



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : COUNTEE CULLEN ELEMENTARY SCHOOL

DBN : 05M194

PRINCIPAL: CHARYN KOPPELSON CLEARY EMAIL: CKOPPEL@SCHOOLS,NYC.GOV

SUPERINTENDENT: MS. GALE REEVES

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Charyn Koppelson Cleary	*Principal or Designee	
Osman Couey	*UFT Chapter Leader or Designee	
Dettering Hamilton	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Ramona Bazile	Member/ Title I Parent	
Pamela Canady	Member/SLT Parent	
Brenda Inge	Member/SLT Parent	
Christina McBride	Member/SLT Parent	
	Member/	
	Member/	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, there will be overall student academic growth in ELA and Mathematics, as demonstrated by the NYS assessments by at least 10%.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The performance of students on the NYS assessments in both ELA and Mathematics was far below expected outcomes. In ELA the school performed at 11.7% of our peer group with 18% of our students at level 3 and 4. In Mathematics, performance was well below expectations scoring at 1.8% of our peer group, at 17% of students at level 3 and 4. Our progress score in ELA is at 6.9% of our peer group scoring a median growth percentile of 54.0. This lack resulted in no additional credit on the Progress Report.

Based on the 2010-2011 Progress Report, only 4.5% of our self-contained students achieved proficiency in ELA and 0% in Mathematics. Among our CTT population only 0% in ELA and 4.3% achieved proficiency in Mathematics. We are committed to an emphasis on developing effective instructional practices among students with disabilities as a focus during the 2011-2012 school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- a). Using the Common Core performance tasks as a model for looking at student work with a focus on identified student sub-groups: SWD's, ELL's and students in the lowest 1/3 for ELA and Mathematics, Science and Social Studies.
 - Periodic assessments and the use of literacy and mathematics baselines to support progress monitoring of student work products.
 - Running records, DRAS's, ECLAS, America's Choice pre-assessments in writing, mathematics tests, EDM end of chapter tests, Skill of the Week for ELA and Mathematics.
 - Frequent, short cycles of teacher feedback to support the improvement of pedagogy in ELA and Math best practices.
- b). Administration, Fordham network staff, conduct focus walkthroughs, and periodic class visits to observe and assess the evidence of more rigorous

instruction.

- Teacher Team development to support Rubric study and improvement of student work samples.
- b). Regularly scheduled ELA and Mathematics clinics through Fordham network staff where the focus will be on teacher teams analyzing student work using the Common Core student tasks in order to assist staff in identifying student strengths, areas of need and modifications to instructional practices.
- Responsible staff: Principal, AP, instructional coaches, AIS staff, Fordham support staff, teacher teams, Data Specialist.
- c). Development of school based workshops and teacher inquiry teams to be implemented during common prep planning periods.
- Clinical observations to provide evidence of impact of professional development and supports to strengthen ELA and Mathematics pedagogy.
 - Interim assessments and NYS assessments to measure growth.
- d). Timeline for Implementation- September 2011 to May 2012.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parental involvement-

- Parents will attend presentations during the September 2011 Meet and Greet the Teachers Night (Open House activity), principal and school leaders share challenges and plan for school improvement for parents.
- Parent Teacher Conferences are well advertised and attended.
- Curriculum events by grade/class to share the focused practices for school improvement.
- SLT Meetings, members discuss progress and challenges to school improvement issues.
- Parent Newsletter is under development: "PS 194M Backpack News".
- EChalk School website under development-multi-lingual access.
- Periodic Parent walkthroughs with written and verbal feedback from participants (translation services provided) with principal, coaches, Fordham staffers, and PTA/parent coordinator.
- Parent survey results re: school safety issues, academic requirements/progress, promotional criteria, etc.
- School's open door policy – throughout the school year to promote a stronger bond between home and school.
- Periodic announcements, monthly workshops, ARIS parentlink trainings, parent volunteers
- Newly formed PTA collaboration with school leaders and staff.
- Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Turnaround for Children-

We have collaborated with a CBO, Turnaround for Children, through a 3 year, \$275,000 grant to make a positive impact on students who are academically at-risk or are at-risk for behavioral issues which impact negatively on their academic progress. Two teams have been developed to address our students' challenges: the Instructional Support Team and the Student Intervention team. Teacher referrals for students to either team or both will provide supportive structures, interventions and services through this research based approach which has a reputable track record in NYC public schools.

Professional development for staff is on-going and tailored to the needs of our school's population, and challenges/strengths.

COMP Training- accredited training program for all staff to support student engagement, appropriate staff interactions with students at-risk, and problem-solving strategies to reduce student failure.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

275,000 Turnaround for Children Grant funding/PD

50,000 Technology grant

TL Fair Student funding

Title I Funding for ELA, Mathematics, Social Studies and Science materials

Fordham University professional development, Leadership development

Title III Funding – ESL support and development

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, the instructional leadership will have met the citywide expectations around engaging in short, frequent cycles of classroom observation and feedback using Dr. Charlotte Danielson's rubric that articulates clear expectations for teacher practice.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The performance of students on the NYS assessments in both ELA and Mathematics was far below expected outcomes. In ELA the school performed at 11.7% of our peer group with 18% of our students at level 3 and 4. In Mathematics, performance was well below expectations scoring at 1.8% of our peer group, at 17% of students at level 3 and 4. Our progress score in ELA is at 6.9% of our peer group scoring a median growth percentile of 54.0. This lack resulted in no additional credit on the Progress Report.

Based on the 2010-2011 Progress Report, only 4.5% of our self-contained students achieved proficiency in ELA and 0% in Mathematics. Among our CTT population only 0% in ELA and 4.3% achieved proficiency in Mathematics. We are committed to an emphasis on developing effective instructional practices among students with disabilities as a focus during the 2011-2012 school year.

In addition, based on previous feedback from the 2011 ESCA Report, emphasis on teacher training and support to develop teachers' understanding of what rigorous tasks and curriculum entail was repeatedly cited as a factor in time off task and low end student work products. The focus this year is on the components of rigorous instruction and the characteristics of rigor, ie: the Cognitive Rigor Matrix, the DOK and revisiting Bloom's Taxonomy, to support the development of rigorous tasks and a greater alignment of curriculum to the common core learning standards to promote increased student academic progress.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

- a). School's instructional leaders will participate in professional development on the Danielson Rubric for Teacher Effectiveness through the Fordham PSO Network in conjunction with the Danielson Group- beginning August 2011
- b). Instructional leadership will select the highest indicators of the Danielson Rubric to use as targeted goals for teacher performance
- Professional development will be designed based on existing teacher performance data (observations, TDI reports, prioritization by Principal of teacher support).
- c). Teachers will produce professional goals and professional development plans with administration
 - Teachers will assist students in developing learning goals and the goal-setting process to promote student academic progress.
 - Targeted teacher support based on administration's use of the Danielson rubric and the citywide expectations around school leaders' engagement in short, frequent cycles of classroom observations and timely feedback will produce more engaging and rigorous classroom instruction.

Timeline for Implementation- August 2011- June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parental Involvement-

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

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

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
Use of the Danielson rubric will provide school leaders with a common language through the study of the four domains and the rubric for teacher effectiveness to better support instructional staff in becoming highly qualified.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
-TL funding
-OTPS
-Professional Development provided by Fordham University
-Title I funding

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012 to improve rigor of ELA and Math instruction, so there is greater alignment with the common core Learning Standards, we will use the Common core Instructional bundles to focus our work to further establish college and career readiness in our instructional program, 100% of all instructional staff who participated in the Literacy and Mathematics Performance Tasks professional development tasks will be able to effectively implement, score and then determine implications for planning, instruction and future assessments, while working in cooperative grade teams.

Interim goal-

- By October 2011, 80% all instructional staff will have participated in the first part of a professional development series to be provided by our Fordham University PSO Network and turn-keyed by school instructional leadership/coaches, around the Literacy and Mathematics Performance Tasks, which will meet the citywide expectations around engaging all students in at least one literacy and one math task embedded in a rigorous curriculum unit aligned to the Common Core Standards.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Based on the performance of students on the NYS assessments, and the feedback from the 2011 School report card, citing that in ELA no students made AYP and in Mathematics, only two student sub-groups made AYP, a strong focus must be on producing more rigorous curriculum and instructional tasks. Using the America's Choice pre and post assessment data for writing, and running records, DRA's, Acuity Math and ELA for low inference data and, NYS assessments, and other student work products, to identify areas of challenge in Literacy and Mathematics, the instructional bundles are an effective instructional tool with which to study and build more rigorous tasks from.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

a). School instructional leaders and coaches participate in the first wave of professional development led by the Fordham PSO Network facilitators at

Fordham University - Summer through September 2011

- Creation of a School Responsibility Matrix to determine how to carry out the Instructional Expectation tasks effectively
- Professional Development roll out of the ELA and Math Embedded Performance Tasks begins for instructional staff led by both ELA and Math coaches and Fordham PSO curriculum specialists – September 2011, October 2011
- Feedback of PD series to be reviewed, re-assessed and revised periodically
- Baseline assessments related to the embedded Performance tasks administered and assessed- by end of October 2011
- Compare school's methodology and results with baseline assessments with Network schools at Fordham PSO's Principals' Conference using specific work sampling protocols- October 25, 2011
- Continue process of fine-tuning school's implementation plan- On-going
- Determine effectiveness and level of student success with the bundles task-Spring 2012, through the use of task specific rubrics and student work sampling protocols
- Survey Teachers throughout the implementation process – beginning October 2011
- b). Refine implications for further curriculum design/planning, assessment and implementation in ELA, Mathematics and Content re: the impact the Performance Tasks will have on the design and intention of PS 194's curriculum maps.
- Agendas and PD materials on the embedded Performance Tasks (Instructional Bundles) instructional leaders and coaches received while participating in ongoing professional development through the Fordham PSO Network
- Samples of agendas and professional development materials utilized in on-going and grade specific professional development of instructional staff
- Evidence of grade meetings, common prep periods, faculty conferences, etc devoted to some aspect of the implementation plan and the actual results of this work: attendance sheets, agendas, plans, discussion/charting
- Evidence of grade meetings, common prep periods, faculty conferences, etc. devoted to rubric study and work sampling activities : attendance sheets, agendas, plans, discussion/charting
- c). Instructional staff feedback sheets, surveys, thinking maps activities to support staff's understanding and ability to effectively participate in and complete the Literacy and Mathematics Performance Tasks consistent with the Instructional Expectations stated by the Chancellor.
- Curriculum Mapping professional development demonstrating the impact of the embedded Performance Tasks on PS 194's curriculum maps and the development of future units of study in core subjects.

d). Timeline for implementation- August 2011-June 2012.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parental involvement-

- Parents will attend presentations during the September 2011 Meet and Greet the Teachers Night (Open House activity), principal and school leaders share challenges and plan for school improvement for parents.
- Parent Teacher Conferences are well advertised and attended.
- Curriculum events by grade/class to share the focused practices for school improvement.
- SLT Meetings, members discuss progress and challenges to school improvement issues.
- Parent Newsletter is under development: "PS 194M Backpack News".
- EChalk School website under development-multi-lingual access.
- Periodic Parent walkthroughs with written and verbal feedback from participants (translation services provided) with principal, coaches, Fordham staffers, and PTA/parent coordinator.
- Parent survey results re: school safety issues, academic requirements/progress, promotional criteria, etc.
- School's open door policy – throughout the school year to promote a stronger bond between home and school.
- Periodic announcements, monthly workshops, ARIS parentlink trainings, parent volunteers
- Newly formed PTA collaboration with school leaders and staff.
- Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Our association with Fordham University Graduate School of Education and the Fordham PSO, has already helped to attract high quality teacher candidates. There are tuition incentives for our staff who wish to attend and extend their professional experiences at Fordham. Professional Development opportunities through Fordham have given our staff better insight into instructional requirements and competencies.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Consolidated funding will be used to achieve this goal.

- TL Funding to provide per session for additional Professional Development for teacher teams.
- SWP funding to support parent based activities and collaborations with school constituents.
- OTPS
- Fordham University funding for professional development

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, there will be a demonstrated improvement in the rigor of ELA and Mathematics instruction so there is greater alignment with the Common Core Learning Standards to further establish college and career readiness in our instructional program.

Interim goal-

- By the end of October 2011, all students (currently registered as of October 2011) will have participated a non-instructive baseline assessment utilizing only the untaught writing task as developed by our Fordham University PSO Network around the Literacy and Mathematics Performance Tasks.

Interim goal-

- By Spring 2012, all students will have been engaged in at least one literacy and one math task embedded in a rigorous Literacy and Mathematics curriculum unit which will meet the citywide expectations, and are aligned to the Common Core Standards.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The performance of students on the NYS assessments in both ELA and Mathematics was far below expected outcomes. In ELA the school performed at 11.7% of our peer group with 18% of our students at level 3 and 4. In Mathematics, performance was well below expectations scoring at 1.8% of our peer group, at 17% of students at level 3 and 4. Findings from the 2010 Quality Review report stated, "some teachers select non-challenging text and activities for higher achieving students although they group students strategically, resulting in uneven levels of student engagement". Our focus is on greater alignment with the Common Core Learning Standards to improve academic rigor.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Progress Measure-

- All students will complete one task aligned with the CCLS in English Language Arts and Mathematics.

- Evidence will be collected through the school's participation by Fordham PSO instructional coaches during school visits with teacher teams and school coaches/staff developers.
- Examples of student work from the implemented Common Core Instructional units (Bundles) will be assessed and analyzed to monitor progress, inform instruction and revise curriculum.

The following action plan will be implemented to support this goal:

- a). Regularly scheduled group work sessions unpacking the Common Core Performance Tasks for school leaders, coaches and teacher teams to review the full units of study and examine student tasks, and engage the teams in the process of evaluating student work through a norming process.
- Fordham PSO will provide in school support for teacher teams in the planning and implementation of the Common core Units of Study in order to promote instruction that is aligned to the Common Core Learning Standards.
- b). Instructional leadership/coaches will select the highest indicators of the scoring rubric to develop targeted professional development for staff .
- Instructional leadership/coaches will compare actual baseline assessments to the highest indicators of the scoring rubric to focus professional development for participants during the pre and post activities.
- Professional Development: PD will be given on the following topics: Interim assessments to monitor and revise curriculum including using the literacy and mathematics instructional bundles as a baseline assessment; the use of rubrics with the language of the standards to provide specific feedback to students regarding their work; the use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies, student work samples and data to inform differentiated lesson planning.
- America's Choice consultant will support teacher teams in revising ELA curriculum maps to reflect the results of the student work samples and the need to revise instructional strategies/approaches to improve student academic performance.
- c). Samples of agendas and professional development materials utilized in on-going and grade specific professional development of instructional staff
- Evidence of grade meetings, common prep periods, faculty conferences, etc devoted to some aspect of the implementation plan and the actual results of this work: attendance sheets, agendas, plans, discussion/charting
- Evidence of grade meetings, common prep periods, faculty conferences, etc. devoted to rubric study and work sampling activities : attendance sheets, agendas, plans, discussion/charting
- d). Implementation Timeline: September 2011 through May 2012.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parental involvement-

- Parents will attend presentations during the September 2011 Meet and Greet the Teachers Night (Open House activity), principal and school leaders share challenges and plan for school improvement for parents.
- Title I Meeting and updates to share strategies and school initiatives with parents.
- Parent Teacher Conferences are well advertised and attended.
- Curriculum events by grade/class to share the focused practices for school improvement.
- SLT Meetings, members discuss progress and challenges to school improvement issues.
- Parent Newsletter is under development: "PS 194M Backpack News".
- EChalk School website under development-multi-lingual access.
- Periodic Parent walkthroughs with written and verbal feedback from participants (translation services provided) with principal, coaches, Fordham staffers, and PTA/parent coordinator.
- Parent survey results re: school safety issues, academic requirements/progress, promotional criteria, etc.
- School's open door policy – throughout the school year to promote a stronger bond between home and school.
- Periodic announcements, monthly workshops, ARIS parentlink trainings, parent volunteers
- Newly formed PTA collaboration with school leaders and staff.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- Our association with Fordham University Graduate School of Education and the Fordham PSO, has already helped to attract high quality teacher candidates. There are tuition incentives for our staff who wish to attend and extend their professional experiences at Fordham. Professional Development opportunities through Fordham have given our staff better insight into instructional requirements and competencies.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

-Consolidated funding will be used to achieve this goal.

- TL Funding to provide per session for additional Professional Development for teacher teams.

-SWP funding to support parent based activities and collaborations with school constituents.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, to further promote a safe and effective school environment our school will reduce the total number of disciplinary infractions as compared to the 2010-2011 school year.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Based on the 2010-2011 OORS Report data, there were a total of 193 infractions. Through a series of data based actions we will address the needs in this area.

Interim goals-

- By June 2012, all staff and students will have received instruction in the PS 194 School-wide Behavior Plan and will have actively participated in the PBIS (Positive Behavior Intervention and Support) Program
- By June 2012, at least 60% of our parents will demonstrate awareness of the PS 194 School-wide Behavior Plan and their child's participation in the school's PBIS (Positive Behavior Intervention and Support) Program.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - strategies/activities that encompass the needs of identified student subgroups,
 - staff and other resources used to implement these strategies/activities:
 - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

Turnaround for Children-

a). We have collaborated with a CBO, Turnaround for Children, through a 3 year, \$275,000 grant to make a positive impact on students who are academically at-risk or are at-risk for behavioral issues which impact negatively on their academic progress. Two teams have been developed to address our students' challenges: the Instructional Support Team and the Student Intervention team. Teacher referrals for students to either team or both will provide supportive structures, interventions and services through this research based approach which has a reputable track record in NYC public schools.

Professional development for staff is on-going and tailored to the needs of our school's population, and challenges/strengths.

- COMP Training- accredited training program for all staff to support student engagement, appropriate staff interactions with students at-risk, and problem- solving strategies to reduce student failure.
- All staff and students will have received instruction in the PS 194 School-wide Behavior Plan and will have actively participated in the new PBIS

(Positive Behavior Intervention Support Program).

- At least a 15% reduction in the number of serious incidents reportable in the OORS system for the 2011-2012 school year.
- At least 90% of all PS 194M staff trained and certified (Certification provided by Vanderbilt University) in the research based Turn Around for Children's **COMP** (Classroom Organization and Management Program).
- A noticeable increase in student engagement across the grades through documented PBIS school activities.
- Parent and staff feedback through surveys and questionnaires.
 - b). Continued growth and effectiveness of the IST (Instructional Support Team) and the SIT (Student Intervention Team) to identify and support students who are academically at-risk, and students who are social/emotionally at-risk and their families to reduce student disengagement and increase student performance and well-being, through an analysis of the IST and SIT/teacher and service provider team members, team referral and service data.
- Use fastrack referrals through Turnaround for Children to NY Foundling Hospital for highly at-risk students for appropriate care and services and reduce the number of unnecessary referrals for Special Education services that do not address the actual needs of certain high risk behavior students who are high functioning academically, but are in need of critical psychological care.
 - c). Support school staff/parents in de-escalation strategies to reduce student stress and promote student wellness.
- An increase in parental involvement and parent participation in school wide events by 25%, as measured by attendance sheets, team memberships and survey results.
 - d). Timeline for implementation. June 2011 through June 2012.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parental involvement-

- Parents will attend presentations during the September 2011 Meet and Greet the Teachers Night (Open House activity), principal and school leaders share challenges and plan for school improvement for parents.
- Title I Meeting and updates to share strategies and school initiatives with parents.
- Parent Teacher Conferences are well advertised and attended.
- Curriculum events by grade/class to share the focused practices for school improvement.
- SLT Meetings, members discuss progress and challenges to school improvement issues.
- Parent Newsletter is under development: "PS 194M Backpack News".
- EChalk School website under development-multi-lingual access.
- Periodic Parent walkthroughs with written and verbal feedback from participants (translation services provided) with principal, coaches, Fordham staffers, and PTA/parent coordinator.
- Parent survey results re: school safety issues, academic requirements/progress, promotional criteria, etc.
- School's open door policy – throughout the school year to promote a stronger bond between home and school.
- Turnaround for Children's comprehensive supports for students and families and their association with other agencies and service providers.
- Periodic announcements, monthly workshops, ARIS parentlink trainings, parent volunteers
- Newly formed PTA collaboration with school leaders and staff.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in the area
- Targeted and differentiated Professional Development Plans to support the existing staff's efforts to become highly qualified in the areas of effectively engaging and managing student learning and social/emotional behaviors to make a positive impact on student academic achievement.
- To work collaboratively with Turnaround for Children, through a 3 year school-wide grant and to participate in COMP and PBIS training, on-going to support staff in reducing student incidents by 15%
- To recruit teacher candidates with diverse teaching and training experiences through BOCES, Questar, or Ramapo Institute, to help meet our students' diverse learning needs.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Our association with Fordham University Graduate School of Education and the Fordham PSO, has already helped to attract high quality teacher candidates. There are tuition incentives for our staff who wish to attend and extend their professional experiences at Fordham. Professional Development opportunities through Fordham have given our staff better insight into instructional requirements and competencies.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding Sources:

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day.
- Grant funding for Turnaround Activities
- Title I funding

- Free services through NY Foundling Hospital
- SINI funding for after school programs and differentiated professional development.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	25	25	N/A	N/A	6	3	6	1
1	15	15	N/A	N/A	3	2	3	1
2	16	16	N/A	N/A	4	1	1	
3	14	16	N/A	N/A	1	0	2	1
4	16	16	12	8	3	3	2	0
5	14	14	0	12	2	1	1	0
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>PreK-- intensive oral language development; small groups with speech and language specialists, ESL teacher, Literacy coaches push in to support young learners</p> <p>K- intensive oral language development; small groups with speech and language specialists, ESL teacher, Literacy coaches push in, Building Vocabulary Program,</p> <p>1st- Reading Recovery: Clinical Reading Intervention, one to one sessions and grade one small group intervention services in the afternoons, small groups with speech and language specialists, ESL teacher, Literacy coaches push in</p> <p>2nd - Guided Reading/targeted small group instruction, Building Vocabulary Program,</p> <p>3rd – Guided Reading and Wilson; small group targeted instruction, support from ESL teacher, Literacy coaches, Building Vocabulary Program</p> <p>4th grade- Guided Reading and Wilson; small group targeted instruction, Literacy coaches, Building Vocabulary Program</p> <p>5th grade- Guided Reading and Wilson; small group targeted instruction, Literacy coaches push in/co-teaching model, ESL teacher support, Building Vocabulary Program, and Words Their way.</p> <p>Literacy coach position added to support teachers and their students in developing high quality literacy skills, through AIS small group instruction and professional development. Co-teaching model to support teachers in literacy and core content instruction and intervention strategies.</p>
Mathematics	<p>Math coach position added to support teachers and their students in developing high quality math skills, through AIS small group instruction and professional development. Co-teaching model to support teachers in math instruction and intervention strategies.</p>
Science	<p>Literacy /curriculum coach position added to support teachers and their students in developing high quality literacy skills, and through AIS small group instruction for students, and professional development. Co-teaching model to support teachers in literacy and core content instruction and intervention strategies. Science teacher pushes in to fourth grade one to two periods per day to provide AIS support in science content.</p>

Social Studies	AIS team members provide content based AIS instruction to identified students at-risk, based on student data.
At-risk Services provided by the Guidance Counselor	School guidance counselor provides additional support for at-risk students, one on one or in small group. Also, our counselor is part of the student Intervention Team and works in conjunction with NY Foundling and Turnaround for Children staff to support at-risk students and their families.
At-risk Services provided by the School Psychologist	School Psychologist provides additional support for at-risk students, one on one or in small group.
At-risk Services provided by the Social Worker	At-risk social worker services are provided through the three year Turnaround for Children grant received to address the needs of academically and/ or socially and emotionally at-risk students, in school and through NY Foundling Hospital.
At-risk Health-related Services	Students requiring additional support due to health issues are identified and flexible plans are developed to support their challenges be they physical, medical or social/emotional. One to one paraprofessionals, push in or individual student sessions with OT/PT or other related service providers is made available to our students to support their academic success and well-being.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

PS 194M, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;

- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 05M194 **School Name:** Countee Cullen P.S. 194

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

The performance of students on the NYS assessments in both ELA and Mathematics was far below expected outcomes. In ELA the school performed at 11.7% of our peer group with 18% of our students at level 3 and 4. In Mathematics, performance was well below expectations scoring at 1.8% of our peer group, at 17% of students at level 3 and 4. Our progress score in ELA is at 6.9% of our peer group scoring a median growth percentile of 54.0. This lack resulted in no additional credit on the Progress Report.

Based on the 2010-2011 Progress Report, only 4.5% of our self-contained students achieved proficiency in ELA and 0% in Mathematics. Among our CTT population only 0% in ELA and 4.3% achieved proficiency in Mathematics. We are committed to an emphasis on developing effective instructional practices among students with disabilities as a focus during the 2011-2012 school year.

We recognize the school's need to refocus strategic instructional support on those identified student sub-groups which this past academic year did not meet proficiency. Formative and summative assessment data, classroom observations and feedback from District and Network leadership indicated that a critical alignment of the school's curriculum with the CCLS, Rubric study, alignment of instructional/school leadership practices with the Danielson Teacher Effectiveness Rubric to further a concerted school wide shift to producing rigorous curriculum, higher order thinking and questioning, and engaging instruction as an immediate focus for course correction. A strong collaboration with our new Fordham PSO Network leadership, their assistance in developing a data driven PS 194M Targeted Assistance Plan and our weekly work with their facilitation staff has been a key support.

Teacher teams are involved in the goal-setting process based on their students' data using ARIS, the school's Progress Report, the NYS Report Card and the analysis of trend charts for the 2010-2011 NYS assessments, reorganization of instructional grouping of students in targeted sub-groups for AIS services, RTI services, and referral to the Instructional Support Team (IST)* or the Student Intervention Team (SIT)* for additional and critical academic and/or behavioral support to improve student academic outcomes.

Identification of those students approaching proficiency and the development of instructional practices to support their academic growth are also a priority.

*Two newly developed school structures to impact student academic performance (Rita/research based) through the case study protocol, the development of individualized student action plans, periodic review and revision of differentiated instructional practices and to improve engagement and instructional effectiveness.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Using the Common Core performance tasks as a model for looking at student work with a focus on identified student sub-groups: SWD's, ELL's and students in the lowest 1/3 for ELA and Mathematics, Science and Social Studies.

- Periodic assessments and the use of literacy and mathematics baselines to support progress monitoring of student work products.
- Running records, DRAS's, ECLAS, America's Choice pre-assessments in writing, mathematics tests, EDM end of chapter tests, Skill of the Week for ELA and Mathematics.
- Frequent, short cycles of teacher feedback to support the improvement of pedagogy in ELA and Math best practices.
 - b). Administration, Fordham network staff, conduct focus walkthroughs, and periodic class visits to observe and assess the evidence of more rigorous instruction.
- Teacher Team development to support Rubric study and improvement of student work samples.
 - b). Regularly scheduled ELA and Mathematics clinics through Fordham network staff where the focus will be on teacher teams analyzing student work using the Common Core student tasks in order to assist staff in identifying student strengths, areas of need and modifications to instructional practices.
- Responsible staff: Principal, AP, instructional coaches, AIS staff, Fordham support staff, teacher teams, Data Specialist.
 - c). Development of school based workshops and teacher inquiry teams to be implemented during common prep planning periods.
- Clinical observations to provide evidence of impact of professional development and supports to strengthen ELA and Mathematics pedagogy.
- Interim assessments and NYS assessments to measure growth.

Part B: For Title I SINI Schools Only

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

PS 194 provides opportunities for adult learning on an ongoing basis including intervisitations among teachers and across disciplines, and study groups. The staff at PS 194 engages in regular planning meetings including grade level meetings, faculty conferences, and study groups where we explore the use of relevant disaggregated data to encourage the creation of flexible instructional grouping, conferencing to support individual academic student growth, and the use of data to inform instructional planning to meet the needs of all students (with special emphasis on our student subgroups). Continual support for adult learning is a key component of our work and guides us in building a "culture of shared accountability and responsibility. High-quality, continuous standards-based professional development with multiple approaches is provided that enables staff to enhance their proficiency, and further develop their knowledge of content. Through our use of the America's Choice literacy program, our teachers are provided with on-going professional development. We have utilized more than 10% of our Title 1 funds for professional development.

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

Our teacher-mentoring program will assist teachers in developing standards-based instruction in classrooms and support a culture of reflective practice among teachers, including reviewing student work to inform instruction and enhance student achievement. Our mentors will model lessons, provide feedback, and assist teachers in utilizing and embedding the Common Core Learning Standards into their everyday teaching practice. Additionally, mentors will help teachers, and other school staff select instructional supplies that support curriculum goals.

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

The parent notification will be backpacked home by our students. In order to accommodate the various cultures in our school community, the notification will be made available to our parents in several languages. The administration will also be available if a parent would like to speak directly with an administrator. Our parent coordinator will also be available to meet with parents and advise them of the school's identification.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Margaret Struk	District 05	Borough Manhattan	School Number 194
School Name P.S. 194 Countee Cullen			

B. Language Allocation Policy Team Composition

Principal Charyn Koppelson Cleary	Assistant Principal Michele Hogan
Coach Patrice Lewis	Coach Jacqueline Scott
ESL Teacher Michelle Andrews	Guidance Counselor Alicia Blackwood
Teacher/Subject Area Ms. Cruz/2nd Grade	Parent Jennifer Roman
Teacher/Subject Area Mr. Sylvester/K-1st Grade	Parent Coordinator Clara Pena
Related Service Provider Aurora Quipit/Speech	Other type here
Network Leader Margaret Struk	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	294	Total Number of ELLs	46	ELLs as share of total student population (%)	15.65%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

Every year all ELLs are required to take the NYSESLAT. Students receive a score of B, I, A, or P (testing out). The NYSESLAT consists of four parts: Reading, Writing, Listening, and Speaking, and each part is administered to each student. Speaking is conducted one on one. Listening, Reading, and Writing are conducted in groups. In order to ensure that all ELLs take the NYSESLAT, we create a testing schedule early in the testing window so that any students who are absent will still have time to complete the exam. The RLAT report in ATS lists all eligible students to take the exam, and this is used to ensure all ELLs are administered the NYSESLAT. In addition, if there are newly arrived ELLs who are not yet appearing on the RLAT report, we manually track the Lab-R scores and ESL eligibility to know which students are required to take the NYSESLAT. Michelle Andrews, ESL teacher, is the pedagogue that administers all NYSESLAT exams to the students.

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

3. Entitlement letters and non-entitlement letters are distributed to parents upon testing the child in the Lab-R. Continued entitlement letters in parents' native languages are also sent out in the beginning of the year. Follow up phone calls are made to confirm that letters have been received and to ask parents if they have any questions about the letters or the ESL program. Michelle Andrews, ESL teacher, is responsible for creating these letters and having the principal sign them. Photocopies of these letters are kept in the ESL binder. Program-Selection forms are filled out by parents at the orientation, with the help of the ESL teacher. Program-Selection forms are photocopied for our ESL Binder files. The new Program Selection screen in ATS is then filled out as well, recording the parents' choices for an ESL program. Reading and analyzing the RLAT allows us to know the information about all ELLs who tested out or

continue to require services. These reports help us to maintain appropriate records of our entitlement and placement letters.

When parents are informed of this information, all letters are sent home in their native language. When that is not possible, we have a staff member who can assist with the native language of the parents, attend the meeting with the ESL teacher to assist with translation. LIS Translation services is also used to hire translators when necessary.

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

This school has an ESL program only. As of now, there are not enough students in two consecutive grades to create either a TBE or Dual Language class. For the parents who preferred a TBE or DL program, the ESL teacher recommends schools in the neighborhood that provide the preferred program. This year the parent that had originally requested that her child be transferred to a school with a DL program, changed her mind and is happy to keep her daughter here in the ESL program we provide.

5. The trend in program choices that parents have selected for the past few years is Freestanding ESL. The majority of parents choose this option. They express their desire for their child to focus completely on English. A few parents chose bilingual or dual language, but we do not have enough (15 in two consecutive grades) of these requests to create a bilingual class yet. One Kindergarten student's mother requested that her child be placed in a school that provides Dual Language Classes. The ESL teacher is assisting this parent in finding an appropriate school for her child.

6. The program model at our school is aligned with parent requests. Most parents prefer their children to be in a Free Standing ESL class which we provide at the school. The ESL teacher offers to assist parents who wish for their child to be moved to a school that has bilingual or dual language according to their program selection. Parents are also informed that we will create a bilingual program when we have 15 students in two consecutive grades that want to be in a bilingual or dual language class. When a parent requests a program that we do not provide at the school (ie. Dual Language Classes), the ESL teacher helps the parent find a school with the preferred program model.

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*

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual														0

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	46	Newcomers (ELLs receiving service 0-3 years)	41	Special Education	16
SIFE	1	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0									0
Dual Language	0									0
ESL	46	1	16							46
Total	46	1	16	0	0	0	0	0	0	46

Number of ELLs in a TBE program who are in alternate placement: 0

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														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
Other														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	EL L	EP																			
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
TOTAL	0																				

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0										

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	4	7	4	3	3								24

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
Chinese														0
Russian														0
Bengali		1		1										2
Urdu														0
Arabic		1	4	2	1	1								9
Haitian		1												1
French			2	1										3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	1	1	2	2								7
TOTAL	3	8	14	9	6	6	0	46						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. How is instruction delivered?

a. What are the organizational models? Our school uses the pull-out model as we pull out students to a self-contained separate classroom. Sometimes the ESL teacher pushes in to support students in the classroom. Collaboration between the classroom teacher and ESL teacher is ongoing. It is crucial for the ESL teacher to be familiar with classroom curriculum in order to align lessons with the classrooms. The ESL teacher suggests various ESL-related PD's for classroom teachers, as well as attends various grade meetings to collaborate with what the teachers are doing for ELLs inside the classroom.

A. Programming and Scheduling Information

The ESL teacher also communicates effectively with the teachers via email and phonecalls after school hours when necessary.

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

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

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

a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)? All Beginner and Intermediate ELLs receive 360 minutes of ESL instruction per week, during the regular school day, as part of the Pull-out/Push-in model. All Advanced ELLs receive 180 minutes of ESL instruction per week, during the regular school day. After school programs for ELLs, Saturday programs, and After School programs are not included in these minutes, as per the CR Part 154.

Although we do not have Native Language Instruction in our school, we do provide Native Language Support for ELLs in the classroom; books in students' native languages, signs and charts in the classrooms, labels of objects in the classroom, etc.

Advanced ELLs are required to get 180 minutes of ELA instruction per week. These students receive differentiated ELA instruction in their classrooms. Teachers work with ELLs in their classes during ELA instruction, using supports such as America's Choice which incorporates specific ELL strategies into the ELA lessons.

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.

The ESL teacher teaches ESL through content areas, such as math and science. The Rigby On Our Way to English curriculum for ELLs in our school focuses on language, literacy, and content for all ELLs. Social studies, science and math are all incorporated into the ESL classroom. In addition, when doing math lessons, many hands-on manipulatives and games are used to help the students comprehend certain concepts. During the month before the state math exam, the ESL teacher focuses more on math lessons with students who need extra help for the exam. Content is also taught through ESL instruction by going on class trips to help enrich the students' lives and NYC experiences.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages?

Some ELLs are not as strong in their native language as they are in English. In these cases, we focus on English evaluations and initial assessments. Students who speak Spanish and do not pass the Lab-R, are administered the Spanish Lab-R to help understand in which language the student is dominant. When an ELL student requires a psychological evaluation, depending on the child, the student is evaluated in his/her native language or with a translator present.

A. Programming and Scheduling Information

5. How do you differentiate instruction for ELL subgroups?

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

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

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

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

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

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic areas and accelerate English language development? For ELLs identified with having special needs, we have various instructional strategies and materials that we use. The Wilson program, Guided Reading, and Reading Recovery are used to assist these students. Math and Literacy coaches and AIS are also extra supports for these students. The Voyager literacy program is used with small group instruction.

For ELLs identified with having special needs, the ESL teacher collaborates with the classroom teachers and special education teachers on a regular basis to support the child. It is important for the Special Education teacher and ESL teacher to collaborate in order to fully understand the child's needs in terms of second language acquisition vs. a learning disability. Sometimes the ESL teacher pushes into the classroom to work with the students during the classroom lesson. When students with special needs are in the pull-out class, the ESL teacher creates differentiated instruction for these students. The ESL teacher has copies of all IEPs for students with special needs and

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
least restrictive environment?	We have multiple common prep periods to support all classes in all grades. There are also monthly common preps for teachers in ICT classes, including both partner teachers and paraprofessionals. We are supported by the Fordham PSO Network which helps support teacher teams.
100%	
75%	
50%	
25%	
Dual Language	
100%	
75%	
50%	
25%	
Freestanding ESL	
100%	
75%	
50%	
25%	
TIME	Page 39
	<div style="display: flex; justify-content: space-around;"> BEGINNERS INTERMEDIATE ADVANCED </div>

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

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

P.S. 194 has many targeted intervention programs. The literacy coach and math coach provide intervention for ELLs in both ELA and Math support. The Reading Recovery coaches provide support for 1st and 2nd grade ELLs as well. The Reading Recovery teacher also focuses on ELLs with IEPs in a small group in the afternoons. We have specialty teachers for each of the content areas of science & math. During content-based lessons, small group instruction is provided for ELLs. We have guided math which provides targeted instruction. Various interactive activities provide students with extra opportunities to assist with English language acquisition.

MONDO Safari is a technology program we use to help students with vocabulary and reading comprehension using leveled texts that are appropriate for each individual student. We also use Imagine Learning, which is a technology program designed to support ELL students, as well as National Geographic to assist with non-fiction texts for English language acquisition.

All of these supports are delivered through English instruction. There are no native language intervention plans at our school.

During the 37.5 minute block, K-2nd graders receive instruction in phonemic awareness, phonics, spelling, vocabulary, guided reading and writing, and the use of technology. 3-5th graders work on vocabulary, word skills, test sophistication, best practices in reading & writing, and Kaplan and Coach reading support.

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

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

10. What new programs or improvements will be considered for the upcoming school year? Under P.S. 194's leadership, we are implementing the ELL Periodic Assessment for the second year in a row, in order to better gauge the growth of ELLs throughout the year. Also, based on the transient patterns of ELLs, our ELL population is growing and we are looking into creating self-contained ESL classes and possibly TBE classes if the demographics and program selection of parents demand this. In addition, if the numbers of ELL students continue to grow, we are looking into hiring a second ESL teacher.

Turn Around for Children is an organization working with us this year. A team visits the school twice a week to help facilitate Student Intervention Teams for both behavior/emotional issues as well as academic setbacks. The team works closely with teachers, administration, and guidance in order to support the students. In these meetings, we focus on supporting at-risk students which sometimes include ELLs or ELL-SWD students. Family services are provided if needed.

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

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

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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11. What programs/services for ELLs will be discontinued and why? None at this time.

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

Our ELLs are invited and encouraged to apply and attend all after school programs including Harlem Children Zone, the Bell After School program, After School ELA and Math academies, and the Saturday Academy. In the spring, there is a special after school academy

B. Programming and Scheduling Information--Continued

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

Beginning

Intermediate

Advanced

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

D. Professional Development and Support for School Staff

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

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When necessary, the ESL teacher meets with the school secretary to ensure that all ATS data and all ELL information is accurately entered into ATS.

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

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

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The school guidance counselor facilitates and assists parents in their search for the best middle school for their child. The principal and assistant principal support teachers with ELLs and former ELLs in their classes. When the new year begins, teachers are made aware through ARIS and by the support of school leadership, who the ELLS are in each class. Teachers are provided with necessary information about each ELL in their class.

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

The ESL teacher provides trainings during common planning periods/grade conferences in order to comply with Jose P. regulation. The total number of students at P.S. 194 is 294. Content includes information on procedures of the Lab-R and NYSESLAT and familiarizing teachers with the content of these tests. ESL mandated hours and students' test scores are also discussed and explained to classroom teachers. At each training, a sign-in sheet is mandatory to help track and maintain records of these meetings. Informational folders from these meetings are also maintained for our records.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)			
<p>1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs).</p> <p style="text-align: center;">100% 75% 50% 25%</p> <p>All teachers and staff members working with ELL at ISC (Integrated Services Center) IJET, BETAC</p>	<p>Classroom teachers of ELLs, Administrators, and Assistant Principals receive professional development as well in order to support all students and staff in the school. The ESL teacher attends various professional development seminars and turn keys the information to the administration and classroom teachers. PD's such as Working with ELLs With Disabilities, ELL strategies these PD's. The ESL teacher also provides PD's for more effectively support ELLs in the classroom and better understand their academic goals.</p> <p>The parent coordinator meets with the ESL teacher throughout the year to better understand the needs of ELL parents as well as requirements and compliance mandates for parent orientations and parent letters to parents of ELLs.</p> <p>When necessary, the ESL teacher meets with the school secretary to ensure that all ATS data and all ELL information is accurately entered into ATS.</p>			
	Dual Language			
	Freestanding ESL			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED	

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

workshops with focus on how to support classroom teachers with best practices and researched based ESL strategies. Our goal is to provide teachers with scaffolding techniques that can be used to teach content areas with academic rigor. The following are other professional development workshops that focus on language acquisition (BICS – Basic Interpersonal Communication Skills and CALPS- Cognitive Academic Language Proficiency Skills) as well as the ELL city/state assessments.

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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?

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

At our school, the main languages are Spanish, Arabic, Bengali, and West African languages including Mandingo, Fulani, Wolof and Bambara. Communication with parents takes place in their native language by providing a translator and informational material available in their native language. The ESL teacher is responsible for testing potential ELLs, notifying parents, and organizing the parent orientations within ten days of the student's enrollment. At these orientations, parents watch an informational video and familiarize themselves with the services offered in our network. During the school year, orientations are scheduled to accommodate all parents of new enrollees. In addition to discussing student placement, parents will receive information in regards to assessments, academic requirement of each program, and other information pertaining to their child's academic success at P.S. 194. Also, there is a Parent Coordinator and a Family Worker assigned to our school to be advocates for the parents and can directly assist parents who speak Spanish, as well as assisting in finding translation and other services for parents who speak other languages. Overall, our ESL teacher also works with different teams: the Literacy and Math coaches, the administration and both the Student Intervention and Instructional Support teams. Parents are invited to join student support teams when their child is being discussed.

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

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

Our administration and staff members take part in collaborating to present various workshops and talk sessions with parents to support they're efforts in working with their young ELL learners: Literacy and Math How to's, Resources in the area: Dial-A-Teacher, tutoring through Harlem Children Zone, UFT SES program, cultural events put on by the students, International Fair, Promotional Criteria and Your Child, the Spring Arts Fair, and others. Translation services are available. We also redesigned our school website and there will be a translation piece helping to provide translations in various languages for parents of ELLs. Turn Around for Children provides support for parents when necessary. Turn Around for Children offers a great support this year for ELLs, SWD, and other at-risk students. We are also partnering with New York Foundling Hospital, which provides counselors and social workers to help support our children. They are able to provide support for the students who need social and emotional support.

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

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

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

10. What new programs or improvements will be considered for the upcoming school year? Under P.S. 194's leadership, we are implementing the ELL Periodic Assessment for the second year in a row, in order to better gauge the growth of ELLs throughout the year. Also, based on the transient patterns of ELLs, our ELL population is growing and we are looking into creating self-contained ESL classes and possibly TBE classes if the demographics and program selection of parents demand this. In addition, if the numbers of ELL students continue to grow, we are looking into hiring a second ESL teacher.

Turn Around for Children is an organization working with us this year. A team visits the school twice a week to help facilitate Student Intervention Teams for both behavior/emotional issues as well as academic setbacks. The team works closely with teachers, administration, and guidance in order to support the students. In these meetings, we focus on supporting at-risk students which sometimes include ELLs or ELL-SWD students. Family services are provided if needed.

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

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

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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

According to the results of these assessments, teachers are made aware of early literacy skills of ELLs. If a child is struggling with reading or writing, this information is conveyed to the ESL teacher and is used alongside her ongoing ESL classroom assessments as well. Disaggregated and Aggregated data are used along with the Lab-R results for all early childhood students, to help support and drive instruction.

What insights does the data provide about your ELLs? The data provides patterns in trends of our current and former ELLs. We learned that our former ELLs are scoring levels 3 and 4 in ELA, Math and Science standardized tests. Based on the NYSESLAT data analysis, we have observed that the majority of our 3-5th grade ELLs scored Advanced or Proficient in Listening and Speaking. These students need more support in Reading and Writing skills which we will be providing in AIS support, after school programs, in-class support, and Title III academies.

How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.

This information helps our instructional plan because we know exactly what the academic weaknesses are for the students and furthermore we are able to provide a specific instructional focus based on this data. Accessing and viewing data in ARIS allows us to plan our instructional programs (after school and Saturday academy) based on the academic weaknesses and strengths of our students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns of the four modalities of the ELLs at our school show that most students struggle with reading and writing more than listening and speaking. However, there are some students who are more proficient in reading and writing, but are not yet proficient in speaking and listening. This is particularly the case for our early childhood students Grades K-2. In order to support our ELLs in Grades K-2, we are inviting them to attend the Title III ELL Academy in the spring of 2012 in which they will be attending the after-school ELL Academy twice a week. Until that time, beginning ELLs in grades K-2 are also receiving AIS, and targeting instruction during 37.5 minutes.

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

These patterns affect instructional decisions as well as grouping of students. Our ESL teacher focuses on speech patterns and pronunciation with those that scored lower in speaking. The MONDO support called Let's Talk About It is used to enhance oral language development

Additional Information

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

Paste additional information here

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.

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All teachers and staff members working with ELLs will be attending professional development throughout the year that includes seminars at ISC (Integrated Services Center), UFT, BETAC seminars, as well as Fordham Network workshops throughout the year. Coaches, classroom teachers of ELLs, Administrators, and the ESL teacher all attend these types of professional development. Principals and Assistant Principals receive professional development as well in order to support all students and staff in the school. The ESL teacher attends various professional development seminars and turn keys the information to the administration and classroom teachers. PD's such as Working with ELLs with Disabilities, ELL strategies in the Gen Ed Classroom, or Teaching Vocabulary to ELLs, are some examples of these PD's. The ESL teacher also provides PD's for administration about the content of the NYSESLAT exam so that administration can more effectively support ELLs in the classroom and better understand their academic goals.

The parent coordinator meets with the ESL teacher throughout the year to better understand the needs of ELL parents as well as requirements and compliance mandates for parent orientations and parent letters to parents of ELLs.

When necessary, the ESL teacher meets with the school secretary to ensure that all ATS data and all ELL information is accurately entered into ATS.

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

- New York State English as a Second Language Standards and how to align them with the ELA Standards
- Analyzing the LAB-R and NYSESLAT scale scores to drive instruction in the Readers and Writers workshop
- Test Prep for the NYSESLAT exam – How to support our ELLs with the writing process

In addition to these three professional development sessions, the ESL teacher, Principal, Assistant Principal and Instructional Coaches will participate in all available Professional Development sessions, as well as the sessions offered by the Fordham Network.

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

The school guidance counselor facilitates and assists parents in their search for the best middle school for their child. The principal and assistant principal support teachers with ELLs and former ELLs in their classes. When the new year begins, teachers are made aware

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

The ESL teacher provides trainings during common planning periods/grade conferences in order to comply with Jose P. regulation. The total number of students at P.S. 194 is 294. Content includes information on procedures of the Lab-R and NYSESLAT and familiarizing teachers with the content of these tests. ESL mandated hours and students' test scores are also discussed and explained to classroom teachers. At each training, a sign-in sheet is mandatory to help track and maintain records of these meetings. Informational folders from these meetings are also maintained for our records.

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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?

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

At our school, the main languages are Spanish, Arabic, Bengali, and West African languages including Mandingo, Fulani, Wolof and Bambara. Communication with parents takes place in their native language by providing a translator and informational material available in their native language. The ESL teacher is responsible for testing potential ELLs, notifying parents, and organizing the parent orientations within ten days of the student's enrollment. At these orientations, parents watch an informational video and familiarize themselves with the services offered in our network. During the school year, orientations are scheduled to accommodate all parents of new enrollees. In addition to discussing student placement, parents will receive information in regards to assessments, academic requirement of each program, and other information pertaining to their child's academic success at P.S. 194. Also, there is a Parent Coordinator and a Family Worker assigned to our school to be advocates for the parents and can directly assist parents who speak Spanish, as well as assisting in finding translation and other services for parents who speak other languages. Overall, our ESL teacher also works with different teams: the Literacy and Math coaches, the administration and both the Student Intervention and Instructional Support teams. Parents are invited to join student support teams when their child is being discussed.

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

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

Our administration and staff members take part in collaborating to present various workshops and talk sessions with parents to support they're efforts in working with their young ELL learners: Literacy and Math How to's, Resources in the area: Dial-A-Teacher, tutoring through Harlem Children Zone, UFT SES program, cultural events put on by the students, International Fair, Promotional Criteria and Your Child, the Spring Arts Fair, and others. Translation services are available. We also redesigned our school website and there will be a translation piece helping to provide translations in various languages for parents of ELLs. Turn Around for Children provides support for parents when necessary. Turn Around for Children offers a great support this year for ELLs, SWD, and other at-risk students. We are also partnering with New York Foundling Hospital, which provides counselors and social workers to help support our children. They are able to provide support for the students who need social and emotional support.

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

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

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

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

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

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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)	2	6	8	2	1	2								21
Intermediate(I)	1	2	3	5	3	3								17
Advanced (A)	0	0	3	2	2	1								8
Total	3	8	14	9	6	6	0	0	0	0	0	0	0	46

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6				6
4		2			2
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3		3						6
4		3	2						5

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
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.
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- Describe how you evaluate the success of your programs for ELLs.

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

According to the results of these assessments, teachers are made aware of early literacy skills of ELLs. If a child is struggling with reading or writing, this information is conveyed to the ESL teacher and is used alongside her ongoing ESL classroom assessments as well. Disaggregated and Aggregated data are used along with the Lab-R results for all early childhood students, to help support and drive instruction.

What insights does the data provide about your ELLs? The data provides patterns in trends of our current and former ELLs. We learned that our former ELLs are scoring levels 3 and 4 in ELA, Math and Science standardized tests. Based on the NYSESLAT data analysis, we have observed that the majority of our 3-5th grade ELLs scored Advanced or Proficient in Listening and Speaking. These students need more support in Reading and Writing skills which we will be providing in AIS support, after school programs, in-class support, and Title III academies.

How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.

This information helps our instructional plan because we know exactly what the academic weaknesses are for the students and furthermore we are able to provide a specific instructional focus based on this data. Accessing and viewing data in ARIS allows us to plan our instructional programs (after school and Saturday academy) based on the academic weaknesses and strengths of our students.

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

The data patterns of the four modalities of the ELLs at our school show that most students struggle with reading and writing more than listening and speaking. However, there are some students who are more proficient in reading and writing, but are not yet proficient in speaking and listening. This is particularly the case for our early childhood students Grades K-2. In order to support our ELLs in Grades K-2, we are inviting them to attend the Title III ELL Academy in the spring of 2012 in which they will be attending the after-school ELL Academy twice a week. Until that time, beginning ELLs in grades K-2 are also receiving AIS, and targeting instruction during 37.5 minutes.

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

These patterns affect instructional decisions as well as grouping of students. Our ESL teacher focuses on speech patterns and pronunciation with those that scored lower in speaking. The MONDO support called Let's Talk About It is used to enhance oral language development

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>P.S. 194 Countee Cullen</u>		School DBN: <u>05m194</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Charyn Koppelson Cleary	Principal		10/12/11
Michele Hogan	Assistant Principal		10/12/11
Clara Pena	Parent Coordinator		10/12/11
Michelle Andrews	ESL Teacher		10/12/11
Jennifer Roman	Parent		10/12/11
Ms. Cruz/2 nd Grade	Teacher/Subject Area		10/12/11
Mr. Sylvester/K-1 st Grade	Teacher/Subject Area		10/12/11
Patrice Lewis	Coach		10/12/11
Jacqueline Scott	Coach		10/12/11
Alicia Blackwood	Guidance Counselor		10/12/11
Marge Struk	Network Leader		10/12/11
	Other		10/12/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 05M194 **School Name:** P.S. 194 Countee Cullen

Cluster: _____ **Network:** Fordham PSO

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

Part A: Needs Assessment Findings

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

According to the data on the Home Language Surveys as well as the data from the Parent Needs Survey, we know the language spoken by each family; Spanish, Arabic, Bengali, French, Mandingo, Fulani, Bambara, and Wolof. We also know in what language they wish to receive information from our school. Approximately 35% of family households from our school speak a language other than English. About 23% of these families require written translations. According to this data, we accommodate the parents with written letters in their language whenever possible. When parents speak a language of which there is no written language, they let us know in which language they prefer to receive correspondence. Our Parent Coordinator, ESL Teacher, and some Paraprofessionals all assist with writing letters in Spanish when necessary. Many form-written letters are made available on the NYCDOE website as well. When a letter needs to be written in French, we ask some of our French-speaking staff to assist with written translation. Approximately 16% of the families that don't speak English require oral interpretation when meeting with school staff. There are various staff members and PTA parents who assist with interpretation. If necessary, we use LIS, Language and Interpretation Services to provide translations. Our Parent Coordinator also calls the DOE's Translation & Interpretation Unit whenever necessary.

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.

We have found that the number of Spanish-speaking families in the community has been growing, and therefore we have more and more staff on board who are able to support Spanish-speaking families through written translation as well as oral interpretation. We have found that when we do not have a staff member available to assist with interpretation, that the Translation & Interpretation Unit is easily accessible and very helpful. We reach out to the Translation & Interpretation Unit, or to LIS, Language Interpretation Services when we do not have a staff member available who can speak the native language of the student's family. We have found that it is very useful to have Interpretation services available for Parent-Teacher conferences, during registration, and at any other parent meetings. As time goes by, we find we are able to more

effectively communicate with more and more CLD families moving into the community. All results of the surveys are shared with the school community. We post flyers in our school and discuss the multicultural aspects of our school with parents at various parent meetings, school walk-throughs, parent orientations, SLT (School Leadership Team) meetings, Parent-Teacher conferences, etc.

Part B: Strategies and Activities

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

Our school provides written translation services when necessary. We utilize Harlem Children Zone employees, P.S. 194 employees, parent volunteers, and outside support as well, when necessary. Two of our paraprofessionals are able to translate letters into French. Various staff members are able to read/write Spanish and assist with Spanish translations. Mostly the Parent Coordinator, parent volunteers, and the ESL teacher formulate letters in Spanish. Two of our paraprofessionals are able to read/write in Arabic and can translate letters to Arabic when needed.

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.

Our school provides oral interpretation services on a daily basis and during state tests. During registration, Spanish-speaking parents are assisted by the ESL teacher and Parent Coordinator. For families who do not speak Spanish, we utilize other staff members in the building who speak Arabic or French. For additional languages of which we are not familiar, we contact the Translation & Interpretation Unit of the DOE. The nurse at P.S. 194 speaks Wolof and we have asked for her assistance many times when needing an interpreter for students and their families from Senegal. A language interpretation company, LIS, provides interpreters for the English Language Learners during state exams.

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>.

In order to comply with the Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation devices, we have various measures in place. Our school has signs posted in a conspicuous area in the main entrance in various languages notifying parents that translation and interpretation services are available. A Welcome sign is also prominently displayed in various languages. Parents who speak a covered language are provided with a copy of the Bill of Rights and Responsibilities in their language. Parents Bill of Rights was made available and disseminated during Meet and Greet, Sept. 14, 2011. The Translation and Interpretation Unit on the NYCDOE website is referred to frequently by the Parent Coordinator and ESL Teacher in order to comply with rules and regulations.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P.S. 194	DBN: 05m194
Cluster Leader:	Network Leader: Margaret Struk
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 1
of content area teachers: 3

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

P.S. 194 is a K-5 school with 46 ELLs who speak a variety of languages including Bengali, Haitian Creole, Fulani, Bambara, Arabic and Spanish. These students receive English as a Second Language classes with a certified ESL teacher, combining a pull-out/push-in model. We have one certified ESL teacher in our school and instruction is solely in English.

With a Title III grant, we will offer an after school academy for all of our ELLs. The ESL After School Academy is a spring program that will take place from March 2 through April 16. This seven week program will take place twice per week, for two hours each day after school. All 46 ELLs are invited to join the program. A certified ESL teacher will organize the program and will work with the teachers in the academy, advising on various ESL teaching strategies and providing information about each student's academic level and progress. The ESL teacher will also rotate throughout the grades so that she will be able to work with all ELL students. 3rd, 4th, and 5th grade ELL students will have the opportunity to participate in the after school academy focusing on Reading and Writing skills. For the ELL Academy in grades K-2, we will work in small groups on the four modalities of Listening, Speaking, Reading, and Writing; however we will focus on Speaking and Listening skills specifically because most of our early childhood children need more support in these two modalities. Students will work in small groups according to their scores on the NYSESLAT, ELL Periodic Assessment, Lab-R exams, and Independent Reading levels. In the past, this Academy usually lasts about ten weeks, with two sessions per week. We will assess this year's Title III funds to determine how many sessions to hold this spring.

The program will focus on English language development for Speaking, Listening, Reading and Writing. Students will be actively engaged in learning how to navigate a computer, type reports, and enhance reading comprehension, fluency, and vocabulary through various online programs such as Brainpop, Starfall, and Imagine Learning. In addition, through small group instruction, students will also focus on various test-taking strategies for the NYSESLAT exam in May 2012. We will focus on test-taking strategies in Reading and Writing since our students in grades 3-5 scored lower in these two modalities. For students who struggle with listening comprehension, we will use Title III funds to purchase some listening/reading devices to use as a listening center in the After School Academy. For students who struggle with speaking and verbal expression in English, we use the program Let's Talk About It, by MONDO. This uses large, thought-provoking pictures alongside speaking prompts to help develop oral language.

Part C: Professional Development

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

P.S. 194 teachers will be supported in professional development through our Fordham PSO support staff as well as in-house professional development from our ESL teacher. The ESL teacher also offers workshops for all classroom teachers on how they can better assist the ELLs in the classroom. She also provides detailed information about the NYSESLAT content and skills necessary to master for the exam.

In addition, teachers and staff attend various workshops related to classroom management, classroom instruction, and working with CLD (Culturally and Linguistically Diverse) families. Some of these workshops are provided by the NYC Dept. of Education Office of ELLs. All teachers in our school will be certified in COMP, Classroom Organization and Management Program by the end of the school year. Teachers also receive ongoing training in America's Choice, the new common core standards, and learn how to differentiate for ELLs in the classroom while using these programs. Turn Around for Children, an organization working with P.S. 194 this year, also provides ongoing workshops throughout the year to help teachers support ELLs in their classes who are struggling academically or emotionally. In order to help all teachers better support CLD parents, some of our staff attended a workshop offered by the Office of ELLs, entitled Working with CLD Families in the School System, conducted by Dr. Su-Je Cho. This information is then turn-keyed to the staff.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

We provide parent workshops throughout the year to help inform parents of academic activities to help guide children in developing English Language skills at home. One workshop will focus on demonstrating how to do a read-aloud and the types of questions parents can ask their children as they read to them in either their native language or in English. Other workshops will focus on other needs of our parents, based on a needs-assessment survey. Our Literacy Coach, Parent Coordinator and ESL Teacher will conduct these workshops collaboratively. The final culminating family celebration will be an International Day where students, teachers, and parents will share their cultural traditions through food, music, flags, history, and student performances. Parents are notified of these activities via letters

Part D: Parental Engagement Activities

sent home. All letters are translated into the parents' native language which is usually done by our Parent Coordinator. When our Parent Coordinator does not know the native language of the family, she reaches out to other staff and members of the community for support. Sometimes our Parent Coordinator reaches out to the Translation and Interpretation unit for phone interpretation when necessary.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		