



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: P.S. 194 COUNTEE CULLEN

DBN (05M194)

PRINCIPAL: JOSEPHINE BAZAN

EMAIL: JBAZAN@SCHOOLS.NYC.GOV

SUPERINTENDENT: GALE REEVES

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Josephine Bazan	*Principal or Designee	
Cheryl Taliaffero	*UFT Chapter Leader or Designee	
Quanisha Harper/ Angel Garcia	*PA/PTA President or Designated Co-President	
Caprice Simmons	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	
Brenda Inge	Member/Parent	
Sophia Rogers	Member/Parent	
Kiiyana Simmons	Member/Parent	
Patrice Lewis	Member/Teacher	
Luis Merchan	Member/Teacher	
	Member/Teacher	
	Member/	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Create a strategic plan that consistently supports the effective use of resources to improve classroom practice and student outcomes. (QR Report 2011).

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

By June 2013, all classroom teachers will participate in weekly common planning and at least three inter-visitations in order to build a culture that will strengthen teacher practice and improve student outcomes

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) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

Activity #1

Common Planning

Each grade team will meet weekly for at least 90 minutes from September 2012 through June 2013. These meetings will focus on planning for consistent coherent instruction, analyzing student work and improving student performance.

- Target Population: Classroom Teachers from Grades PK- Grade 5. Cluster/Quota meet as well.
- Responsible Staff Members: Principal, Assistant Principal, Instructional Lead Teachers, all classroom teachers.
- Implementation Timeline: September 2012 through June 2013

Activity #2

Inter-visitations

Classroom teachers will participate in inter-visitation sites where they will be able to view instruction and debrief about how teacher practice is directly aligned with student outcomes and achievement. Teachers will then develop next steps to drive future practice. Network will also provide support and professional development in developing teacher practice through inter-visitations.

- Target Population: Classroom Teachers from Grades PK- Grade 5.
- Responsible Staff Members: Principal, Assistant Principal, Instructional Lead Teachers, all classroom teachers.
- Implementation Timeline: September 2012 through June 2013

Budget and resource alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: **Title I Priority/ Focus**
 SWP

Service and program coordination

• Prep Period coverage for teachers will be required for a minimum of an extra period per week for all teachers.

• Per Diem coverage for teachers will be required for some teachers for planning and preparation including but not limited to instructional lead teachers.

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- **Develop a multiyear plan to align the school's curriculum, instruction, assessments, and instructional materials to the Common Core Standards. Develop and implement with fidelity a school wide Word-Study curriculum.** (ESCA, Aug. 2011, p. 5)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- **By June 2013, the school will implement Common Core aligned curriculum utilizing a combination of Common Core Units from the NYC Common Core Library, a school created unit aligned to CCLS and Social Studies, and at least two units from the Common Core curriculum Project (Gates Foundation). (Quality Review Report 2011- 1.1) (ESCA, Aug. 2011)**

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) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

Activity #1

Professional Development

During weekly common planning, teachers will work with administration and instructional team members to develop curriculum based on the CCLS. Teachers will create units of study and assessments that are aligned to the CCLS and address the individual instructional needs of students.

- Target Population: All Teachers
- Responsible Staff Members: Principal, Assistant Principal, Instructional Lead Teachers, all classroom teachers.
- Implementation Timeline: October 2012 through June 2013

Activity #2

ELA Curriculum Development

Using the Common Core Curriculum Maps and the NYC Common Core Library, all teacher teams will work together to design and plan ELA thematic units that are aligned to the CCLS.

- Target Population: Classroom Teachers from Grades PK- Grade 5.
- Responsible Staff Members: Principal, Assistant Principal, Instructional Lead Teachers, all classroom teachers.
- Implementation Timeline: Design and Implement monthly units of study aligned to the CCLS from October 2012 through June 2013.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

 Tax Levy Title IA Title IIA Title III Set Aside Grants **SWP**Other-describe here: **Title I Priority/ Focus****Service and program coordination**

- Per Session: Prep Period coverage and per session for teachers will be required for a minimum of an extra period per week and for all teachers.
- Per Session: Supervisors will also receive per session to support afterschool curriculum development.
- Per Session: Secretary Per Session to support planning, and ordering of materials
- OTPS: Books and Materials from Common Core Curriculum Maps to support development and implementation of CCLS aligned units of study.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- **Develop and implement a multiyear professional plan that follows a job-embedded and sustained professional learning process and focuses on context related to the following topics identified during co-interpretation: classroom management, word study and Common Core. (ESCA, Aug. 2011, P. 5)**
- **As cited in the 2011-2012 QR report, the use of data to plan for differentiated instruction was widely inconsistent and varied broadly across grades and content areas.**

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- **By June 2013, the school will master the use of the Danielson’s Rubric in order to conduct frequent informal visits and provide constructive immediate feedback that aligns to the 1E Planning and Preparation competency from the Danielson’s Framework for Teaching.**

Instructional strategies/activities

- Describe the research-based 21st century skills
- 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) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation

Activity #1

Every teacher will receive *Enhancing Professional Practice A Framework for Teaching* to become more informed of the common language and understanding of quality teaching to be utilizing throughout the school year. Also, each teacher will develop at least one professional goal using, Danielson’s Framework for Teaching to enhance their professional practice. Administration will hold 6 short frequent cycles of observations that provide formal and informal feedback that will monitor teacher improvement and focus on the selected competencies, specifically 1e, 3b, and 3d, from Charlotte Danielson’s Framework for Teaching.

- Target Population: All Teachers
- Responsible Staff Members: Principal, Assistant Principal, Instructional Lead Teachers, all teachers.
- Implementation Timeline: October 2012 through June 2013

Budget and resource alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

SWP

Other-describe here: **Title I Priority/ Focus**

Service and program coordination

• OTPS: Curriculum and Staff Development with Network for Professional Development around Danielson's Framework for Teaching

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- **Develop and implement with fidelity a plan to ensure that the components of effective classroom management are evident in every classroom. (ESCA report 2011, p 5).**

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- **By June 2013, the school will reduce classroom based incidents based on OORS reports, as compared to year ending June 2012. 50% of teachers will be observed as Proficient based on Danielson Rubric Component 2d.**

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) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

Activity #1

Professional Development

All teachers will participate in an hour a week of professional development with Turn Around for Children that focus on using the Kagan Structures for classroom management and promote student engagement. School leaders will emphasize and reinforce systems and structures for all students and staff members.

- Target Population: All Teachers
- Responsible Staff Members: Principal, Assistant Principal, all classroom teachers.
- Implementation Timeline: September 2012 through June 2013

Activity #2

Reinforcing Positive Student Behavior

Weekly School -wide Assembly Programs to celebrate student's accomplishments and develop student leaders. Using Steven Covey's, *The 7 Habits of Happy Kids*, to build positive student behavior practices. Building student programs that rely on positive behavior such as School Wide Recycling Team, Student Basketball Club, the Young Runners club and Monthly Math Challenges.

- Target Population: All teachers and students
- Responsible Staff Members: Principal, Assistant Principal, all teachers.
- Implementation Timeline: September 2012 through June 2013

Budget and resource alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

SWP

Other-describe here: **Title I Priority/ Focus**

Service and program coordination

• OTPS: Educational Consultants- Turn Around for Children to provide weekly professional development to all teachers and staff.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

As per the 2011-2012 QR “Increase and deepen collaboration with parents in order to communicate high expectations that help students and families attain school goals.”

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- **By June 2013, improve parent involvement and engagement by scheduling community based events and activities that will enable parents to better support student achievement.**

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based 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.

Activity #1

Using Automated Telephone system to keep parents informed of events in school community

PS 194 uses an automated telephone system to keep parents informed of school events, community events and Department of Education announcements. The Parent Coordinator and Family Worker keep contact with the parents to ensure the school has the most up to date contact numbers.

Activity #2

Monthly and Bi-Monthly Student Celebrations

Parents are invited into the school community to celebrate student achievements. Writing celebrations, Art Exhibitions, Student Award assemblies are a few examples.

Activity #3

Grant Programs

Cookshop and Doing Art Together- student activities where parents are encouraged to participate throughout the program and attend culminating activities.

Activity #4

Parental Outreach and Communication

Parent Coordinator, Family Worker and Administration are in daily contact with families and community organizations to provide learning opportunities inside and outside the classroom. The administration provides an open door policy to parents on a daily basis to keep an open line of communication for any issues or concerns that may occur on a daily basis.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

SWP

Other-describe here: **Title I Priority/ Focus**

Service and program coordination

- OTPS: Global Connect Software, provides the Automated Telephone System
- OTPS: Parent Workshops which will include but are not limited to, topics such as Citywide Instructional Expectations and the CCLS.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p><i>AIS-</i> Small group instruction services are provided during the day to students in grades 1 and 5 by AIS teachers with a focus on accuracy, fluency and comprehension.</p> <p><i>Afterschool-</i> All general education students from Grade 3 and all general education students from Grades 4 and 5 that performed at Level 1 or Level 2 on the 2012 NYS ELA Test are participating in small group instruction for 2 hours after school. The program will assist students in acquiring strategies and skills needed to become proficient in both reading and writing.</p>		
Mathematics	<p><i>AIS-</i> The AIS program services small groups of students during the school day in grades 3-5. Students who are having difficulty understanding grade level math concepts based on school wide assessments. The AIS teacher provides activities to strengthen students' number sense and review essential basic math skills.</p> <p><i>Afterschool-</i> All general education students from Grade 3 and all general education students from Grades 4 and 5 that performed at Level 1 or Level 2 are participating in small group instruction for 2 hours after school. The program provides the students with opportunities to become effective problem solvers, learn to model with math, and construct viable mathematical arguments.</p>		
Science	Each student receives small group science instruction from two science instructors once to twice a week. Instruction is delivered based on assessment data and grade level material.		
Social Studies	Each student receives small group social studies instruction once to twice a week. Instruction is delivered based on assessment data and grade level material.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>The Guidance Counselor services mandated. At-risk students are also seen 5 days a week during student lunch periods.</p> <p>The school psychologist takes care of mandated and at-risk services.</p>		

	<p>The school social worker takes care of mandated and at-risk services.</p> <p>There is a nurse who addresses health concerns daily.</p>
--	---

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- All teachers are highly qualified. We are utilizing Danielson's Framework for Teaching to improve teacher practice.
- Teachers are collaboratively working to create and revise curriculum to align with CCLS and meet the differentiated needs of all learners including ELLs and SWDs.
- Provide professional development on Danielson's Framework for Teaching and establishing professional goals.
- Provide mentoring to develop best practices to improve teacher effectiveness
- All teachers are provided with professional development through Turn Around for Children. Utilizing Kagan Structures for classroom management and promote student engagement.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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

PS 194M will provide a 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;

The school community of PS 194 supports home-school relationships and strives to improve communication between parents/guardians, teachers and administration by:

- utilizing an automated telephone system to keep parents informed of school events, community events and Department of Education announcements.
- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related; Alternate dates and times are provided by school to parents who were unable to make original parent teacher conference date or time.
- 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 will 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:

- utilize the habits from, Steven Coveys, "The 7 Habits of Happy Kids."
- 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: P.S. 194	DBN: 05m194
This school is (check one):	<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input 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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
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 39 ELLs who speak a variety of languages including Arabic, Bengali, Fulani, Mandinka, Soninke, Spanish and Wolof. These students receive English as a Second Language classes with a certified ESL teacher, 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 4 through April 16. This seven week program will take place three times per week, for two hours each day after school. The three days would be Monday, Tuesday, and Wednesday from 3:20 - 5:20. 10 Kindergarten and 1st graders will be able to join in on Monday, 18 2nd and 3rd graders will be able to join in on Tuesday, and 11 4th and 5th graders will be able to join in on Wednesday. All 39 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 he 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 Myon Reading Program. In addition, through small group instruction, students will also focus on various test-taking strategies for the NYSESLAT exam in May 2013. 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

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. He also provides detailed information about the NYSESLAT content and skills necessary to master for the exam. The PD will occur on December 10th - 12th from 9:11 - 9:41am in Rm: 221.

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 on 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 Assistant Principal, Parent Coordinator and ESL Teacher will conduct these workshops collaboratively. The PD for the parents will occur on December 4th, 2012 from 8:30 - 9am and from 3:30 - 4pm. The final culminating family celebration will be a Family Day where students, teachers, and parents will share their cultural traditions through food, music, flags, history,

Part D: Parental Engagement Activities

and Art. Parents are notified of these activities via letters 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: \$

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		

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.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: P.S. 194	DBN: 05m194
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input 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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
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 39 ELLs who speak a variety of languages including Arabic, Bengali, Fulani, Mandinka, Soninke, Spanish and Wolof. These students receive English as a Second Language classes with a certified ESL teacher, 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 4 through April 16. This seven week program will take place three times per week, for two hours each day after school. The three days would be Monday, Tuesday, and Wednesday from 3:20 - 5:20. 10 Kindergarten and 1st graders will be able to join in on Monday, 18 2nd and 3rd graders will be able to join in on Tuesday, and 11 4th and 5th graders will be able to join in on Wednesday. All 39 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 he 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 Myon Reading Program. In addition, through small group instruction, students will also focus on various test-taking strategies for the NYSESLAT exam in May 2013. 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

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. He also provides detailed information about the NYSESLAT content and skills necessary to master for the exam. The PD will occur on December 10th - 12th from 9:11 - 9:41am in Rm: 221.

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 on 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 Assistant Principal, Parent Coordinator and ESL Teacher will conduct these workshops collaboratively. The PD for the parents will occur on December 4th, 2012 from 8:30 - 9am and from 3:30 - 4pm. The final culminating family celebration will be a Family Day where students, teachers, and parents will share their cultural traditions through food, music, flags, history,

Part D: Parental Engagement Activities

and Art. Parents are notified of these activities via letters 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: \$

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		