual program when we have 15 students in two consecutive grades that want to be in a bilingual or dual language class.

How is instruction delivered?

a. What are the organizational models? Our school uses the pull-out model as we pull out students to a self-contained separate classroom. Collaboration between the classroom teacher and ESL teacher is ongoing. The ESL teacher suggests various ESL-related PD's for classroom teachers, as well as attends various grade meetings to collaborate with what the teachers are doing for ELLs inside the classroom. The ESL teacher also communicates effectively with the teachers via email and phone calls after school hours when necessary.

b. What are the program models? The program model is mostly heterogeneous when various proficiency levels are in one class. Some classes are homogeneous and may consist of all Beginner level ELLs. Classes are mostly organized according to grade. When classes are heterogeneous, consisting of students at various grade levels and English levels of proficiency, classroom instruction is differentiated. When the ESL teacher is working with an advanced group, the beginners are able to support each other by speaking their native language with one another and assisting each other with the work.

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

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

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

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

3. How do you differentiate instruction for ELL subgroups?

a. There is one SIFE student in our school. The ESL Teacher works closely with the classroom teacher to provide special differentiated activities for the student to work on during class. The ESL teacher also provides reading materials, manipulatives, and letter and word cards for the student to use both in the ESL class as well as the general education classroom. This student will also receive AIS services as part of the RTI (Response to Intervention) model implemented at our school. The SIFE student receives extended day services, and we are closely collaborating with the student's parents to help understand the child as best as possible.

For the ELL newcomers, the ESL teacher differentiates instruction by providing prompts and pictures when necessary to help facilitate comprehension. The ESL teacher also allows beginner ELLs to visit during lunch hours for extra help. All beginner ELLs are required to make vocabulary card rings to use with them throughout the day to help express themselves in all of their classes, at lunch, gym, dance, etc.

b. The ELA and NYSESLAT exams are closely aligned to the strategies and skills required to take the test. For ELLs preparing to take the ELA exam after only being here for one to three years, the ESL teacher uses some NYSESLAT test-prep materials to help assist the students with learning the various strategies and skills necessary for the ELA exam. Vocabulary is a big issue because the vocabulary on the ELA exam is very advanced for ELLs. During the year, the ESL teacher does various reading activities and short story readings with the students to help increase their vocabulary. Students create vocabulary cards on binder rings in order to help them remember the vocabulary. This will help them on the ELA exam.

The ESL teacher also provides PD's to teachers about the NYSESLAT exam. All classroom teachers of ELLs are made aware of the content on the NYSESLAT test and what strategies to help the students with in order to help them succeed on the exam.

c. For our ELLs of 4-6 years, classroom teachers and the ESL provider consistently monitor progress and growth via assessments such as Acuity tests, RALLY, DRA/benchmarks, informal writing and reading conferencing, and bimonthly running records. After analyzing the data, teachers plan for instruction to address their academic weaknesses aligned with the four modalities of ESL.

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

d. There are no students who have completed six years of ESL in our school.

e. For ELLs identified with having special needs, the ESL teacher collaborates with the classroom teachers and special education teachers on a regular basis to support the child. It is important for the Special Education teacher and ESL teacher to collaborate in order to fully understand the

the Title III ELL Academy in the spring of 2011 in which they will be attending the after-school ELL Academy twice a week. Until that time, beginning ELLs in grades K-2 are also receiving AIS.

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

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

4. For each program, answer the following:

a. Examine student results. What are the patterns across proficiencies and grades? See above for detailed information on this. How are ELLs faring in tests taken in English as compared to the native language? N/A

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments. Our school implemented the ELL Periodic Assessment for the first time this year. Results will be carefully evaluated by the ESL teacher and ESL coordinator to track progress in the four modalities.

c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

The periodic assessment will help teachers to understand how each child is progressing in each of the four modalities. It will help us to recognize the students' strengths and weaknesses in English so that instruction can be driven by this data.

5. For dual language programs, answer the following.

N/A

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

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

Section III. Title III Budget

School: PS 194 M

BEDS Code: 310500010194

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	\$1989.20 \$3,978.40 (40 hrs. for one teacher is \$1,989.20).	<u>ESL Afternoon Academy per – session</u> 2 teachers X 20 hours (ten sessions) X \$49.73 per hour = \$1,989.20 March-May, 2011 (ten 2 hour sessions for 3rd, 4th and 5th grade ELLs). This academy focuses on reading and writing skills. <u>ESL Afternoon Academy per – session</u> 2 teachers X 40 hours (twenty sessions) X \$49.73 per hour = \$3,978.00 March – May, 2011 (twenty 2 hour sessions for K – 2nd grade ELLs). This academy focuses on improving listening and speaking skills.
Purchased services	N/A	
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$905.00 \$500.00 \$500.00 \$300.00 \$130.00 \$ 30.00 \$ 30.00 \$100.00 \$102.00 \$350.00 \$350.00	<ul style="list-style-type: none"> • ESL Literacy activities and manipulatives • Level 1-6 complete book set (Leap Frog) • Native Language Literacy Materials • Oral Language manipulatives • Monthly subscription to ESL Newsletter for students (20 copies) • ESL Teacher’s Activities Kit (Elizabeth Claire) • ESL Holiday Activities Kit (Elizabeth Claire) • CD of Songs for beginning ESL learners • Just a Minute (Word describing game for ELLs) • ESL Wonder Workbook #1 (35X 10.00 = \$350.00) • ESL Wonder Workbook # 2 (35 X 10.00 = \$350.00)

	(Total \$3,297.40)	
Educational Software (Object Code 199)	\$2500.00	Rosetta Stone Language development packages
Travel	N/A	
Other (Cultural Activities)	\$2,100.00	<ul style="list-style-type: none"> • El Barrio, Children’s Jewish Museum in Brooklyn, Chinatown restaurant and walkthrough • NYSESLAT Test Prep Books
	\$1135.00	
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.

At our school, the main language of our 57 ELLs are Spanish, Haitian- Creole, Bengali and West African languages such as French, Mandingo, Fulani, and Wolof. Communication with parents takes place in their native language by providing oral interpretations and informational material in their native language. We provide these services through LIS-Translations and the Department of Education's Translation and Interpretation Unit. In addition, Harlem Children's Zone assists with translation sometimes. There are also various Staff Members in the school, who assist with translations and interpretations. When a new child registers at our school, the ESL teacher meets the family and child to assess their language needs. If the family's native language is not English, we accommodate them by having a staff member assist with translations. According to HLIS, we know what language our school will need to provide written and oral translations throughout the year. When there is no staff member to speak the native language of the student, we use additional services such as LIS translations, other family members, or teachers from other schools. Translated letters, such as parent orientation, parent teacher conferences, Promotion in Doubt notifications, and extra -curricular letters are downloaded from the DOE website as needed.

- At the beginning of the school year 2010 – 2011, our ESL teacher and the administration held a parent orientation workshop for parents of ELLs. At the meeting, parents were shown the parent orientation video which demonstrated the three program choices of translational bilingual, dual language, and freestanding ESL.
- Participants filled out the Parent Choice form and signed, and submitted it to the ESL teacher. Forms were also mailed home, and phone calls were also made to ensure the return of all forms.
- All the parents surveyed requested Freestanding ESL services which are provided at PS 194. Therefore, the program model at our school is aligned with our parents' preferences.

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

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

Parents express that they are comfortable and very satisfied with our efforts to offer a variety of translation services for our students, and parents. To date, there have been no errors or misinterpretation of translated materials. Also, we are experiencing an increase of at least 45% more parental participation by parents of ELL students on school – wide and grade – wide activities. This is evidenced by sign in sheets and class visits.

Part B: Strategies and Activities

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

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

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

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

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

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

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

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:	\$286,515	\$34,786	\$321,301
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,865	\$348	\$3213
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$14,326	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$28,652	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 96%
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.
 The activities are intensive professional development in the core standards, the use of the America’s Choice Curriculum and unit /lesson planning; Studying exemplars/anchor papers to improve student work. PD will be offered in content area and thinking Maps.

* 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.

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.

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

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

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-10 Title I Parent Involvement Guidelines available on the NYCDOE website.

PS 194 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedure will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118 (b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118 (d) of the ESEA.
- The school will ensure that the required school-level parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement in spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

- Parental involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring- that parents play an integral role in assisting their child's learning; - that parents are encouraged to be actively involved in their child's education at school; that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA. The school will inform parent and parental organization of the purpose and existence of the Parental Information and Resource Center in the State.

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

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

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

4. P. S. 194 will coordinate and integrate Title I parental involvement strategies under the following other programs: Academic intervention programs, SES programs, Early Childhood Literacy Academy that commenced in the summer of 2009 and has continued into the academic school year 2010-2011 at the request of PS 194's parent community.

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

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

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

i. the State's academic content standards

ii. the State's student academic achievement standards

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

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

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

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

d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities sponsored by PS 194 DINI grant vendors technology, and literacy. The Harlem Hospital Clinic is on site; we provide referrals for outside resources for parents to access for students needing services out of the scope of the school. We encourage and support parents in more fully participating in the social, emotional, and academic education of all children.

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

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

f. The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parent' capacity for involvement in the school and school system to support their children's academic achievement the following discretionary activities listed under section 1118 (e) of the ESEA: involving parents in the development of training for teachers, principals, and other educator to improve the effectiveness of that training: providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training; paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meeting and training sessions; training parents to enhance the involvement of other parents; in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times so parents can fully participate in school activities; adopting and implementing model approaches to improving parental involvement;-

developing appropriate roles for community-based organizations and businesses, in parental involvement activities; and providing other reasonable support for parental involvement activities under section 1118 as parents may request.

Parents and families are a welcomed part of the new PS 194 School Family. At Countee Cullen Campus, our doors are now open to all learners and their families, and to our community partners: Harlem Children's Zone, Harlem Village Academy, Harlem Hospital, and several cultural/ artistic groups. At PS 194, the Principal and staff are readily available to listen to, and address parent concerns in a friendly, respectful and proactive manner. We work hard to model the spirit of collaboration and consensus when working in collaboration with all parents, children and staff. Through researching and analyzing student data from several sources, conducting teacher/staff and parent interviews; and by creating instructionally based teams, the development of a viable and effective teaching and learning community is underway, with full support from the PS 194 parent community. This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by parent meetings where parents participated fully in the development and review of this policy. This policy will be in effect for the period of 2010- 2011. The school will distribute this policy to all parents of participating Title I, Part A.

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

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-10 Title I Parent Involvement Guidelines available on the NYCDOE website.

PS 194M SCHOOL PARENT COMPACT

Public School 194M administration and staff, and the parents of the students participating in instruction, activities, and programs or services funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff and students will share the responsibility for improved student academic achievement, especially in Literacy, Mathematics; as well as Social Studies, the Sciences, the acquisition and proficiency of the English language, and the Arts. This will be accomplished together: the school and parents will develop and build a strong partnership to help our children reach and eventually exceed the State's academic standards. This School-Parent Compact will be in effect for the 2010-2011 school year.

The School's Responsibilities-

PS 194M, The Countee Cullen Elementary School will:

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

PS 194M and Grades 3-5 Scholars Academy at the Countee Cullen Campus, located in central Harlem, New York, is committed to serving the children and families of our community. The new educational leadership team is focused on improving the delivery of instruction, developing curriculum that is standard based and rigorous, and creating a learning environment that is welcoming, nurturing, yet, well structured to support our young learners in working at minimum, on grade level. Our school has undergone a self-imposed internal redesign of school culture; the use of assessment/curriculum and the method of instructional delivery to better serve all of our students. All classes, grades K-5 are heterogeneously grouped and are now embracing a Balanced Literacy approach to literacy learning. All grades are following the Everyday Mathematics program, which now has a differentiated component and enrichment activities to enhance student understanding and performance in mathematics. In addition, classes which serve students with Individual Educational Plans (IEP's) are organized to follow the guidelines of the New Continuum by placing students with IEP's in their Least Restrictive Environment and inter-classing or mainstreaming students to enhance their intellectual, physical, artistic and social abilities. PS 194M offers Collaborative Team Teaching classes on every grade, except five; three full-time self-contained Special education classes, Special Education Teacher Support Services (SETSS), Counseling, Speech, Physical Therapy and Occupational Therapy. Our new Guidance Team and Character Education curriculum and Mentoring Program were created to engage students in activities that build self esteem and the ability to problem-solve social and emotional situations/issues that our children are often faced with. Learning to think before we react, or to imagine yourself in another's position, help to build tolerance and empathy, and good judgment, which are important social skills throughout our lives. Our newly created Academic Intervention Services (AIS) are designed to support student needs based on assessment data, student work, and teacher observations and the establishment of literacy and other content-based benchmarks. Our teachers, instructional coaches and support staff pair up in classrooms to ensure small group work occurs in a more targeted manner to address individual student's academic needs. In the Fall, all Grades 1-5 remain for the 37.5 Extended Day, where again, additional teachers/related service providers push-in/pull-out to work with students in small groups, focused on the latest benchmarks produced through more specific item based assessments in Literacy/Math.

Kindergarten will remain for 37.5. Enrichment groups in Science, the Visual Arts and Dance have formed to support students who are working on or above grade level, or have a high interest in these topics. Classroom teachers will collaborate with content specialists and others to reflect the needs of the 'whole child'. Reading Recovery is a new intervention offered to 1st graders and the RR teacher uses her skills to help targeted struggling 3rd graders, working in small groups in the afternoons. Other interventions: Leapfrog/Passport and the Wilson Programs, is being reintroduced to address gaps in struggling students' literacy learning. Success has been seen with students with IEP's and students who are acquiring English as a Second Language, and thus, we are utilizing these literacy tools, two of which include technology as an additional instructional and motivational feature.

Our CFI Inquiry Team, has already expanded to include mini-inquiry teams or grade groups to identify and address the needs of students in sub-groups of our student population that are in need of assistance in literacy, particularly in the area of reading comprehension.

Our students are involved in the Performing Arts, and receive instruction in the Dance Arts in school. Capezio recently awarded our Dance program a grant. Our school also enjoys collaboration with Ballet Tech and students from our school attend classes at their Dance Company. Our students also benefit from collaboration with an Intergenerational Program working with our students to help to build tolerance and self esteem.

We are also fortunate to have a strong alliance with the Harlem Children Zone's Beacon and enrichment program. This very comprehensive CBO has been housed at PS 194M for several years and provides a wide variety of offerings from the arts to academics and counseling, to full family functions that benefit not only our school, but also our community.

- Hold Parent-Teacher Conferences (at least tri-annually in elementary schools) during which this Compact is in effect.
- Every September there is an Open School night activity, which is referred to as "Meet and Greet the Teachers."
- Parent Teacher Conferences will be held on November, 2010 and March, 2011.

- Parent Workshops, forums and support meetings will be offered throughout the school year to address: ARIS Parent Link, the Promotional Criteria, Progress Report 2009-2010, Social Studies and Science

Parents' Responsibilities-

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: School-wide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a School wide 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.

A comprehensive needs assessment has already been detailed on **page 11** of this plan.

2. School-wide 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 School-wide 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.

Pages 15 -23 describe our reform strategies in detail. These pages detail the opportunities we provide for students to become proficient, and the methods and instructional strategies that are based on scientifically-based research. The description of our Academic Intervention Services on **pages 27-29** describes how we intend to meet the educational needs of our historically underserved populations

3. Instruction by highly qualified staff.

The 2009-2010 data indicate that 96.6 % of our staff is fully licensed. In addition, teachers are provided with several opportunities to pursue course credits and to increase their professional development in order to improve their instructional capabilities.

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 School-wide Program to meet the State's student academic standards.

Teachers, administrators, and paraprofessionals attend ongoing professional development both on site and outside of the school community. Professional development is provided in-house by our coaches, America's Choice consultants, and our CFN Network # 407.

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

We work with our Human Resources partner at CFN # 407 to ensure that we have highly qualified, and certified teachers at PS194.

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

Our strategies to increase parental involvement are outlined on **pages 24- 25**. In addition, the Parent Compact on **pages 49- 51** provides additional information on our strategies to increase parental involvement.

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

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

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

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

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

Our school engages in several activities to ensure that our level 1 and 2 students, and students who are “at risk” academically receive support to achieve at state standards. These services include Academic Intervention Services, Response to Intervention, differentiated instructional strategies, push-in academic support, and at-risk intervention support services.

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

As a SWP school we integrate our Federal, State, and local services and programs, including programs supported by the NCLB- violence prevention programs, nutrition programs, and housing programs.

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

Explanation/Background:

Title I School-wide 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, School-wide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a School-wide 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 School-wide 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 School-wide pool to support any activity of the School-wide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a School-wide 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 School-wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School-wide Program without regard to the identity of those funds.

Consolidating Federal funds in a School-wide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a School-wide 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 School-wide 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, School-wide 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 School-wide Program school must identify in its School-wide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated School-wide 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 School-wide 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 School-wide 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 school-wide 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 School wide 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, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the School wide Program (✓)			Amount Contributed to School wide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of 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	✓					

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 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.

Title I, Part A (ARRA)	Federal	√					
Title II, Part A	Federal	√					
Title III, Part A	Federal	√					
Title IV	Federal	√					
IDEA	Federal	√					
Tax Levy	Local	√					

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS N/A

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

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

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: Corrective Action- Yr 1 **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.

To address the Areas In Need of Improvement based upon the following evaluative criteria:

The 2008-2009 PS 194M NYSED White letter which described the school as a Title I School In Need of Improvement –Basic Year I, and cited several key areas to address:

Data: Collection, Analysis and Utilization of Data-

Continue to analyze data and interpret the results to guide instruction and support student achievement
Maintain structures for assessing student learning in short intervals to determine next steps

Teaching and Learning-

Based on the submitted data establish a structure to provide consistency across grade levels.

Maintain and improve the implementation of proven instructional practices that support student Ensure differentiation and intervention are taking place school-wide and specifically with students with disabilities.

Leadership –

Reconcile the mission and Vision statements online.

Evaluate placement of teachers and ensure teachers become highly qualified using Title I resources.

Starting with CEP goals, outcomes and actions, focus school improvement efforts for high needs sub groups according to NCLB

Infrastructure-

Continue to provide parents with parents and students with qualitative and quantitative resources.

Ensure that students with special needs are receiving AIS

Monitor Parental and revise as per NCLB regulations. Policy and Compact

Professional Development –

Continue to utilize data to develop needs based professional development programs and strategies that address the needs of the teachers and students.

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

Although we have no new first year teachers we buddy teachers up with more experienced teachers and support staff when indicated. Grade planning during common prep periods with America's Choice consultants has helped to facilitate better instruction.

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.

We notify parents by letter and then hold 2-3 notification meetings in March and follow the protocol for assisting parents who wish to transfer.

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

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.)

At this time we have approximately 37 students in Transitional Housing.

2. Please describe the services you are planning to provide to the STH population.
AIDP Funding is available to provide school supplies, uniform purchasing assistance and other services. We team with the Family Workers (3) who service our students and families.

Part B: FOR NON-TITLE I SCHOOLS

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 Countee Cullen						
District:	5	DBN:	05M19	School		310500010194	
DEMOGRAPHICS							
Grades Served:	Pre-K		3	v	7		11
	K	v	4	v	8		12
	1	v	5	v	9	Ungrade	v
	2	v	6		10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	0	0	0		90.1	91.5	89.6
Kindergarten	47	39	34	Student Stability - % of Enrollment:			
Grade 1	42	46	45	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	46	42	52		92.6	76.5	84.3
Grade 3	45	53	48	Poverty Rate - % of Enrollment:			
Grade 4	49	50	63	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	46	44	46		76.6	89.6	93.6
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	0	0	0		11	34	49
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	0	0	0		4	2	10
Grade 12	0	0	0	Special Education			
Ungraded	5	8	2	Suspensions (OSYD Reporting) - Total Number:			
Total	280	282	290	<i>(As of June 30)</i>	2007-	2008-	2009-
				Principal Suspensions	1	2	58
				Superintendent Suspensions	26	26	34
				Special High School Programs - Total Number:			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
				English Language Learners (ELL) Enrollment: (BESIS Survey)			
<i>(As of October 31)</i>	2008-	2009-	2010-	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Dual Lang.	0	0	TBD		33	32	37
# receiving ESL services only	35	46	TBD	Number of Teachers			
# ELLs with IEPs	3	8	TBD	Number of Administrators and Other Professionals	10	9	5
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	1	1	5

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	0	0	0	% fully licensed & permanently assigned to this	100.0	100.0	96.5
				% more than 2 years teaching in this school	60.6	53.1	67.6
				% more than 5 years teaching anywhere	60.6	59.4	67.6
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		76.0	72.0	78.4
American Indian or Alaska Native	1.1	1.4	0.7	% core classes taught by "highly qualified" teachers	80.6	92.5	96.0
Black or African American	71.8	67.4	65.2				
Hispanic or Latino	25.4	28.4	31.4				
Asian or Native Hawaiian/Other Pacific	0.4	0.7	1.4				
White	1.1	0.7	1.4				
Male	52.1	51.8	49.7				
Female	47.9	48.2	50.3				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-						
Years the School				2007-	2008-09	2009-	2010-
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:	X	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
	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	-	-	-				
Asian or Native Hawaiian/Other Pacific		-					
White	-	-					
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	X	v					
Student groups				2	3	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	35.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	3.9	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	UPF
School Performance:	0	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	29.5		
<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 Anthony Conelli McDonald	District 5	School Number 194	School Name Countee Cullen
Principal Charyn Koppelson Cleary		Assistant Principal Michele Hogan	
Coach Ms. Rosemary Harris		Coach Mr. Martin Williams	
Teacher/Subject Area Michelle Andrews/ESL		Guidance Counselor Alicia Blackwood	
Teacher/Subject Area Ms. Lewis/2nd Grade Teacher		Parent type here	
Teacher/Subject Area Ms. Hall/Kindergarten Teacher		Parent Coordinator Clara Pena	
Related Service Provider Mr. Wilson Hung		Other type here	
Network Leader Valerton McDonald		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	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	293	Total Number of ELLs	57	ELLs as Share of Total Student Population (%)	19.45%
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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.

1 Paste response to questions 1-6 here

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

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

2. To ensure that parents understand all three program choices, we hold three parent orientations throughout the year, two of which take place during the first half of the year. Our ESL teacher and administration conduct these workshops. At the meetings, parents are shown the parent orientation video which demonstrates the three program types in detail. The video is presented in their language of preference. Brochures in the parents' native languages are also provided giving detailed information about the three program choices as well as advice on what parents can do at home to help support the students. Participants fill out the Program Selection form and sign and submit it to the ESL teacher. Forms in the native language and English are also mailed home. Follow-up phone calls are made to ensure the return of all Program Selection forms.

3. Entitlement letters and non-entitlement letters are distributed to parents upon testing the child in the Lab-R. Continued entitlement letters in parents' native languages are also sent out in the beginning of the year. Follow up phone calls are made to confirm that letters have been received and to ask parents if they have any questions about the letters or the ESL program.

4. Criteria such as English proficiency levels for all four modalities, as well as students' current grades (K, 1st, 2nd, etc.) are considered when making the ESL schedule. We try to group students according to the results of the Lab-R and NYSESLAT scores as well. Due to the high number of ELLs at our school this year, and due to scheduling conflicts, all ELLs in the same grade are picked up together and ESL classes are differentiated to meet the needs of each individual student.

5. The trend in program choices that parents have selected for the past few years is Freestanding ESL. The majority of parents choose this option. They express their desire for their child to focus completely on English. A few parents chose bilingual or dual language, but we do not have enough (15 in two consecutive grades) of these requests to create a bilingual class yet.

6. The program model at our school is aligned with parent requests. Most parents prefer their children to be in a Free Standing ESL class which we provide at the school. The ESL teacher offers to assist parents who wish for their child to be moved to a school that has bilingual or dual language according to their program selection. Parents are also informed that we will create a bilingual program when we have 15 students in two consecutive grades that want to be in a bilingual or dual language class.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

K
 1
 2
 3
 4
 5
 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	1	1	1	1	1	1								6
Push-In														0
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	57	Newcomers (ELLs receiving service 0-3 years)	48	Special Education	16
SIFE	1	ELLs receiving service 4-6 years	9	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	48	1	10	9	0	6	0			57
Total	48	1	10	9	0	6	0	0	0	57

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
Urdu														0
Arabic														0
Haitian														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
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	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	6	6	9	3	5	6								35
Chinese														0
Russian														0
Bengali	1		1											2
Urdu														0
Arabic	1	1	2		1									5
Haitian	1					1								2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	3	5	1	3	1									13
TOTAL	12	12	13	6	7	7	0	57						

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.

Paste response to questions 1-4 here 1.

How is instruction delivered?

a. What are the organizational models? Our school uses the pull-out model as we pull out students to a self-contained separate classroom. Collaboration between the classroom teacher and ESL teacher is ongoing. The ESL teacher suggests various ESL-related PD's for classroom teachers, as well as attends various grade meetings to collaborate with what the teachers are doing for ELLs inside the classroom. The ESL teacher also communicates effectively with the teachers via email and phonecalls after school hours when necessary.

b. What are the program models? The program model is mostly heterogeneous where various proficiency levels may be in one class. Some classes are homogeneous and may consist of all Beginner level ELLs. Classes are mostly organized according to grade. When classes are heterogeneous, consisting of students at various grade levels and English levels of proficiency, classroom instruction is differentiated.

When the ESL teacher is working with an advanced group, the beginners are able to support each other by speaking their native language with one another and assisting each other with the work.

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

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

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

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

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

4. How do you differentiate instruction for ELL subgroups?

a. There is one SIFE student in our school. The ESL Teacher works closely with the classroom teacher to provide special differentiated activities for the student to work on during class. The ESL teacher also provides reading materials, manipulatives, and letter and word cards for the student to use both in the ESL class as well as the general education classroom. This student will also receive AIS services as part of the RTI (Response to Intervention) model implemented at our school. The SIFE student receives extended day services, and we are closely collaborating with the student's parents to help understand the child as best as possible.

For the ELL newcomers, the ESL teacher differentiates instruction by providing prompts and pictures when necessary to help facilitate comprehension. The ESL teacher also allows beginner ELLs to visit during lunch hours for extra help. All beginner ELLs are required to make vocabulary card rings to use with them throughout the day to help express themselves in all of their classes, at lunch, gym, dance, etc.

b. The ELA and NYSESLAT exams are closely aligned in the strategies and skills required to take the test. For ELLs preparing to take the ELA exam after only being here for one to three years, the ESL teacher uses some NYSESLAT test-prep materials to help assist the students with learning the various strategies and skills necessary for the ELA exam. Vocabulary is a big issue because the vocabulary on the ELA exam is very advanced for ELLs. During the year, the ESL teacher does various reading activities and short story readings with the students to help increase their vocabulary. Students create vocabulary cards on binder rings in order to help them remember the vocabulary. This will help them on the ELA exam.

The ESL teacher also provides PD's to teachers about the NYSESLAT exam. All classroom teachers of ELLs are made aware of the content on the NYSESLAT test and what strategies to help the students with in order to help them succeed on the exam.

c. For our ELLs of 4-6 years, classroom teachers and the ESL provider consistently monitor progress and growth via assessments such as Acuity tests, RALLY, DRA/benchmarks, informal writing and reading conferencing, and bimonthly running records. After analyzing the data, teachers plan for instruction to address their academic weaknesses aligned with the four modalities of ESL.

At P.S. 194, there is a big emphasis on teaching comprehension strategies, focusing on main idea, predicting, and summarizing, which were

some of the weakest skills of the students according to the Inquiry Team action research. By providing small group instruction, teachers are able to identify the specific skills in which students need the most help. Students are able to hone their skills, and at the same time this also helps them prepare for ELA and NYSESLAT.

d. There are no students who have completed six years of ESL in our school.

e. For ELLs identified with having special needs, the ESL teacher collaborates with the classroom teachers and special education teachers on a regular basis to support the child. It is important for the Special Education teacher and ESL teacher to collaborate in order to fully understand the child's needs in terms of second language acquisition vs. a learning disability. Sometimes the ESL teacher pushes into the classroom to work with the students during the classroom lesson. When students with special needs are in the pull-out class, the ESL teacher creates differentiated instruction for these students. The ESL teacher has copies of all IEPs for students with special needs and regularly communicates with the psychologist, speech therapist, social worker, and parents regarding the needs of these students. The ESL teacher also attends IEP meetings, SST (Student Support Team) meetings, and RTI meetings to discuss the progress of these students.

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?

Paste response to questions 5-14 here

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (Specify ELL groups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

Achieve 3000 and MONDO Safari are technology programs used to support ELLs with vocabulary and reading comprehension using leveled texts that are appropriate for each individual student. MONDO Safari is a technology program designed to support ELL students. Non-fiction leveled texts are used to support ELLs using Eye Openers and Rosetta Stone. We also use National Geographic to assist with non-fiction texts for ELLs.

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

Former ELLs receive two years of transitional support after they pass the NYSESLAT exam. We make sure to continue to provide modifications on exams for them. Their classroom teachers are made aware that they are former ELLs as well. In addition, the CFI team is tracking progress of former ELLs using ARIS to identify and monitor these students.

7. What new programs or improvements will be considered for the upcoming school year? Under P.S. 194's leadership, we have implemented the ELL Periodic Assessment for the first time in order to better gauge the growth of ELLs throughout the year. Also, based on

the transient patterns of ELLs, our ELL population is growing and we are looking into creating self-contained ESL classes and possibly TBE classes if the demographics and program selection of parents demand this. In addition, if the numbers of ELL students continue to grow, we are looking into hiring a second ESL teacher.

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

9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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

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

At P.S. 194, we use the following computer programs: BrainPop, Ticket to Read, Starfall, and Achieve 3000. Starfall is used more with Beginner and Intermediate level ELLs. Ticket to Read and Achieve 3000 is geared towards a child's independent reading level who have a base reading knowledge of the English language. Also, as mentioned in question number 5, we also use MONDO Safari, Rosetta Stone, Eye Openers, Imagine Learning and National Geographic for non-fiction leveled texts.

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

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

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

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

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

14. What language electives are offered to ELLs?

None at this time.

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.

Paste response to questions 1-3 here

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

All teachers and staff members working with ELLs will be attending professional development throughout the year that includes seminars at ISC (Integrated Services Center), UFT, and BETAC seminars. Coaches, classroom teachers of ELLs, and the ESL teacher all attend these types of professional developments.

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

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

In addition, to these five professional development sessions, the ESL teacher, ESL Compliance Coordinator, Instructional Coaches/Supervisor will participate in all available Professional sessions, as well as the sessions offered by the ESO/Children First Network 9 ELL Network, ISC Compliance Office.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Staff development is ongoing and professional development includes workshops instructing staff on various ESL teaching strategies. In order to prepare our ELLs for middle schools, we support them by providing additional AIS services with an emphasis in the content areas. The instructional strategies of AIS are geared to prepare the student for the academic rigor and content knowledge of middle school standards.

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

The ESL teacher provides trainings during common planning periods/grade conferences in order to comply with Jose P. regulation. The total number of students at P.S. 194 is 293. Of the 293 students, 70 students have IEPs. Of the 70 students with IEPs, 16 are ELLs. P.S. 194 has a high percentage of students with IEPs, in which about 20% are ELLs. About 28% of ELLs have IEPs. Content includes information on procedures of the Lab-R and NYSESLAT and familiarizing teachers with the content of these tests. ESL mandated hours and students' test scores are also discussed and explained to classroom teachers.

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?

Paste response to questions 1-4 here 1. Describe parent involvement in your school, including parents of ELLs.

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

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

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

Our administration and staff members take part in collaborating to present various workshops and talk sessions with parents to support they're efforts in working with their young ELL learners: Literacy and Math How to's, Resources in the area: Dial-A-Teacher, tutoring through Harlem Children Zone, UFT SES program, cultural events put on by the students, International Dinner Pot Luck Night, Promotional Criteria and Your Child, PS 194M Family Day Outing, the Spring Arts Fair, and others. Translation services are available. We are also redesigning our school website and there will be a translation piece helping to provide translations in various languages for parents of ELLs.

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

The use of a Needs-Assessment survey are utilized and distributed to parents. Based on this information, workshops are developed to meet their needs. Workshops are geared to address topics that parents have requested. At our ELL Parent Orientations, the ESL teacher takes the opportunity to inquire about parents' and students' needs so that we are able to support them.

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

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

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

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	9	8	3	3	5								35
Intermediate(I)	1	2	2	2	3	1								11
Advanced (A)	3	1	3	1	2	1								11
Total	11	12	13	6	8	7	0	0	0	0	0	0	0	57

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	5		1		6
5	1	1			2
6					0
7					0
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									0
4	3		3						6
5		1	2						3
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									0
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									0
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				
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								

B. After reviewing and analyzing the assessment data, answer the following

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (i.e. ECLAS, EL SOL, Fountas and Pinnell, DRA, TCRWP). Our school uses ECLAS-2, DRAs, and Fountas and Pinnell running records to monitor reading levels. Dibels is also used to assess early literacy skills using a palm held device.

What insights does the data provide about your ELLs? The data provides patterns in trends of our current and former ELLs. We learned that our former ELLs are scoring levels 3 and 4 in ELA, Math and Science standardized tests. We also learned that our 5th grade ELLs are scoring at the level 1 in the Social Studies standardized assessment. Based on the NYSESLAT data analysis, we have observed that many students reached proficiency levels in Listening and Speaking in grades 3-5. These students need more support in Reading and Writing skills in which we will be providing AIS support, after school programs, and Title III academies.

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

Most fourth and fifth grade ELLs are new arrivals to this country and have not yet taked the ELA exam.

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

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

The data patterns of the four modalities of the ELLs at our school show that most students struggle with reading and writing more than listening and speaking. However, there are some students who are more proficient in reading and writing, but are not yet proficient in speaking and listening. This is particularly the case for our early childhood students Grades K-2. In order to support our ELLs in Grades K-2, we are inviting them to attend the Title III ELL Academy in the spring of 2011 in which they will be attending the after-school ELL Academy twice a week. Until that time, beginning ELLs in grades K-2 are also receiving AIS.

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

These patterns affect instructional decisions as well as grouping of students. Our ESL teacher focuses on speech patterns and pronunciation with those that scored lower in speaking. For the students who scored low in reading and writing, our ESL teacher focuses on sentence, paragraph, and essay structures, as well as phonics, decoding, reading comprehension skills and reading strategies. Based on our

predictions.

4. For each program, answer the following:

a. Examine student results. What are the patterns across proficiencies and grades? See above for detailed information on this. How are ELLs faring in tests taken in English as compared to the native language? N/A

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments. Our school implemented the ELL Periodic Assessment for the first time this year. Results will be carefully evaluated by the ESL teacher and ESL coordinator to track progress in the four modalities.

c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

The periodic assessment will help teachers to understand how each child is progressing in each of the four modalities. It will help us to recognize the students' strengths and weaknesses in English so that instruction can be driven by this data.

5. For dual language programs, answer the following.

N/A

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

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

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

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

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