

# PS/MS 194



**2010-2011  
SCHOOL  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 11X194  
ADDRESS: 2365 WATERBURY AVENUE  
TELEPHONE: 718-892-5270  
FAX: 718-892-2495**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 194      **SCHOOL NAME:** PS/MS 194

**SCHOOL ADDRESS:** 2365 Waterbury Avenue Bronx, NY 10462

**SCHOOL TELEPHONE:** 718-892-5270      **FAX:** 718-892-2495

**SCHOOL CONTACT PERSON:** Rosie Sifuentes-Rosado      **EMAIL:** rsifuentes2@schools.nyc  
**ADDRESS:** .gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Tanya Carrion

**PRINCIPAL:** Rosie Sifuentes-Rosado

**UFT CHAPTER LEADER:** Richard Charap

**PARENTS' ASSOCIATION PRESIDENT:** Tanya Carrion

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 11      **CHILDREN FIRST NETWORK (CFN):** 607

**NETWORK LEADER:** Elmer Myers

**SUPERINTENDENT:** Elizabeth White

## 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
Rosie Sifuentes-Rosado	*Principal or Designee	
Richard Charap	*UFT Chapter Chairperson or Designee	
Tanya Carrion	*PA/PTA President or Designated Co-President	
Santos Rivera	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Jo Ann Reyes	DC 37 Representative, if applicable	
Lisa Chiappetta	Teacher/	
Kervin Pierre	Teacher/	
Jayne Zanelotti	Teacher/	
Ruth Nimchick	Parent/	
Lisa Vasquez	Parent/	
Norma Galarza	Parent/	
Rebecca Maldonado	Parent/	

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

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

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

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The mission of the PS/MS 194 school community is to provide every student with a quality education that will prepare them for the rigors and challenges of high school, college and life. Guided by the principles of learning, students will be challenged to think critically and become active participants in the learning process. We do this in the spirit of collaboration with educators and parents through our professional learning community.

PS/MS 194 is located in a Northeast Bronx neighborhood that is at once industrial, commercial, and residential. Visitors to the building will be impressed with the bright, clean, modern four-story structure, which boasts a diversified multimedia center in its library and a building design that lends itself to creative use of space. A walk through the wide corridor areas will reveal alcoves in which tables and white boards have been placed for instructional use by Academic Intervention Specialist (AIS) with targeted students.

Our school is very proud of our successes. We have been a "School in Good Standing" for every year of our existence. We have received a "Well Developed" on our last Quality Review (2007-2008). We have earned an "A" on our 2008-2009 Progress Report and a "B" on our 2009-2010 Progress Report. In the 2009-2010 school year we had 97% of our students respond to our learning environment survey. Our students believe that we provide a safe environment with high expectations and opportunities. 96% our parents feel satisfied or very satisfied with their child's education. Finally, we firmly believe we are providing our students a well-rounded educational experience in which all students receive instruction in art, music and physical education. In addition, students in the middle school also receive technology and foreign language courses.

Technology use is embedded throughout the school's curriculum. Technology is evidenced by the use of SmartBoards, Dell computers, laptop carts, LCD projectors, ELMOs, overhead projectors, a wireless connection, and an electronic library system.

Every school community has its challenges. Our two greatest challenges have been overcrowding and under-funding.

PS/MS 194 has grown to a population of over 1350 students this school year. When that number is combined with students from P168, we have over 1400 students being educated in a building originally designed for 950-1000 students. This has created challenges during lunchtime and scheduling the use of the gym and auditorium, has brought about the conversion of spaces into classrooms, and most importantly, has caused our class sizes to swell to over 30 students.

Our second challenge is to accomplish more with less. Since the DOE has transitioned to a Fair Student Funding model, we have been informed that we receive \$1,000,000 less than we should under the DOE's formulas. We have been informed that there is not enough money to fully fund our school. In addition, our school has received an additional \$103,368 cut during FY08, an additional \$111,456 cut in FY09, and an additional \$500,000 for FY10. We are, therefore, operating with 1.1 million less than what the formula specifies.

PS/MS 194 has created and maintains partnerships with YMCA, Boy Scouts, PENCIL Partnership, New York Junior Tennis League, Chess in the Schools, Bronx Arts Ensemble, LEGO Robotics, Teacher's College Reading and Writing Project, 100 Book Challenge, Positive Behavior Interventions and Supports, and Learning Leaders.

## 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 6-8 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									
<b>School Name:</b>	PS/MS 194								
<b>District:</b>	11	<b>DBN:</b>	11X194	<b>School BEDS Code:</b>	321100010194				
DEMOGRAPHICS									
Grades Served:	Pre-K		3	√	7	√	11		
	K	√	4	√	8	√	12		
	1	√	5	√	9		Ungraded	√	
	2	√	6	√	10				
<b>Enrollment</b>				<b>Attendance - % of days students attended :</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Pre-K	0	0	0				92.3	93.4	TBD
Kindergarten	124	124	124						
Grade 1	137	135	144	<b>Student Stability - % of Enrollment :</b>					
Grade 2	156	142	152	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 3	123	164	144				91.7	94.7	TBD
Grade 4	144	138	175	<b>Poverty Rate - % of Enrollment :</b>					
Grade 5	133	151	138	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
Grade 6	126	152	161				90.8	92.2	90.6
Grade 7	148	150	150	<b>Students in Temporary Housing - Total Number :</b>					
Grade 8	173	149	148	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 9	0	0	0				8	21	TBD
Grade 10	0	0	0	<b>Recent Immigrants - Total Number :</b>					
Grade 11	0	0	0	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
Grade 12	0	0	0				21	24	21
Ungraded	0	2	2	<b>Special Education Enrollment:</b>					
<b>Total</b>	1264	1307	1338	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
							21	24	21
<b>Special Education Enrollment:</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
# in Self-Contained Classes	11	10	9	Principal Suspensions			82	56	TBD
# in Collaborative Team Teaching (CTT) Classes	40	41	54	Superintendent Suspensions			15	15	TBD
Number all others	66	82	89						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>			2007-08	2008-09	2009-10
				CTE Program Participants			0	0	0
				Early College HS Program Participants			0	0	0
<b>English Language Learners (ELL) Enrollment:</b>				<b>Number of Staff - Includes all full-time staff:</b>					
<i>(BESIS Survey)</i>				<i>(As of October 31)</i>			2007-08	2008-09	2009-10
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	9	0	0	Number of Teachers			89	92	TBD
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	169	185	199						

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

# ELLs with IEPs	0	2	20	Number of Administrators and Other Professionals	15	14	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	3	TBD

<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	5	5	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	60.7	69.6	TBD
				% more than 5 years teaching anywhere	49.4	51.1	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				<b>% Masters Degree or higher</b>			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	2007-08	2008-09	2009-10
American Indian or Alaska Native	0.2	0.2	0.0	95.5	98.3	TBD	
Black or African American	13.0	13.0	12.2				
Hispanic or Latino	59.2	59.4	57.8				
Asian or Native Hawaiian/Other Pacific Isl.	23.7	23.1	25.5				
White	4.0	4.2	4.1				
<b>Male</b>	51.8	52.8	52.5				
<b>Female</b>	48.2	47.2	47.5				

**2009-10 TITLE I STATUS**

√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	√	√	√	√			

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School (Yes/No)</b>		If yes, area(s) of SURR identification:				
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**Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	<u>Phase</u>		<u>Category</u>		
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive
	Improvement Year 1				
	Improvement Year 2				
	Corrective Action (CA) – Year 1				
	Corrective Action (CA) – Year 2				
	Restructuring Year 1				
	Restructuring Year 2				
	Restructuring Advanced				

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area AYP Outcomes:</b>			
<b>Elementary/Middle Level</b>		<b>Secondary Level</b>	
ELA:	√	ELA:	
Math:	√	Math:	
Science:	√	Graduation Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-					
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√	-				
Multiracial	-	-	-				
Students with Disabilities	√sh	√					
Limited English Proficient	√	√					
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	8	8	1				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>	NR
<b>Overall Score:</b>	87.8	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment:	10.9	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	21.7	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	45.4		
<i>(Comprises 60% of the Overall Score)</i>			
Additional Credit:	9.8		

**KEY: AYP STATUS**

√ = Made AYP  
 √<sup>SH</sup> = Made AYP Using Safe Harbor Target  
 X = Did Not Make AYP  
 - = Insufficient Number of Students to Determine AYP Status

**KEY: PROGRESS REPORT DATA**

NR = Data Not Reported

**KEY: QUALITY REVIEW SCORE**

Δ = Underdeveloped  
 ► = Underdeveloped with Proficient Features  
 √ = Proficient  
 W = Well Developed  
 ◇ = Outstanding  
 NR = No Review Required

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

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

\*\* [http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## 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?

### Data Summary for PS/MS 194 Student Performance

	2010 % 3's & 4's	2010 Median Proficiency	2009 % 3's & 4's	2009 Median Proficiency	2008 % 3's & 4's	2008 Median Proficiency	2007 % 3's & 4's	2007 Median Proficiency
<b>English Language Arts</b>	39.7	2.74	74.7	3.21	56.8	3.09	49.6	2.98
<b>Mathematics</b>	57.8	3.13	88.5	3.63	78.8	3.47	71.6	3.41

The chart above shows student performance in the areas of English Language Arts and Mathematics for the 2007, 2008, 2009 and 2010 school years. One can see that, prior to the change in standards that was implemented in 2010, our students progressed steadily in both English Language Arts and Mathematics. In 2007, 49.6% of students were performing at or above grade level (level 3 and 4) in English Language Arts. That number improved to 56.8% in 2008, and to 74.7% in 2009. This is an improvement of 25.1% over three years. In mathematics, 71.6% of our students were performing at or above grade level in 2007, which increased to 78.8% in 2008, and to 88.5% in 2009. This represents an increase of 16.9% over the three year period.

Starting in 2010, NYSED changed the scale score required to meet each of the proficiency levels, increasing the number of questions students needed to answer correctly to meet proficiency. This change resulted in a substantial decrease in the percent of students at P.S./M.S. 194 who scored at level 3 or 4. In ELA, the percent of students who met proficiency dropped from 74.7% in 2009 to 34.7% in 2010 - a change of 40.0%. This decrease is also evident in sub-group performance in 2010. In 2010, 16.0% of special education students scored proficiency in ELA; down from 45.0% in 2009. This represents a drop of 29%. 12.5% of ELLs scored proficiency in 2010 compared to 47.8% in 2009 – a decrease of 35.3%.

As was the case in ELA, the increased scale score requirement for proficiency resulted in a decrease in the percent of students scoring proficiency in mathematics. In mathematics, the percent of students who scored level 3 or 4 dropped from 88.5% in 2009 to 57.8% in 2010 – a change of 30.7%. ELL performance in mathematics dropped from 77.6% scoring proficiency in 2009, to 30.9% scoring proficiency in 2010 – a decrease of 46.7%. Special education performance also decreased. In 2009, 68.4% of special education students scored at proficiency as compared to 25.5% in 2010. This represents a change of 42.9%.

## Student Progress

	<b>ELA 2009</b>	<b>Math 2009</b>	<b>ELA 2008</b>	<b>Math 2008</b>	<b>ELA 2007</b>	<b>Math 2007</b>
% 1 Yr. Progress	<b>67.4</b>	<b>65.5</b>	<b>58.6</b>	<b>56.6</b>	<b>45.1</b>	<b>48.3</b>
% Lowest 1/3 w/1 Yr Progress	<b>87.8</b>	<b>73.5</b>	<b>81.6</b>	<b>61.6</b>		
Avg. Change for 1's and 2's	<b>0.41</b>	<b>0.41</b>	<b>0.21</b>	<b>0.20</b>	<b>-0.03</b>	<b>0.01</b>
Avg. Change for 3's and 4's	<b>0.02</b>	<b>0.00</b>	<b>(0.05)</b>	<b>(0.08)</b>		

The chart above shows student progress in the areas of English Language Arts and Mathematics during the 2007, 2008, and 2009 school years. The numbers represent the percentage of students in grades 3-8 who made at least one year of progress (as measured by the NYS assessments). Over the same three year period, 2007-2009, the percentage of students making at least one year of progress in ELA increased from 45.1% in 2007, to 58.6% in 2008, and to 67.4% in 2009. In mathematics, the percentage of students making a full year of progress increased from 48.3% in 2007, to 56.6% in 2008, and to 65.5% in 2009. What this chart demonstrates is that more students were making progress (as measured by the NYS assessments) on a yearly basis in both ELA and Mathematics.

In 2010, the median growth percentile in ELA was 64.0. This ranks us at 45% relative to our peer horizon and 33.3% when compared to the city. The median growth percentile among the lowest third in the school in ELA was 68.0. When compared to our peer horizon and the city horizon, we rank 37.3% and 23.5% respectively. The median growth percentile in mathematics in 2010 was 64.0. This ranks us at 51.4% and 46.0% when compared to our peer horizon and the city horizon. The median growth percentile among the school's lowest third is 64.0. When compared to the peer horizon we are at 44.9% and when compared to the city we are at 36.9%.

We face two major impediments to continuous school improvement. First, in light of the increased standards, we need to adjust our teaching practices to make our instruction more rigorous and to raise the standards to which we hold our students accountable so that they are more on par with the increased standards of the New York State assessments. The second impediment to continuous school improvement is funding. Our school's funding level has decreased per student in each of the previous four years. We faced a funding cut of over \$500,000 during the 2009-2010 school year and additional cuts this school year. The resulting cuts to personnel and programs may impact student performance. Since the shift to the Fair Student Funding formula system, our school has historically been one of the most under-funded schools in NYC. During the 2009-2010 school year we were funded at approximately \$7200 per student, while having 92.2% of our students in poverty. This compared to almost \$15,000 per student for another K-8 school in our "peer index". The funding issue has impacted class size, the amount of materials we can purchase, the number of cluster teachers we can hire, class trips, educational consultants, the amount of technology we can purchase and many other items. All of these items impact students' academic performance and the educational experience that we are able to provide.

## 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.

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### Goals

1. **To improve school wide student performance on the New York State ELA Assessment by 5%, raising the percentage of students at proficiency (scoring level 3 or 4) from 40% to 45% in May 2011.** The percent of students at PS/MS 194 scoring at or above grade level in ELA has decreased by 40.0% due to the new cut scores. In order to reestablish our past gains, it is necessary for the staff to be proficient in interpreting the data to identify areas of strength and areas in need of improvement. The knowledge and use of all pertinent data will inform and drive their instruction to meet the individual needs of their students.
2. **To improve school wide student performance on the New York State Mathematics Assessment by 5%, raising the percentage of students at proficiency (scoring level 3 or 4) from 57.7% to 62.7% in May 2011.** The percent of students at PS/MS 194 scoring at or above grade level in Math has decreased by 30.7% due to the new cut scores. In order to reestablish our past gains, it is necessary for the staff to be proficient in interpreting the data to identify areas of strength and areas in need of improvement. The knowledge and use of all pertinent data will inform and drive their instruction to meet the individual needs of their students.
3. **Adoption of school uniforms by 90% of the student population, K-8 by June 2011.** This is the first year PS/MS 194 has adopted a uniform dress code. We believe this uniform program will outwardly convey the **dedication** of our students, **professionalism** of our academic pursuits, and **community spirit** that makes our school a wonderful place to be.
4. **To promote uniformity in ELL instruction by realigning it with the Common Core State Standards (CCSS) and grade level curriculum maps by September 2011.** To increase ESL performance on the NYSESLAT as well as the ELA, Math and Science state exams.
5. **To increase teacher expertise in ARIS by June 2011.** In order meet goal #1 and #2 it is important to develop teachers' expertise in the effective utilization of data in order to expand their teaching repertoire and use of differentiated instruction. Progress toward meeting this goal will be evidenced by a 100% of the staff using ARIS and the incorporation of differentiated instruction into daily lesson plans.

**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><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>To improve school wide student performance on the New York State ELA Assessment by 5%, raising the percentage of students at proficiency (scoring level 3 or 4) from 40% to 45% in May 2011.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Ongoing professional development on differentiated instruction and data analysis with AUSSIE Consultant, Literacy Coach, Data Specialist, AIS Providers, ELL and Special Education teachers.</li> <li>• Re-aligning current ELA curriculum maps and units of study with the Common Core State Standards.</li> <li>• Continue to emphasize the amount of independent reading of all students through the 100 Book Challenge Reading Program (400 steps per year in grades K-1 and 800 steps per year in grades 2-8)</li> <li>• Targeted instruction during mandated time.</li> <li>• Monthly data talks with administration</li> <li>• Use of simulations and running record assessments to track progress.</li> <li>• AIS teachers meet 4-5 times per week with lowest performing students.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <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"> <li>• Use of Title I funding to pay for AUSSIE consultant 30 days \$34,500</li> <li>• Use of Title I funding to pay for substitutes to allow teachers to attend or meet for professional development</li> <li>• Use of Contract for Excellence money to pay for the literacy coach.</li> <li>• Literacy Coach and the data specialist will meet routinely with teachers during grade PLTs to review and analyze data.</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

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

- Data binders
- Sign-in sheets
- AIS logs submitted monthly
- Guided reading logs submitted monthly
- Student portfolios
- Formal/informal observations
- Running record reports November 2010, March 2011 and June 2011
- October 2010 simulation – (2009 NYS ELA Assessment)
- January 2011 Acuity Predictive – results will pinpoint areas of weakness/strength and identify students for the Wednesday/Thursday Test Sophistication Program
- Test Sophistication begins 2/2/11 and ends 4/28/11
- March ‘Rally’ Assessment – results will indicate areas of weakness/strength which will inform and differentiate instruction.
- We anticipate a minimum of a 10% decrease in the number of students scoring at level 1 on the March 2011 simulation as compared to the October 2010 simulation results.

**Mathematics**

**Subject/Area (where relevant):**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To improve school wide student performance on the New York State Mathematics Assessment by 5%, raising the percentage of students at proficiency (scoring level 3 or 4) from 57.7% to 62.7% by May 2011.</b></p>
<p><b>Action Plan</b> 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"> <li>• Ongoing professional development on differentiated instruction and data analysis with math staff developers and Data Specialist.</li> <li>• Math Parent Workshops coordinated by Parent Coordinator and given by math staff developers.</li> <li>• Targeted instruction during mandated time.</li> <li>• Monthly data talks with administration</li> <li>• Use of simulations and unit assessments to track progress.</li> <li>• AIS teachers meet 4-5 times per week with lowest performing students.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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.</p>	<ul style="list-style-type: none"> <li>• Use of Title I funding to pay for substitutes to allow teachers to attend or meet for professional development</li> <li>• Use of Contract for Excellence money to pay for the math coach.</li> <li>• Math Coaches and the data specialist will meet routinely with teachers during grade PLTs to review and analyze data.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Data binders</li> <li>• Sign-in sheets</li> <li>• AIS logs submitted monthly</li> <li>• EDM/Impact Math unit assessments</li> <li>• Student portfolios</li> <li>• Formal/informal observations</li> <li>• October 2010 simulation – (2009 NYS Math Assessment)</li> <li>• January 2011 Acuity Predictive – results will pinpoint areas of weakness/strength and identify students for the Wednesday/Thursday Test Sophistication Program</li> <li>• Test Sophistication begins 2/2/11 and ends 4/28/11</li> <li>• March 'Rally' Assessment – results will indicate areas of weakness/strength which will inform and differentiate instruction.</li> <li>• We anticipate a minimum of a 10% decrease in the number of students scoring at level 1 on the March 2011 simulation as compared to the October 2010 simulation results.</li> </ul>

**School Uniforms**

**Subject/Area (where relevant):**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Adoption of school uniforms by 90% of the student population, K-8 by June 2011.</b></p>
<p><b>Action Plan</b> 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"> <li>• PBIS rewards given daily September 2010-January 2011 and weekly February-June 2011</li> <li>• Informal ‘spot check’ rewards</li> <li>• Uniform logs collected daily for data input and analysis; November 2010-June 2011</li> <li>• Certificates given monthly for the highest grade and the top class on each grade</li> <li>• Monthly celebrations for the highest grade and class</li> <li>• Phone calls to parents of students who consistently refuse to wear their uniforms.</li> <li>• Additional materials will be purchased as needed</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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.</p>	<ul style="list-style-type: none"> <li>• Title I money used for purchasing materials (positive “reinforcers”) for PBIS reward system.</li> <li>• Title I money used for purchasing class rewards, such as class celebrations and incentives.</li> <li>• Per Session for staff for different events.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Daily surveys of percent wearing uniforms with reward for 100% uniforms.</li> <li>• Line graph display in main lobby – plot monthly % of uniforms for each class to track progress.</li> <li>• Monthly rewards for each grade’s top uniform class.</li> <li>• Monthly PBIS committee meetings</li> <li>• By January 2011 75% of the staff will be on board with accurate and complete data collection. We expect to have 100% by June 2011</li> <li>• By January 2011, 80 % of the students will wear uniforms on a daily basis.</li> <li>• By June 2011, 90% of the students will wear their uniforms on a daily basis.</li> </ul>

**English Language Learners**

**Subject/Area (where relevant):**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To promote uniformity in ELL instruction by realigning it with the Common Core State Standards (CCSS) and grade level curriculum maps by September 2011.</b></p>
<p><b>Action Plan</b> 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"> <li>• September 2010: meet with ESL teachers to discuss their goals and the direction of the ESL program.</li> <li>• October 2010: review how the ELL instructors will incorporate the grade level curriculum into their plans.</li> <li>• November 2010: purchase Imagine Learning English (ILE) and Brainpop programs for ELLs.</li> <li>• December 2010: Professional Development and implementation of restructured ESL instruction and programs.</li> <li>• February 2011: evaluation and revision of the changes.</li> <li>• March through June: Ongoing staff development and continuation of the process.</li> <li>• November 2010 – June 2011 - On-going Data Inquiry Team with Yliucha Jaquez – CFN 607 ELL Instructional Specialist.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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.</p>	<ul style="list-style-type: none"> <li>• Title I money to purchase additional support materials and resources to be used by ESL staff.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Sign in sheets from staff development workshops</li> <li>• Interim assessments</li> <li>• Monthly ELL Data Inquiry Team Meetings</li> <li>• October 2010 – May 2011 – ELL after school program</li> <li>• Reading and analyzing the ILE data – monthly</li> <li>• Lesson plans</li> <li>• Teacher feedback</li> <li>• Consumption of materials.</li> <li>• Samples of student work.</li> </ul>

**Subject/Area (where relevant):** ARIS

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To increase teacher expertise in ARIS by June 2011.</b></p>
<p><b>Action Plan</b> 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"> <li>• Professional development will be offered by Data Specialist</li> <li>• Monthly reporting to Assistant Principals at Professional Learning Team meetings</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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.</p>	<ul style="list-style-type: none"> <li>• Title I money to purchase additional materials and resources to be used by staff.</li> <li>• Per session for staff to explore ARIS</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Printouts of reports and group lists</li> <li>• Inclusion of ARIS reports in data binders</li> <li>• Bi-monthly presentations at Professional Learning Teams (PLTs)</li> <li>• Sign in sheets from professional development</li> <li>• By January 2011, 75% of the teachers will navigate the general features of ARIS including views, sorting, filtering, and making groups in order to inform and differentiate instruction.</li> <li>• By June 2011, 100% of the teachers will navigate the general features of ARIS including views, sorting, filtering, and making groups in order to inform and differentiate instruction.</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	30	30	N/A	N/A				
1	30	30	N/A	N/A				
2	50	50	N/A	N/A				
3	50	50	N/A	N/A				
4	50	50	30	30				
5	50	50	50	50				
6	50	50	50	50				
7	50	50	50	50				
8	50	50	50	50				
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)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	ELA AIS teachers meet small groups on a daily basis to improve ELA skills including fluency, comprehension, making predictions, drawing conclusions. Programs and strategies used include Reader’s Theater, Soar to Success, Benchmark Educational Bags, Houghton Mifflin, etc. Students in grades K-6 (30 per grade) receive AIS instruction on a daily basis. An additional 30 students per grade receive small group support for 150 minutes per week after school.
<b>Mathematics:</b>	Grades K-2: Math AIS is a pull-out program consisting of six students at similar academic levels. Services are provided during the school day and the extended day program. Grades 3-8: Math AIS is a push-in program that targets students who are struggling with the current concept. The service is provided during the school day, extended day and after-school programs.
<b>Science:</b>	Students are provided with additional science instruction during extended day programming.
<b>Social Studies:</b>	Small groups meet on a daily basis to increase grade appropriate content knowledge using various non-fiction and historical fiction texts, as well as primary and secondary sources. Students are provided with additional social studies instruction during the extended day programming.
<b>At-risk Services Provided by the Guidance Counselor:</b>	At-risk services are provided by the 2 guidance counselors and the community coordinator on an ‘as needed’ basis after mandated students have been seen.
<b>At-risk Services Provided by the School Psychologist:</b>	At-risk services are provided when time permits based upon referrals by the school administration.
<b>At-risk Services Provided by the Social Worker:</b>	At-risk services are provided when time permits based upon referrals by the school administration.
<b>At-risk Health-related Services:</b>	

**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.

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**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) 1-8                      Number of Students to be Served: 140    LEP Y                      Non-LEP

Number of Teachers 9                      Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – In 2010-2011 school year, PS/MS 194 will utilize Title III, Part A funding to help students meet the Adequate Yearly Progress required by the No Child Left Behind (NCLB), Title III legislation. It will additionally increase student achievement on the NYSESLAT and the ELA and Math exams by funding an eight month long, after school program from October to May. Our entire ELL populations on grades 1-8 are invited to this after-school program. Based on our data from the 2010 NYSESLAT, 35% of our students are at the

beginner or intermediate level for the Reading and Writing portion of the NYSESLAT. In addition, 35% of our students scored at the advanced level in the same sections of the exam. Therefore, our rationale for this after-school program is tri-fold:

1. To work with our Advanced population to fine tune their reading and writing skills and, therefore, attain proficiency.
2. To guide Beginning and Intermediate students to improve their reading and writing skills and, therefore, progress a level on the NYSESLAT.
3. To immerse our immigrant population in English speaking studies so that they will smoothly transition their knowledge to English (L2).

Approximately, 160 ELLs from grades 1-8 attend the ESL After-school Program on Wednesdays and Thursdays, from 2:20-3:50pm. The ESL after-school team is comprised of four certified ESL teachers and five highly qualified classroom teachers who implement skills and strategies using differentiated instruction to accommodate all proficiency levels. Each certified ESL teacher team teaches with a Common Branch teacher in our after-school program. The language of instruction is always English.

#### 2010-2011 After-School Instructors

Grades 1-2: Ms. Reuter-Diaz (certified TESOL) & Ms. Kabinoff

Grades 3-4: Ms. Son (certified TESOL) & Ms. D'Amato

Grades 5-6: Dr. Jha (certified TESOL) & Ms. Joseph

Grades 7-8 & Newcomers: Mr. Hirsch (certified TESOL) & Ms. Grafstein/Ms. Bryan

Included in this Wednesday/Thursday after-school program is a newcomer group. Here, students who are exempt from the New York State ELA exam are given the opportunity to become familiar with the Basic English needed to communicate and feel comfortable in their new setting. Newcomer textbooks and workbooks are utilized to enhance their progress.

Our pilot program "Imagine Learning English" is a computer based English program that is used by a select group of ELLs on grades 2-6, to assess the strengths and weaknesses of the individual. This intervention helps to identify the areas in which language support is necessary while providing additional reinforcement across the four modalities (speaking, listening, reading and writing) until proficiency is attained.

Our middle school students participate in the "Read 180" program which helps students make 1-2 years of reading progress in a year. In this program, students work in three learning stations: an individualized computer based literacy station, a listening station, and a small group with the teacher. These interventions are tailored to the needs of ELLs who are not reading on grade level.

Materials Used in the After-school Program: Grades 1-8 Finish Line for ELLs (by Continental Press)

## Professional Development Program

High quality, professional development is provided on a rotating and monthly basis. TESOL teachers and classroom teachers utilize this time to collaborate, review data to tailor instruction to the needs of the students, and receive training and support in the newest instructional techniques or programs. These professional development sessions engage teachers in hands-on preparation of new curriculum units and provide them with the opportunity to explore and integrate cross-curriculum materials. Professional Development activities are designed to assist our target audience - content area AIS and TESOL teachers - in assessing data, identifying individual strengths and weaknesses and projecting future goals that will be utilized in the differentiation of instruction. Additional professional development will be provided in the areas of SmartBoard training, the Imagine Learning English Program, Data Inquiry, Full Option Science System, curriculum mapping and the importance of differentiation of instruction in order for the school to better meet the academic and promotional needs of our ELL population.

### Section III. Title III Budget

School: PS/MS 194

BEDS Code: 321100010194

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	<b>\$32,328.72</b>	<b>9 teachers x 3 hours per week (\$41.98 per hour)x 24 weeks = \$32,328.72</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	N/A	N/A
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$171.28	<b>Finish Line for ELL's - Continental Press</b>
<b>Educational Software (Object Code 199)</b>	N/A	N/A
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		\$32,500

## **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**

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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.

**To determine the dominant language in the homes of our ELL population, data was collected from the Home Language Surveys as well as meetings with school administrators, the child study team and the parent coordinator.**

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.

**Our school concluded that, other than English, Spanish, Bengali, Arabic and Urdu are the first languages spoken in students' homes (in this order).**

#### **Part B: Strategies and Activities**

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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 plan to have school letters translated into the various languages as well as English (back-to-back) as needed. These services will be provided by parent volunteers, school staff, as well as outside vendors, depending on the language required.**

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.

**During both Parent Teacher Association meetings and Parent Teacher Conferences (day/night), outside contractors as well as in-house staff will be hired to do parent/teacher interpretation**

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>

**When letters are sent home to notify parents of the various meetings, the letter will also state that oral interpretation of services will be provided.**

## **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:	1,282,926	442,428	1,725,354
2. Enter the anticipated 1% set-aside for Parent Involvement:	12,829	4,424	17,253
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	64,146	*	
4. Enter the anticipated 10% set-aside for Professional Development:	128,292	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 98%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

#### **School Parental Involvement Policy**

##### **I. General Expectations**

PS/MS 194 agrees to implement the following statutory requirements:

1. 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 procedures will be planned and operated with meaningful consultation with parents of participating children.

2. 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.
3. The school will incorporate this parental involvement policy into its school improvement plan.
4. In carrying out the Title I Part A parental involvement requirements, 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 1111 of the ESEA in an understandable and uniform format, including in alternative formats and languages.
5. The school will involve the parents of children served in Title I Part A programs in decisions about how the Title I Part A funds reserved for parental involvement is spent.
6. 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 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 parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## **II. Description of How the School Will Implement Required Parental Involvement Policy Components**

1. PS/MS 194 will involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA.
2. PS/MS 194 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Open House, Concerts, Award Ceremonies, Science Fairs and Art Shows
3. PS/MS 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: Curriculum Workshop, Learning Leaders training and AIS programs.
4. PS/MS 194 will conduct, with the involvement of parents, an 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 findings 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. Distributing parent surveys prepared and collected by the DOE, then reviewed by the SLT along with a staff survey prepared by the DOE.
5. PS/MS 194 will build the school’s and parent’s capacity for strong parental involvement through the following activities specifically described below:
  - a. The school will provide assistance to parents of children in understanding topics such as the Common Core State Standards and state and local assessments.
  - b. The school will provide materials and training to help parents work with their children to improve their academic achievement.

- c. The school will work with parents to identify effective strategies for communicating and working with parents, as well as implementing and coordinating parent programs.
- d. The school will ensure that information related to school and parent programs, meetings, and other activities, is sent to parents in an understandable format, including, to the extent possible, in parents' native languages. This includes the monthly school calendar, monthly PTA/Title I flyers, PTA/Title I notices.

### **III. Discretionary School Parental Involvement Policy Components**

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 parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- 1 involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- 2 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;
- 3 paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- 4 training parents to enhance the involvement of other parents;
- 5 In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times.
- 6 adopting and implementing model approaches to improving parental involvement;
- 7 developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- 8 Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with parents of children participating in Title I, Part A programs. The school will distribute this policy to all parents of children on or before September 30, 2010.

### **School-Parent Compact**

PS/MS 194 and the parents of the students participating in activities, services, and programs funded by Title I Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improving student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the state's high standards. This school-parent compact is in effect during 2010-11 school year.

## **Required School-Parent Compact Provisions**

### School Responsibilities

PS/MS 194 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student academic achievement standards.
2. Hold parent-teacher conferences during November and February/March at which this compact will be discussed as it relates to the individual child's achievement.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Report cards and Interim Progress reports (GradesK-8).
4. Provide parents reasonable access to staff. Parents will adhere to the following protocol for communication: teacher, dean, parent coordinator, assistant principal, and finally, principal.
5. Provide parents opportunities to volunteer and to observe classroom activities, as follows: class trips, Learning Leaders training, and open school week (November & March).
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan, in an organized, ongoing, and timely way.
8. Provide information to parents of participating students in an understandable and uniform format.
9. Provide opportunities for regular meetings at which parents can formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
10. Provide to each parent an individual student report regarding the performance of their child on the State assessment in at least mathematics, English language arts and reading.
11. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- 1 Monitoring attendance.
- 2 Ensuring that homework is completed.
- 3 Monitoring the amount of television that is watched.
- 4 Participating, as appropriate, in decisions relating to my children's education.
- 5 Promoting positive use of extracurricular time.
- 6 Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or school district either received by my child or by mail and responding, as appropriate.
- 7 Serving, to the extent possible, on policy advisory groups, such as the Title I parent representative on the School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

## Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- 1 Do homework every day and ask for help when needed.
- 2 Read at least 30 minutes (100 Book Challenge) every day outside of school time.
- 3 Give all notices and information received from school every day to parents or the adult who is responsible for my welfare.

### SIGNATURES:

\_\_\_\_\_  
SCHOOL

\_\_\_\_\_  
PARENT(S)

\_\_\_\_\_  
STUDENT

\_\_\_\_\_  
DATE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
DATE

## 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.  
**Please see the needs assessment on pages 9 and 10.**
2. School-wide reform strategies:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.  
**All students are involved with the 100 Book Challenge to improve reading quantity and quality, PBIS to improve behavior, Balanced Literacy, EDM or Impact Mathematics and have a well rounded program including art, music, technology (7<sup>th</sup> gr.), foreign language (8<sup>th</sup> gr.) and physical education.**
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

**We have increased the amount of learning time by holding after-school programs for 180 students on Wednesday and Thursday for the months of January-April. A Saturday program is planned for 120 students from January-April.**

3. Instruction by highly qualified staff.  
**100% of staff is considered highly qualified.**
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.  
**Literacy coaches and Math coaches provide on-going, full-time support of teachers to improve instruction with the goal of improving student academic standards.**
5. Strategies to attract high-quality highly qualified teachers to high-need schools.  
**By creating a safe, organized, effective school, there is little to no turnover of staff and the number of applications far surpasses the number of available positions in any given year.**
6. Strategies to increase parental involvement through means such as family literacy services.  
**The Title I parent advisory committee works with the principal and parent coordinator to develop strategies for improving parental involvement. This has included literacy and technology instruction and programs for families.**
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.  
**N/A**
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.  
**Teachers are included in the school's Tier III committee. This committee designs and plans school-wide assessments and the use of the information. Teachers also meet in grade level groups to review data from state assessments and simulations, and to determine how to utilize the information effectively.**
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.  
**The school has developed two child study teams to review the cases of specific students who are having difficulties with either behavior or academics.**
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.  
**Community Coordinator and Guidance counselors work with the school's PBIS committee to design behavioral programs, violence prevention programs, and nutrition programs.**

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

### *Explanation/Background:*

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education

Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide 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 <sup>2</sup> 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	✓			1,077,659.00		
Title I, Part A (ARRA)	Federal	✓			438,004.00		
Title II, Part A	Federal	✓			323,383.00		
Title III, Part A	Federal	✓			32,500.00		
Title IV	Federal		✓				
IDEA	Federal	✓			233,253.00		
Tax Levy	Local	✓			5,041,044.00		

**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.

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

**N/A**  
**School is in Good Standing**

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

**N/A**  
**School is in Good Standing**

## 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>

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### **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.)  
**As of February 1, 2011, we have 11 children currently registered as Students in Temporary Housing.**
2. Please describe the services you are planning to provide to the STH population.  
**These students receive extra guidance and support from our counseling staff and administration.**

### **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**

<b>School Name:</b>	PS/MS 194					
<b>District:</b>	11	<b>DBN:</b>	11X194	<b>School</b>		321100010194

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		92.3	93.4	93.9
Kindergarten	124	124	124				
Grade 1	135	144	146	<b>Student Stability - % of Enrollment:</b>			
Grade 2	142	152	153	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	164	144	158		91.7	94.7	93.8
Grade 4	138	175	158				
Grade 5	151	138	183	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	152	161	137	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	150	150	148		90.8	90.6	90.6
Grade 8	149	148	153				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		8	21	52
Grade 12	0	0	0				
Ungraded	2	2	2	<b>Recent Immigrants - Total Number:</b>			
Total	1307	1338	1362	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					21	24	21

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	10	9	10	Principal Suspensions	82	56	107
# in Collaborative Team Teaching (CTT) Classes	41	54	63	Superintendent Suspensions	15	15	6
Number all others	82	89	97				

*These students are included in the enrollment information above.*

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	89	92	93
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	15	14	11
# receiving ESL services only	185	199	TBD				
# ELLs with IEPs	2	20	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	4	3	6

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	5	5	7	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	60.7	69.6	87.1
				% more than 5 years teaching anywhere	49.4	51.1	67.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	89.0	93.5
American Indian or Alaska Native	0.2	0.0	0.4	% core classes taught by "highly qualified" teachers	95.5	98.3	100.0
Black or African American	13.0	12.2	11.0				
Hispanic or Latino	59.4	57.8	57.5				
Asian or Native Hawaiian/Other Pacific	23.1	25.5	26.4				
White	4.2	4.1	4.7				
<b>Male</b>	52.8	52.5	52.0				
<b>Female</b>	47.2	47.5	48.0				

#### 2009-10 TITLE I STATUS

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

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-				
Black or African American	v	v				
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander	v	v				
White	v	v	-			
Multiracial	-	-	-			
Students with Disabilities	vsh	v				
Limited English Proficient	v	v				
Economically Disadvantaged	v	v				
<b>Student groups making</b>	<b>8</b>	<b>8</b>	<b>1</b>			

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>				
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>	NR			
<b>Overall Score:</b>	42	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment:	8.1	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	7.5	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	25.4					
<i>(Comprises 60% of the</i>						
Additional Credit:	1					

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](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 <b>607</b>	District <b>11</b>	School Number <b>194</b>	School Name <b>PS/MS 194</b>
Principal <b>Ms. Sifuentes-Rosado</b>		Assistant Principal <b>Ms.Young, Ms.Green, Ms. Aquino</b>	
Coach <b>Ms. Kwartler</b>		Coach	
Teacher/Subject Area <b>Ms. Kuszel, ESL Coordinator</b>		Guidance Counselor <b>Ms. Russo, Mr. Saez</b>	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator <b>Ms. Lombardi</b>	
Related Service Provider <b>Ms. Schrader, Ms. Kulynych</b>		Other	
Network Leader <b>Mr. Myers</b>		Other	

### 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	<b>4</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>1368</b>	Total Number of ELLs	<b>203</b>	ELLs as Share of Total Student Population (%)	<b>14.84%</b>
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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.

Upon registration, parents are given the Home Language Identification Survey. The ESL Coordinator and/or another pedagogue is present to assist with completing HLIS to ensure that all information is filled out accurately. An informal interview is conducted to determine English language competency. The ESL Coordinator and/or pedagogue informs the Pupil Accounting Secretary as per the HLIS, of the correct OTELE code. If it is determined that the student needs to be tested by the LAB-R, then within the first ten days of school the potential English Language Learner is tested using the Language Assessment Battery- Revised (LAB-R). The Spanish speaking Ells, who don't pass the Lab-R, are then given the Spanish Lab. Parents are informed about ELL eligibility through an Entitlement letter (in their native language), detailing the DOE ELL Programs and inviting them to the ELL Parent Orientation meeting. The following pedagogues administer the HLIS as well as the LAB-R: Dawn Kuszel-Licensed TESOL Coordinator/ teacher, Prabhu Jha-Licensed TESOL teacher (speaks Hindi), Martin Hirsch-Licensed TESOL teacher(speaks Chinese), BJ Son-Licensed TESOL teacher(speaks Korean). In addition, Mindy Pierre and Laura Dellatte (licensed teachers) assist with Spanish language interpretation. Parent volunteers help with translations also.

All parent orientation information is relayed to parents in their native languages. At the Parent Orientation Meeting, Supervisors, ESL Staff and the Parent Coordinator are present. Brochures (translated versions available) describing the DOE, ELL Programs are handed out. The ELL Parent Orientation DVD is viewed by the parents in their native languages. We further explain the programs viewed in the DVD and answer any questions the parents might have via a translator. Next, the Parent Survey and Program Selection forms are distributed. Parents are asked to read and complete the survey and select a program for their child. After collecting the parent survey forms, students are placed in ELL programs based on parent choice. If a choice other than ESL is chosen the parent is informed that we currently do not have enough students for a bilingual class. They are then given the option of transferring their child to a school with a bilingual program. They are also informed that they will be notified if a bilingual class becomes available in our school. If necessary, letters are redistributed and phone calls are made to homes from where forms have not been returned. With the help of the parent coordinator, classroom teachers and ESL staff, and incentives, the timely return of these letters is insured as well as monitored. All ELL documents are filed and stored in an accordion folder with headings for each form. The preferred program choice of each parent is then entered on a spread sheet, which details all important information pertaining to each Ell. The ESL Coordinator is responsible for the distribution and organization of these important documents.

The general trend over the years among parents seems to be the selection of the English As A Second Language Program as the preferred choice. For the 2010-2011 school year, approximately 97% of our parents have consistently chosen ESL as their program of choice. The second choice was TBE (21 parents) and a small segment (4 parents) chose DL. If, however, parents are interested in a bilingual or dual language program, they are informed about the minimum number of students from same language, on two contiguous grades needed to open up a program, which at the present time is not available. Parents'/students' names are put on a waiting list as this program choice is selected. Parents are given the option of transferring their child to a school with a program of their choice. All accommodations are made to help find that student and alternate placement.

The ESL teachers and the Parent Coordinator have also met with parents during scheduled meetings, parent-teacher conferences, and preparation periods to further discuss and inform the dynamic instructional needs of the school's Ells.

All Ells at PS/MS 194 are assessed using the New York State English As Second Language Achievement Test (NYSESLAT). English As A Second Language teachers work with Ells for their allotted time periods to help students improve their skills in speaking, listening, reading and writing and help them prepare for the NYSESLAT. Those students that do not pass the NYSESLAT are given a continued entitlement letter and receive services until proficiency is reached.

## 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	2	4	4	4	4	5	3	2	2					30
<b>Total</b>	2	4	4	4	4	5	3	2	2	0	0	0	0	30

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
<b>All ELLs</b>	203	<b>Newcomers (ELLs receiving service 0-3 years)</b>	145	<b>Special Education</b>	24
<b>SIFE</b>	8	<b>ELLs receiving service 4-6 years</b>	52	<b>Long-Term (completed 6 years)</b>	6

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		
<b>TBE</b>											0
<b>Dual Language</b>											0
<b>ESL</b>	145	8	8	52	0	14	6	0	2		203
<b>Total</b>	145	8	8	52	0	14	6	0	2		203

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
French														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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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	5	11	12	18	16	21	14	8	13					118
Chinese	1													1
Russian														0
Bengali	4	9	7	7	7	12	5	2	4					57
Urdu									1					1
Arabic	1	1	4		6	1	1	1	1					16
Haitian														0
French			1	1	1	1								4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1	1		2		1	1					6
<b>TOTAL</b>	<b>11</b>	<b>21</b>	<b>25</b>	<b>27</b>	<b>30</b>	<b>37</b>	<b>20</b>	<b>12</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>203</b>

## 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.

English Language Learners (ELLs) currently compose 14.8 % of the total student population. They are instructed via “push-in”/”pull-out” model, whereby an ESL teacher visits the mainstream classroom and provides cross-content support to his or her heterogeneous group, during the mandated number of minutes per week. In some cases, ELLs are also “pulled out” and worked with in small groups to ensure adequate progress in all four learning modalities: speaking, listening, reading and writing. Though the language of instruction in all scenarios is English, teachers provide Native language support whenever possible. The students, who have a strong foundation in their first language, are also provided with dual language glossaries. Our ESL teachers use a rich blend of various approaches such as TPR, realia, language learning experience, communicative approach as well as Balanced Literacy. Our school uses the freestanding ESL program, where Ells work with TESOL teachers towards attaining proficiency in English. Once our Ells attain proficiency, we provide extra support through our Academic Intervention Services Team. Former Ells continue to receive small group instruction in ELA and Math.

Last year we implemented a new program called, Imagine Learning English. This computer based program is highly individualized and rich in visual graphics. It sets the pace according to the needs of the students as well as verbal scaffolds in the Native language. Supervisors and teachers are able to monitor progress through individualized reports. This year administrators and the ELL staff will analyze

the Imagine Learning English data to decide if we should continue this academic intervention.

Time is dedicated each week to working with newly arrived students in particular, and the SIFE potentiality of each student is considered when forming instructional groups. The Milestones Newcomer Series by Cengage Learning is employed for students with emerging- low literacy skills, and a focus on developing Basic Intercommunication Skills (BICS) as well as Cognitive Academic Language Proficiency (CALP). A Newcomers' After-school program also runs twice a week, throughout the school year, to lend additional support to our newly arrived ELL students. New arrivals were also invited to a summer school program where they had the opportunity to adjust to their new surroundings and learn some basic English, to help their transition into the new school year less intimidating.

Long term ELLs are offered the opportunity to participate in various interventions throughout the school year. Our intervention focuses on literacy and ESL as well as prepares the students for the NYSESLAT and the English Language Arts Exam. The After-School ESL program is designed to target instruction addressing all four modalities with differentiated instruction. Brainpop.com and Finish Line for Ells are materials that we are currently using.

Our middle school students participate in the "Read 180" Program which helps students make 1-2 years of reading progress in one year. In this program students work in three learning stations: an individualized computer based literacy station, a listening station as well as small group instruction with the teacher. These interventions are tailored to the needs of ELLs who are not reading on grade level.

In our Mandated Program, ELLs work in group of approximately five to improve their linguistic and academic abilities. Small group work also takes place with our Academic Intervention Team throughout the day. These services are in addition to the mandated periods of ESL and also, give students who have recently passed the NYSESLAT the continued support they need.

Word Study programs by Vital and Wordsmith are implemented throughout the school. However, these programs are especially valuable to our English Language Learners. Vocabulary development is a vital part of an ELLs oral and written language development.

At PS/MS 194 we engage our students in many extra-curricular activities. Some of the extra-curricular activities that find an outlet for students' physical and emotional energies are the school dances, the Ballroom dancing, robotics, and music enrichment. Our other competitive sports include soccer, wrestling, basketball, tennis, volleyball, flag football, mixed martial arts, and softball. At times students and staff hold friendly competitions.

Currently, our eighth grade ELLs are working with the TESOL teacher while the non-ELLs are studying the Spanish Language.

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

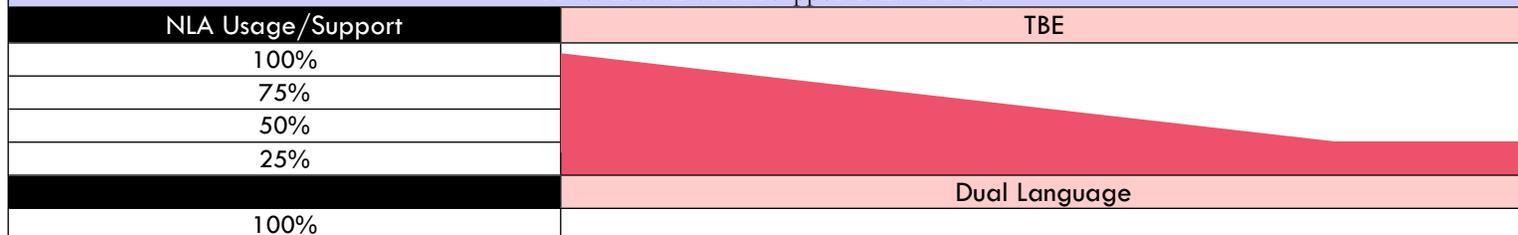
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



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

**B. Programming and Scheduling Information--Continued**

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

These questions are answered in Part A. Please refer to Part A Programming and scheduling.

**C. Schools with Dual Language Programs**

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

## 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.

High quality Professional Development is provided on a rotation and monthly basis. TESOL teachers and classroom teachers utilize this time to collaborate, review data, to tailor instruction to the needs of the students, and receive training and support in the newest instructional techniques or programs. These professional development sessions engage teachers in hands-on preparation of new curriculum units and provide them with the opportunity to explore and integrate cross-curriculum materials. Professional Development activities are designed for our target audience, content area, AIS and TESOL teachers, to assess data, identify individual strengths and weaknesses and project future goals that will be utilized in the differentiation of instructions.

In addition, Network ELL Specialist is conducting on-going Professional Development with our TESOL Department. These Professional Learning meetings are intended to guide us cohesively towards helping our students gain ELL proficiencies. Our main focus will be to improve the quality of student writing. The entire staff will participate in a Scaffolding P.D., where all teachers will learn effective strategies to use with their English Language Learners.

Common Core State Standards is another on-going Professional Development where our school is working towards conforming to national standards. We have the opportunity to view student work and compare it to our own students' work. Afterwards, discussions help us to determine next steps for our students'.

Word Study is one more important tool, where teachers conduct data inquiry groups and discuss the effect of this program. This is especially helpful for English Language Learners. Imagine learning English P.D. is conducted by the ESL staff to for implementation as well as data analysis. Class reports are printed out and interpreted so we can tailor instruction to the needs of all ELLs. All Professional Development sessions/ hours are kept track of so that pedagogues can earn the credit needed to fulfill state requirements.

## 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?

Parent Involvement at PS/MS 194 starts in the very first month of the school year. "Meet the Teacher Night" has become a tradition at our school. This is when parents are invited to meet all of their child's teachers, including ESL instructors. At this meeting they hear about all the planned and scheduled learning assignments/activities for the school year.

Another way in which we encourage parents to become involved in our school community is through a program called Learning Leaders. Those parents who are willing to volunteer their time are invited to participate in a three day training, where they are instructed to work in the classroom setting. Many of the bilingual parents work with small groups so that the ELLs continue to learn content without being hindered by their limited English. They also lend their support by interpreting and translating for our students, teachers as well as parents.

Another vital element of parental involvement is the PTA, which evaluates the needs of the parents by conducting a survey in all home languages. As a result of this survey in a Parent Literacy Program was formed. In this program parents were given an opportunity to learn basic reading and writing skills in English. Another component of this program was computer literacy, where parents learned to become computer literate.

In addition, the PTA led by the Parent Coordinator conducted various workshops throughout the school year. Some of the topics included how to help your child prepare for the ELA and Math exams and 100 Book Challenge; all workshops have translators on hand to assist the non-English speaking parents.

Also, in June 2009 we held an orientation for all incoming Kindergarten students and parents. This orientation helped familiarize both parents and students with academic expectations as well as eased their anxieties. Parents were given an overview of the curriculum, supply list and programs offered to ELLs as well a tour of the building.

# 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)	4	9	11	3	8	10	1	1	6					53
Intermediate(I)	1	6	6	13	5	10	6	2	6					55
Advanced (A)	6	6	8	11	17	17	13	9	8					95
Total	11	21	25	27	30	37	20	12	20	0	0	0	0	203

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		0	3	0	2	1	1	1	1				
	I		8	1	2	2	3	3	1	3				
	A		5	13	9	4	13	11	9	5				
	P		2	5	13	17	14	5	1	7				
READING/ WRITING	B		7	8	1	3	4	1	2	4				
	I		6	5	13	3	11	6	2	5				
	A		0	5	9	16	15	11	6	7				
	P		2	4	1	1	0	2	2	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	12	18	5	1	36
4	14	15	6	0	35
5	8	10	2	1	21
6	8	9	2	0	19
7	8	8	0	0	16
8	9	5	4	0	18
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4	1	18	2	8	1	3	0	37
4	3	2	12	6	11	3	4	0	41
5	2	1	8	4	5	2	0	0	22
6	0	4	5	3	2	1	4	0	19

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
7	3	4	9	1	1	0	0	0	18
8	1	5	4	1	0	0	1	0	12
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	5		14		19		4		42
8	6		4		2		0		12
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	8		6		9		0		23
8	9		3		0		0		12
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 <u>Integrated</u>	1		1	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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)								
Chinese Reading Test								

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

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

The most significant pattern that emerges is the fact that half of our ELL's (50%) fall under the category of Advanced as per the NYSESLAT. If we further analyze this pattern, we find that of all the NYSESLAT modalities reading/writing is one area where our ELL's are most deficient. Using this factor to inform our instructional decision, an on-going Professional Development has been organized to help ELL teachers refocus on writing strategies. The P.D. is lead by the Network 607 Specialist, and includes the ESL and classroom teachers. By developing the writing skills of our ELL's, we hope to help a significant portion of our advanced ELL's, especially in grades 3-6, achieve English proficiency.

Evaluating the ELA data , the majority of our ELL population falls under levels 1 &2. One interesting feature of this pattern is that some

**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.

In order to evaluate our programs, we use a variety of assessment tools including NYSESLAT, ELA, TCRWP, Simulation Exams.

## Additional Information

## Part VI: LAP Assurances

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

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

	Other		
	Other		
	Other		