



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:** PS/MS 194

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 11X194

**PRINCIPAL:** ROSIE SIFUENTES-ROSADO

**EMAIL:** RSIFUENTES2@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** ELIZABETH WHITE

## 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 |
|------------------------|--|-----------|
| Rosie Sifuentes-Rosado | *Principal or Designee   |           |
| Richard Charap         | *UFT Chapter Leader or Designee  |           |
| Rebecca Maldonado      | *PA/PTA President or Designated Co-President   |           |
| Jo Ann Reyes           | DC 37 Representative, if applicable  |           |
| N/A                    | Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> ) |           |
| N/A                    | CBO Representative, if applicable  |           |
| Lisa Chiappetta        | Member/UFT Teacher   |           |
| Jayne Zanelotti        | Member/ UFT Teacher  |           |
| Ellen Wine             | Member/ UFT Teacher  |           |
| Norma Galarza          | Member/Parent  |           |
| Ruth Nimchick          | Member/ Parent   |           |
| Lisa Vasquez           | Member/ Parent   |           |
| Andrea Graham          | Member/ Parent   |           |

\*\* 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**

School leadership should develop and follow an observation schedule to ensure regular monitoring of the quality of AIS teaching and learning to maximize learning outcomes for students with disabilities receiving AIS. School leadership should provide AIS teachers with written feedback for all formal, informal and walkthrough observations, including clear targets for improvement.

**2012 School Quality Review (SQR) pg. 4**

### **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

  X   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**

Targeted support personnel (AIS providers) will engage in implementing a research based program in literacy and mathematics to increase student achievement as evidenced by a 5% gain by Students with Disabilities on the NYS summative assessments in ELA and Mathematics by June 2013.

### **Instructional strategies/activities**

- School leadership team conducted informal observations of AIS staff and held round table discussions with them regarding curriculum, benchmarking, and progress monitoring.
  - Key Personnel: Administration and AIS Staff
  - Evaluation Targets: Curriculum, benchmarking, and progress monitoring
  - Implementation Timeline: September 2012- January 2013
- School leaders along with AIS staff identified the need for the implementation of a research based program in literacy and math to be used by AIS personnel.
  - Key Personnel: Administration and AIS Staff
  - Evaluation Targets: Research-based programs in literacy and math
  - Implementation Timeline: January 2013
- Staff will receive External Professional Development on easyCBM benchmarking and progress monitoring system, Soar to Success program, and Math Pathways and Pitfalls.
  - Key Personnel: AIS Staff
  - Evaluation Targets: easyCBM benchmarking and progress monitoring system, Soar to Success program, and Math Pathways and Pitfalls.
  - Implementation Timeline: February 2013
- Ongoing Rtl Professional Development will be provided to the AIS staff.
  - Key Personnel: AIS Staff
  - Evaluation Targets: PD agendas and materials.
  - Implementation Timeline: February 2013 - June 2013
- The AIS team will meet weekly in Professional Learning Teams
  - Key Personnel: AIS Staff
  - Evaluation Targets: PLT agendas and minutes
  - Implementation Timeline: February 2013 - June 2013
- Benchmarks will occur three times a year. Ongoing progress monitoring will occur at a minimum of every three weeks. Support staff will collect and share data with classroom teachers in a collaborative effort to drive instruction.

- Key Personnel: AIS Staff and classroom teachers
- Evaluation Targets: easyCBM benchmarking and progress monitoring system.
- Implementation Timeline: February 2013 - 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: Priority Focus Funding

**Service and program coordination**

Fair student funding allocation along with the support of the Title 1 priority focus funding, will be used to implement the students' afterschool program and services designed to achieve the goals and aforementioned action plan.

Allocations were scheduled according to each specific categories below:

- P/session- 504 hours are allocated for all AIS providers in grades 3-8 for the after school student assessment pilot program.  
Teachers- 12 x 28 sessions x 1.5 hours.  
Supervisors- 126 p/session hours of Title 1 Priority Focus Funding will be allocated for the K-2, 3-5 & 6-8 supervisors for the after school student program. 3 supervisors x 1.5 hours x 28 sessions
- Per diem- coverage for all staff receiving professional development during school hours or participating/attending all day professional development teams. This will be limited to a maximum of 2 full day sessions for two teachers (18) per grade. OTPS-/Textbooks (Soar to Success program and Math Pathways and Pitfalls) - Title 1 priority focus funds are allocated in galaxy in the textbook line item for the purchase of assessment materials and students' consumable/instructional books, as listed on the action plan.
- OTPS/Software- Purchase of data software licenses Easy CBM for a total of 1,400 students to facilitate instruction and intervention at every tier of RTI.
- OTPS/Curriculum & Staff Dev. Ongoing Staff development for all AIS teachers by American Reading Co. and also Professional Development from the Easy CBM company. ARC PD will be limited to a full day session for two teachers per grade. EasyCBM PD will be limited to a full day session for two teachers per grade.
- OTPS/Supplies- Purchase of student instructional support materials, Binders, notebooks, and other classroom supplies.

## **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**

School leaders should continue to revise and monitor the existing professional development plan to ensure that PD sessions are provided to support teachers in developing a variety of questioning techniques. Teachers should be held accountable for regularly integrating demonstrated PD strategies into their daily lesson planning so that they develop thoughtful, pre-planned questions to support higher order thinking and the ability of students with disabilities to respond to questioning that elicits complex language structures. School leaders should monitor teachers' progress in implementing questioning techniques by conducting regular walkthroughs and observations.

**2012 School Quality Review (SQR) pg. 3**

### **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**

All teachers will incorporate demonstrated PD strategies in questioning and discussion techniques to support the development of rigorous lessons and unit plans evidenced by a 20% growth of teachers rated Effective or Highly Effective in Competency 3B by June 2013.

### **Instructional strategies/activities**

- Staff self-assessed using the Danielson Framework for Teaching
  - Key Personnel: All teachers
  - Evaluation Targets: Teacher self-assessment
  - Implementation Timeline: September 2012 - October 2012
- TEP Talent Coach normed and calibrated school leaders in 7 focused competencies; including Questioning and Discussion Techniques (3b).
  - Key Personnel: School Leaders and Talent Coach
  - Evaluation Targets: Norming and calibrating school leaders in the 7 focus competencies.
  - Implementation Timeline: September 2012 - December 2012
- School Leaders began Informal observations using the Danielson Framework.
  - Key Personnel: School Leaders
  - Evaluation Targets: Classroom observations
  - Implementation Timeline: September 2012 - May 2013
- Staff formed triads for the purpose of engaging in a process of inter-visitiation, peer assessment, collaboration, and the sharing of best practices
  - Key Personnel: All teachers
  - Evaluation Targets: Intervisitation Logs
  - Implementation Timeline: October 2012
- As a result of informal observations, school leaders identified a need for professional development in Competency 3b which was provided on November 6<sup>th</sup>
  - Key Personnel: School Leaders and teachers
  - Evaluation Targets: Informal observation rating in competency 3b.
  - Implementation Timeline: November 2012
- School leaders developed an observation schedule with specific lens foci for teacher triads, and created logs to track inter-visitiations
  - Key Personnel: School Leaders and teachers

- Evaluation Targets: Intervisitation logs and competency schedules
- Implementation Timeline: November 2012
- Ongoing triad inter-visitations by peers and informal observations by school leaders
  - Key Personnel: School leaders and teachers
  - Evaluation Targets: Intervisitation logs and competency schedules
  - Implementation Timeline: December 2012 - May 2013
- Staff engage in mid-year self-assessment and conversations (February-March) with school leaders to determine growth and identify continuing areas of need
  - Key Personnel: School leaders and teachers
  - Evaluation Targets: Mid-year trend indicator entered into ARIS
  - Implementation Timeline: February - March 2013
- Frequent and ongoing feedback sessions with school leaders tailored for individual teachers that address specific teacher needs
  - Key Personnel: School Leaders
  - Evaluation Targets: Classroom observations
  - Implementation Timeline: December 2012 - May 2013
- Ongoing meetings centered around questioning and discussion techniques during weekly PLTs, Monday/Tuesday professional development cycles and after school hours
  - Key Personnel: School leaders, teachers, literacy coach, Network Support Personnel
  - Evaluation Targets: PLT Agendas and minutes and PD agendas
  - Implementation Timeline: December 2012 - May 2013
- Staff engage in end-year self-assessment and conversations with school leaders to determine growth and identify continuing areas of need and goals for the 2012-2013 school year
  - Key Personnel: School Leaders and teachers
  - Evaluation Targets: End-of-year self-assessments, informal observations
  - Implementation Timeline: June 2013
- Review ARIS data to determine the percent of teacher growth in Competency 3b
  - Key Personnel: School Leaders
  - Evaluation Targets: ARIS Competency Ratings comparison from October and May/June
  - Implementation Timeline: 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: Priority Focus Funding

**Service and program coordination**

- OTPS/ Curriculum and Staff Development -Title 1 funds and Fair Student Funding will be used to support our professional development opportunities through a partnership with American Reading Co., CFN 607, and the Office of Teacher Effectiveness. These professional developers will allow staff to build and strengthen their questioning and discussion techniques. Limited to a maximum of ten teachers for 2 two hour sessions per month.
- OTPS/Supplies- materials will be ordered for inquiry team members to track student work (i.e. binders, clip boards, and other assessment materials)
- P/Session hours have been allocated for teacher inquiry work. Teachers will meet to review student work and promote peer to peer discussions in the classroom. Team meetings will be held after school and during the weekly Professional Learning Times. Grade representatives will meet once a month for two

hours to collaborate in inquiry work (9 teachers X 2 hours X 5 months).

- Per Diem- Coverage will be provided for teacher inquiry team members who participate in PD activities during school hours. This will be limited to a maximum of 2 full day sessions for two teachers per grade.

### **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**

School leaders should utilize the expertise of the school's full-time computer technician, grade level professional learning teams, data specialist, and other knowledgeable school personnel to develop a system to synthesize all available data, including data related to specific school initiatives. This would ensure that teachers and school leaders have access to a clear, one-stop, picture of the achievement of individual students, classes, grades, and subgroup students. Additionally, the synthesized document would facilitate access to school data by teachers who are continuing to master how to navigate different data systems. School leaders should seek network support to identify schools that have developed similar systems that may serve as models.

**2012 School Quality Review (SQR) pg. 2**

#### **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

X 4.5 Use of data, instructional practices and student learning

#### **Annual Goal #3**

The school is participating in a data pilot initiative to implement an electronic data system that compiles student data, and tracks academic progress. This will be evidenced by the use of an online grade book and agendas (from a minimum of 3 presentations to the staff on the data system), by June 2013.

#### **Instructional strategies/activities**

- Administrators, together with the staff, researched existing data systems and selected the Datacation system for implementation due to its all-inclusive features and user-friendly design.
  - Key Personnel: School Leaders and select staff
  - Evaluation Targets: Internet queries and meetings with vendors
  - Implementation Timeline: September 2012 - December 2012
- Staff will apply for the opportunity to participate in the pilot, and will be selected based upon the following criteria: proficiency in technology, willingness to use the program with fidelity, ability to turnkey information to the staff, availability for professional development, and maintenance of a satisfactory rating.
  - Key Personnel: School Leaders and select teachers
  - Evaluation Targets: Teacher applications
  - Implementation Timeline: February 2013
- Teachers will each receive an iPad mini or laptop to facilitate the uploading and inputting of data, and will attend Professional Development on-site from CaseNex/Datacation
  - Key Personnel: School Leaders, teachers, technology specialist, and Datacation consultant
  - Evaluation Targets: PD Agendas and minutes and time cards
  - Implementation Timeline: February 2013
- Pilot teachers will begin utilizing the Datacation system on or about March 1<sup>st</sup>
  - Key Personnel: School Leaders, pilot teachers, technology specialist
  - Evaluation Targets: Datacation system usage reports
  - Implementation Timeline: March - June 2013
- Pilot teachers will receive per session to enable them to input data, explore the features of the system, and plan presentations for the staff

- Key Personnel: Pilot teachers, payroll secretary
- Evaluation Targets: time cards
- Implementation Timeline: March 2012 - June 2013
- Pilot teachers will present at monthly faculty conferences (Mar-June) to share the capabilities of the system with the entire staff
  - Key Personnel: School Leaders, pilot teachers, staff
  - Evaluation Targets: Faculty Conference agendas and sign-in sheets
  - Implementation Timeline: March 2012 - June 2013
- The Parent Coordinator and Community Coordinator will facilitate parent workshops on the Parent/Student Portal module of the Datacation system
  - Key Personnel: School Leaders, parent coordinator, community coordinator, parents
  - Evaluation Targets: Workshop agendas and sign-in sheets
  - Implementation Timeline: March- June 2013

\*Full implementation of the Datacation system is expected in September 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: Priority Focus Funding

**Service and program coordination**

- OTPS/ Software—Title 1 priority focus allocation was used for the purchase of the New York City Datacation Skedula Software licenses for 100 teachers. These licenses will give access to the virtual learning environment. Teachers will learn to use and update the Skedula Software data for the implementation of the action plan that affects student achievement
- OTPS-supplies--purchase of 100 iPad mini's for teachers to support the use of reports from the Skedula Software programs' data extraction and submission, as well as tracking and analyzing benchmark assessments for student achievement across grade span.
- Per Diem—Per diem coverage allocation scheduled to support the professional development activities for the Skedula software training sessions held during school hours. This will be limited to a maximum of 2 full day sessions for 15 teachers.
- Per Session—was scheduled for teachers and supervisors to host a variety of scheduled after school staff meetings where teachers from grades K-8 will debrief and present system capabilities and functionalities to all other teachers and AIS support staff (12 teachers X 20 sessions X 1 hour) Supervisor p/session line for (3 Sup X 20 sessions X 1 hour)

## 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**

School leaders should develop a system to support teachers in regularly reviewing interim benchmarks with students to facilitate greater student accountability and family engagement.

**2012 School Quality Review (SQR) pg. 4**

### **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**

Through a redesign of the school-wide PBIS structure and the development of a behavior tracking tool, there will be a 10% reduction in the number of students serving detention and a 5% reduction in principal's suspensions by June 2013.

### **Instructional strategies/activities**

- Staff was emailed and invited to create a new PBIS Committee. The committee met weekly to redesign the school-wide Matrix and lesson plans, assess behavioral needs of the students, and begin to create new Tiger Bills and Tiger Tokens.
  - Key Personnel: School Leaders, staff
  - Evaluation Targets: emails, PBIS agendas and minutes, School-wide Matrix and lesson plans, newly designed Tiger Bills and Tokens
  - Implementation Timeline: September 2012
- Surveys were sent to staff and students to identify the rewards and incentives most desired by students (and staff)
  - Key Personnel: School Leaders, PBIS Committee, staff, students
  - Evaluation Targets: emails, PBIS Incentive chart
  - Implementation Timeline: September 2012
- A survey was sent to the staff and students to re-name the school PBIS mascot.
  - Key Personnel: School Leaders, PBIS Committee, staff, students
  - Evaluation Targets: emails, PBIS survey
  - Implementation Timeline: October 2012
- Tiger Bills were disseminated to all adults in the building and staff were instructed to reward students when they followed the Matrix.
  - Key Personnel: School Leaders, PBIS Committee, staff, students
  - Evaluation Targets: Tiger Bills
  - Implementation Timeline: October 2012
- Assemblies were held to launch PBIS for the students, introduce Tommy the Tiger, and boost school-wide excitement.
  - Key Personnel: School Leaders, PBIS Committee, staff, Student Government, students, mascot
  - Evaluation Targets: Principal's Weekly Bulletin, Student Government scripts
  - Implementation Timeline: November 2012 (and ongoing)
- PBIS committee continues to meet weekly.
  - Key Personnel: School Leaders, PBIS Committee
  - Evaluation Targets: Principal's Weekly Bulletin, PBIS meeting agendas and minutes
  - Implementation Timeline: December 2012 - January 2013

- Parent coordinator held a PBIS Parent workshop.
  - Key Personnel: School Leaders, Parent Coordinator, School mascot, Student Government, parents
  - Evaluation Targets: School Calendar, Parent Workshop agenda and sign-in sheet
  - Implementation Timeline: December 2012
- The PBIS store held its Grand Opening celebration. Students are able to purchase prizes with Tiger Bills they earned when displaying positive behavior.
  - Key Personnel: School Leaders, PTA President, parent volunteers, Student Government, staff, students
  - Evaluation Targets: Oriental Trading receipts, Tiger Bills exchanged for rewards
  - Implementation Timeline: January 2013 (and ongoing)
- A select group of staff called the Behavior Intervention Team (B.I.T.), comprised of deans, guidance counselors and the ALC teacher, pilot the use of the Datacation system to track and analyze patterns of student behavior.
  - Key Personnel: School Leaders, deans, guidance counselors, ALC teacher, Datacation consultant
  - Evaluation Targets: Datacation PD agendas, Datacation behavior logs
  - Implementation Timeline: February -June 2013
- The B.I.T. will receive per session to enable them to input data, explore the features of the system, and plan presentations for the staff
  - Key Personnel: B.I.T. teachers, payroll secretary
  - Evaluation Targets: time cards
  - Implementation Timeline: February - June 2013
- The B.I.T. will present at monthly faculty conferences (Feb-June) to share the behavior data with the entire staff
  - Key Personnel: School Leaders, B.I.T., staff
  - Evaluation Targets: Faculty Conference agendas and sign-in sheets, PowerPoint presentations
  - Implementation Timeline: February - 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: Priority Focus Funding

**Service and program coordination**

- OTPS-Supplies- Priority focus funds will be used for the purchase of specific PBIS student related activities identified in the school's most recent PBIS Rewards Chart; these include activities such as: the purchase of admission tickets to approved class/grade incentive trips, educational shows, and movies, class pizza parties, class assemblies, healthy snacks, and other approved PBIS incentives.  
Priority Focus Funding will also be used to purchase items on a weekly basis to replenish the School's PBIS Store for 1,400 students. Purchased items may include but not limited to: activity books, scented pencils, scented stickers, stamps, stationary, art materials, and other prizes or rewards.
- OTPS-Non-Contractual- facilitating monthly PBIS meetings with either parents and/or other service providers of the PBIS committee
- Per Session – Priority focus funding will be allocated for the Behavior Intervention Team per session activities  
12 teachers X 38 sessions X 1.5 hours & 1 Supervisor X 38 sessions X1.5 will be provided for the B.I.T. members to hold weekly after school meetings to discuss assessment and present intervention data sharing.
- Parent Coordinator- A Full-time Parent Coordinator will also host two parent workshops for parents presenting the school-wide PBIS matrix and behavior incentives.

## **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**

School leaders should communicate the existing grading policy to students and families to ensure they understand the specific behavioral and academic expectations as they relate to earned report card grades. School leaders should consider engaging the school's student government and parent coordinator to communicate the grading policy to all students and their families. The grading policy should include guidelines for grading if the course content and objectives have been significantly modified for students with disabilities in accordance with their Individual Educational Programs (IEPs).

**2012 School Quality Review (SQR) pg. 5**

### **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**

Improve parental understanding of the CCLS and its implication for the grading policy by providing parents with a minimum of five quality, timely workshops on both the grading policy and the CCLS by June 2013.

### **Strategies to increase parental involvement and engagement**

- Teachers and administrators met and collaborated to formulate a school-wide grading policy that was consistent both vertically and horizontally. The grading policy was incorporated into every teacher's Welcome Back Letter, which was translated into the most prevalent languages of our school community (Spanish, Urdu, Arabic, and Bangla).
  - Key Personnel: School Leaders, teachers, Parent Coordinator, DOE Translation Bureau
  - Evaluation Targets: translated Welcome Back letters, Staff Handbook
  - Implementation Timeline: September 2012
- Annual back-to-school night held on September 27, 2012. Teachers reviewed the new grading policy with parents and posted it in the classroom.
  - Key Personnel: School Leaders, Parent coordinator, teachers, staff, parents, students
  - Evaluation Targets: School calendar, parent sign-in sheets
  - Implementation Timeline: September 2012
- Parent workshops were held on September 20 and September 25, 2012, to explain how the school's ELA and Math programs aligned to the CCLS.
  - Key Personnel: School Leaders, Parent Coordinator, PTA President, Literacy Coach and ELA and Math AIS teachers, parents
  - Evaluation Targets: School calendar, Workshop agendas and sign-in sheets, PowerPoint presentations (where applicable)
  - Implementation Timeline: September 2012
- At the October PTA meeting, the PTA president discussed the parent's role in preparing students for the rigors of the CCLS.
  - Key Personnel: School Leaders, Parent Coordinator, PTA President, parents
  - Evaluation Targets: PTA Agenda, minutes, and sign-in sheets
  - Implementation Timeline: October - November 2012
- On October 12, 2012, all students in K-8 received an Interim Progress Report that detailed their current performance in their classes, as well as next steps for improvement, and included an additional copy of the school-wide grading policy.
  - Key Personnel: School Leaders, teachers, students, parents
  - Evaluation Targets: School calendar, interim progress reports

- Implementation Timeline: October 2012
- On November 13, 2012 parent-teacher conferences were held. Posters displaying the school-wide grading policy were placed throughout the building to facilitate discussions about student progress.
  - Key Personnel: School leaders, staff, parents, students
  - Evaluation Targets: school calendar, parent sign-in sheets, report cards
  - Implementation Timeline: November 2012
- On November 21, 2012, an Honor Roll Assembly was held for all students who achieved academic honors. Parent programs contained a summary of the criteria for honors. This same summary chart is continually displayed on the bulletin board in the hallway opposite the main office.
  - Key Personnel: School leaders, Honor Roll Committee, parents, teachers, students
  - Evaluation Targets: school calendar, Assembly Program, Honor Roll Criteria chart
  - Implementation Timeline: November 2012
- A second round of Interim progress reports were sent home (December 3<sup>rd</sup> for 6-8 and January 7<sup>th</sup> for K-5)
  - Key Personnel: School Leaders, teachers, students, parents
  - Evaluation Targets: School calendar, interim progress reports
  - Implementation Timeline: December 2012 - January 2013
- On January 24, 2013, AIS staff facilitated a parent workshop focusing on the ELA, CCLS, and the NYS Summative Assessments.
  - Key Personnel: School Leaders, Parent Coordinator, PTA President, Literacy Coach and ELA AIS teachers, parents
  - Evaluation Targets: School calendar, Workshop agendas and sign-in sheets, PowerPoint presentations (where applicable)
  - Implementation Timeline: January 2013
- Additional parent workshops will be scheduled surrounding CCLS and curricular alignment.
  - Key Personnel: School Leaders, Parent Coordinator, PTA President, Literacy Coach and ELA and Math AIS teachers, parents
  - Evaluation Targets: School calendar, Workshop agendas and sign-in sheets, PowerPoint presentations (where applicable)
  - Implementation Timeline: February - 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: Priority Focus Funding

**Service and program coordination**

- Per Session--Title 1 funding was scheduled for teacher and supervisors to meet after school in order to review/revise the school's current grading policy. Additional FSF tax levy funds were also scheduled in per session for the annual Back To School Night, where K-8 parents met with administrators, classroom teachers, AIS support, and other service providers to discuss the grading policy, classroom expectations, and other instructional concerns. Nine teachers, 3 administrators X 2 hours X 2 days.
- Per Diem—Title 1 Priority focus funding was scheduled to cover teachers who met during school hours to host Parent CCLS Workshops for those parents who are unable to attend evening workshops. Limited to a maximum of three teachers X 3.5 hours X 5. OTPS/Supplies--Custom printed Interim Progress Reports were purchased in order to provide parents with periodic updates regarding their child's academic performance.
- OTPS/Translation Services- Title III funds and Title 1 translation funds were scheduled in OTPS non-contractual section for the purchase of translation services during both the evening and afternoon parent teacher conferences.
- OTPS/Supplies- focus allocation was scheduled in the general supplies section for the purchase of copy paper and other materials needed for parent information letters, flyers and other backpacked materials for parent reminders of meetings and other community affairs held at the school site.

### 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>ELA AIS teachers provide instruction to improve ELA skills including decoding, fluency, comprehension, making predictions, and drawing conclusions. Programs and strategies used include Reader's Theater, Soar to Success, and Benchmark Educational Bags.</p>                                     | <ul style="list-style-type: none"> <li>• ELA AIS teachers meet small groups on a daily basis using a combination of push-in and pull-out services.</li> <li>• Approximately 30 students per grade, in first through eighth grade, receive small group support for 150 minutes per week after school.</li> <li>• 30 students per grade are invited to participate in an after-school tutoring program focused on preparing for the NYS summative assessments.</li> </ul>  | <ul style="list-style-type: none"> <li>• AIS teachers meet with targeted students outside of the ELA block in order to supplement the classroom ELA instruction.</li> <li>• 30 students per grade receive small group support for 150 minutes per week after school.</li> <li>• 30 students per grade are invited to participate in an after-school tutoring program focused on preparing for the NYS summative assessments.</li> </ul>   |
| Mathematics                                  | <ul style="list-style-type: none"> <li>• Grades K-2: Math AIS is a pull-out program consisting of six students at similar academic levels.</li> <li>• Grades 3-8: Math AIS is a combination of push-in and pull-out programs that target students who are struggling with current concepts.</li> </ul> | <ul style="list-style-type: none"> <li>• Math AIS teachers meet small groups on a daily basis using a combination of push-in and pull-out services.</li> <li>• Approximately 30 students per grade, in first through eighth grade, receive small group support for 150 minutes per week after school.</li> <li>• 30 students per grade are invited to participate in an after-school tutoring program focused on preparing for the NYS summative assessments.</li> </ul> | <ul style="list-style-type: none"> <li>• AIS teachers meet with targeted students outside of the math block in order to supplement the classroom math instruction.</li> <li>• 30 students per grade receive small group support for 150 minutes per week after school.</li> <li>• 30 students per grade are invited to participate in an after-school tutoring program focused on preparing for the NYS summative assessments.</li> </ul> |
| Science                                      | Small groups meet to increase grade appropriate content knowledge  | Small groups meet on a daily basis to increase grade appropriate content   | Students are provided with additional science instruction during the extended   |

|  |  |  |   |
|--|--|--|---|
|  | using various non-fiction and informational texts.   | knowledge.   | day program. Additionally, teachers provide at-risk tutoring to small groups of students during the lunch periods and before school.  |
| <b>Social Studies</b>  | Small groups meet to increase grade appropriate content knowledge using various non-fiction and historical fiction texts, as well as primary and secondary sources.  | Small groups meet on a daily basis to increase grade appropriate content knowledge.  | Students are provided with additional social studies instruction during the extended day program. Additionally, teachers provide at-risk tutoring to small groups of students during the lunch periods and before school. |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | <ul style="list-style-type: none"> <li>• Advisory programs are built into the master school schedule for sixth and seventh graders.</li> <li>• At-risk guidance services are provided on an as-needed basis</li> </ul> | <ul style="list-style-type: none"> <li>• Advisory programs occur once per week.</li> <li>• At-risk services are provided in either a small group or one-on-one setting.</li> </ul> | Services are provided during the regular instructional day.   |

### **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.

98% of our teachers are currently highly qualified. In order to continue to staff our building with Highly Qualified Teachers we frequent DOE job fairs, the Open Market System, and continuously provide professional development opportunities both internally and externally to all teachers.

**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 1<sup>st</sup> 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**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

Our school, 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 1<sup>st</sup> 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:**

- 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.**

**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 <b>E. Myers</b> | District <b>11</b> | Borough <b>Bronx</b> | School Number <b>194</b> |
| School Name <b>PS/MS 194</b>                  |                    |                      |                          |

### B. Language Allocation Policy Team Composition

|   |   |
|---|---|
| Principal <b>Rosie Sifuentes-Rosado</b>     | Assistant Principal <b>Greta Schorr</b>     |
| Coach <b>Diara Kwartler</b>                 | Coach                                       |
| ESL Teacher <b>Dawn Kuszel</b>              | Guidance Counselor <b>Maryellen Russo</b>   |
| Teacher/Subject Area <b>Prabhu Jha, ESL</b> | Parent <b>Rebecca Maldonado</b>             |
| Teacher/Subject Area                        | Parent Coordinator <b>Lois Lombardi</b>     |
| Related Service Provider                    | Other <b>Ken Peterson Ach. Coach CFN607</b> |
| Network Leader                              | Other                                       |

### 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   | <b>4</b> | Number of certified bilingual teachers   | <b>1</b> | Number of certified NLA/foreign language teachers              | <b>2</b> |
| Number of content area teachers with bilingual extensions                    | <b>0</b> | Number of special education teachers with bilingual extensions   | <b>0</b> | Number of teachers of ELLs without ESL/bilingual certification | <b>0</b> |
| Number of teachers who hold both a bilingual extension and ESL certification | <b>0</b> | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | <b>0</b> |  |          |

### D. School Demographics

|                                    |             |                      |            |   |               |
|------------------------------------|-------------|----------------------|------------|---|---------------|
| Total number of students in school | <b>1376</b> | Total Number of ELLs | <b>188</b> | ELLs as share of total student population (%) | <b>13.66%</b> |
|------------------------------------|-------------|----------------------|------------|---|---------------|

## Part II: ELL Identification Process

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

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

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

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

The general trend over the years among parents seems to be the selection of the English As A Second Language Program as the preferred choice. For the 2011-2012 school year, approximately 85% of our parents have chosen ESL as their program of choice. Therefore, the program offered at PS/MS 194 is well aligned with parent requests. The second choice was TBE (11%) and a small segment (3.7%) chose DL. If, however, parents are interested in a bilingual or dual language program, they are informed about the minimum number of students from the same language, on two contiguous grades needed to open up a program, which at the present time is not available. Parents are given the option of transferring their child to a school with a program of their choice. All accommodations are made to help find that student an alternate placement.

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

All Ells at PS/MS 194 are assessed using the New York State English As Second Language Achievement Test (NYSESLAT).

English As A Second Language teachers work with Ells for their allotted time periods to help students improve their skills in speaking, listening, reading and writing and help them prepare for the NYSESLAT. Those students who do not pass the NYSESLAT are given a continued entitlement letter and receive services until proficiency is reached.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

K  1  2  3  4  5   
6  7  8  9  10  11  12

### This school offers (check all that apply):

|  |                              |  |                               |
|--|------------------------------|--|-------------------------------|
| Transitional bilingual education program | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |
| Dual language program                    | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | 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 | Total # |
| <b>Transitional Bilingual Education</b><br><small>(60%:40% → 50%:50% → 75%:25%)</small> | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0 | 0  | 0  | 0  | 0       |
| <b>Dual Language</b><br><small>(50%:50%)</small>  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0 | 0  | 0  | 0  | 0       |
| <b>Freestanding ESL</b>   |    |    |    |    |    |    |    |    |    |   |    |    |    |         |
| <b>Self-Contained</b>   | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0 | 0  | 0  | 0  | 0       |
| <b>Push-In</b>  | 13 | 28 | 16 | 29 | 23 | 27 | 27 | 13 | 12 | 0 | 0  | 0  | 0  | 188     |
| <b>Total</b>  | 13 | 28 | 16 | 29 | 23 | 27 | 27 | 13 | 12 | 0 | 0  | 0  | 0  | 188     |

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |     |  |     |                               |    |
|-----------------------------|-----|--|-----|-------------------------------|----|
| All ELLs                    | 188 | Newcomers (ELLs receiving service 0-3 years) | 131 | Special Education             | 21 |
| SIFE                        | 8   | ELLs receiving service 4-6 years             | 51  | Long-Term (completed 6 years) | 5  |

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 |                  |      |                   |                  |      |                   |                                    |      |                   |       |
|-------------------|------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
|                   | 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 | Total |
|                   |                  |      |                   |                  |      |                   |                                    |      |                   |       |

| ELLs by Subgroups |                  |      |                   |                  |      |                   |                                    |      |                   |       |
|-------------------|------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
|                   | 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 | Total |
| TBE               | 0                | 0    | 0                 | 0                | 0    | 0                 | 0                                  | 0    | 0                 | 0     |
| Dual Language     | 0                | 0    | 0                 | 0                | 0    | 0                 | 0                                  | 0    | 0                 | 0     |
| ESL               | 131              | 6    | 4                 | 51               | 2    | 14                | 6                                  | 0    | 3                 | 188   |
| Total             | 131              | 6    | 4                 | 51               | 2    | 14                | 6                                  | 0    | 3                 | 188   |

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

### C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education               |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
|  | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL    |
| Spanish  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Chinese  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Russian  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Bengali  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Urdu   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Arabic   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Haitian  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| French   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Korean   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Punjabi  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Polish   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Albanian                                       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Yiddish  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Other  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| <b>TOTAL</b>                                   | <b>0</b> |

| 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       | EP       |
| Spanish  |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Chinese  |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Russian  |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Korean   |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Haitian  |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| French   |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Other  |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| <b>TOTAL</b>                                   | <b>0</b> |

**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        |
| <b>TOTAL</b> | <b>0</b> |

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

|              | K         | 1         | 2         | 3         | 4         | 5         | 6         | 7         | 8         | 9        | 10       | 11       | 12       | TOTAL      |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|----------|----------|----------|------------|
| Spanish      | 8         | 14        | 7         | 14        | 16        | 16        | 16        | 7         | 9         | 0        | 0        | 0        | 0        | 107        |
| Chinese      | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0        | 0        | 0        | 0        | 0          |
| Russian      | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0        | 0        | 0        | 0        | 0          |
| Bengali      | 5         | 9         | 6         | 9         | 5         | 6         | 9         | 4         | 1         | 0        | 0        | 0        | 0        | 54         |
| Urdu         | 0         | 1         | 1         | 0         | 0         | 0         | 0         | 0         | 0         | 0        | 0        | 0        | 0        | 2          |
| Arabic       | 0         | 3         | 2         | 6         | 0         | 5         | 0         | 1         | 0         | 0        | 0        | 0        | 0        | 17         |
| Haitian      | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0        | 0        | 0        | 0        | 0          |
| French       | 0         | 0         | 0         | 0         | 1         | 0         | 1         | 0         | 0         | 0        | 0        | 0        | 0        | 2          |
| Korean       | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0        | 0        | 0        | 0        | 0          |
| Punjabi      | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0        | 0        | 0        | 0        | 0          |
| Polish       | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0        | 0        | 0        | 0        | 0          |
| Albanian     | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0        | 0        | 0        | 0        | 0          |
| Other        | 0         | 1         | 0         | 0         | 1         | 0         | 1         | 1         | 2         | 0        | 0        | 0        | 0        | 6          |
| <b>TOTAL</b> | <b>13</b> | <b>28</b> | <b>16</b> | <b>29</b> | <b>23</b> | <b>27</b> | <b>27</b> | <b>13</b> | <b>12</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>188</b> |

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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?

English Language Learners (ELLs) currently compose 13.6 % of the total student population. They are mainly instructed via “push-in” model, whereby an ESL teacher visits the mainstream classroom and provides cross-content support to his or her heterogeneous group, during the mandated number of minutes per week. In some cases, ELLs are also “pulled out” and worked with in small groups to ensure adequate progress in all four learning modalities: speaking, listening, reading and writing. Our eighth grade ELLs work with the TESOL teacher while the non-ELLs are studying the Spanish Language. Though the language of instruction in all scenarios is English, teachers provide Native language support whenever possible. The students, who have a strong foundation in their first language, are also provided with dual language glossaries. Our ESL teachers use a rich blend of various approaches such as TPR, realia, language learning experience, communicative approach as well as the IRLA during English Language Arts. Our school uses the freestanding ESL program, where ELLs work with TESOL teachers towards attaining proficiency in English. Once our ELLs attain proficiency, we provide extra support through our Academic Intervention Services Team. Former ELLs continue to receive small group instruction in ELA and Math.

We have also implemented a program called, Imagine Learning English with all of our newcomer, beginner and intermediate students, as well as our SIFE students. This computer based program is highly individualized and rich in visual graphics. It sets the pace according to the needs of the students as well as provides verbal scaffolds in the Native language. Students are provided with worksheets to reinforce the skills taught through this program. Supervisors and teachers are able to monitor progress through individualized reports and use the data to drive instruction.

Long term ELLs are offered the opportunity to participate in various interventions throughout the school year. Our interventions focus on literacy, ESL and math, as well as prepares the students for the NYSESLAT and the English Language Arts and Math Exams. The ESL After-School program is designed to target instruction addressing all four modalities with differentiated instruction. Finish Line for ELLs, Count On it and Elements of Daily Math are materials that we are currently using. In addition to these materials, students use Brainpop.com during these sessions. This is an interactive computer program that is appropriate for all levels and has a variety of activities to enhance ELLs’ vocabulary, grammar, pronunciation, reading comprehension, and writing skills.

Some former ELLs on grades 6-8 participate in the "Read 180" Program which helps students make 1-2 years of reading progress in one year. In this program students work in three learning stations: an individualized computer based literacy station, a listening station as well as small group instruction with the teacher. These interventions are tailored to the needs of former ELLs who are not reading on grade level.

## A. Programming and Scheduling Information

In our Mandated Program, ELLs work in group of five to seven students to improve their linguistic and academic abilities. Scholastic News articles are the means in which non-fiction literature is taught, reinforced and reviewed in a small group setting. New vocabulary is introduced through these articles which is a vital part of an ELLs oral and written language development.

A variety of instructional strategies and grade level materials are used by the teachers of ELL-SWDs. Some of these strategies and materials include L1 textbooks, 100 Book Challenge leveled books in English as well as Spanish, ILE (Imagine Learning English), and content area push-in supporting and scaffolding ELL-SWDs. ELL-SWDs participate in all activities within the least restrictive environment. First, our school uses Smart Boards to enhance visual, auditory and interactive learning. Secondly, these students also attend our Mandated (Mon. & Tues.) and our ESL After-school Program (Wed. & Thurs.), where their specific needs are met in smaller groups. Thirdly, Brainpopesl, a web-based ESL program, is used to help ELL-SWDs acquire the important elements of ESL, such as speaking, listening, and reading. In addition, CTT and SETTS instruction helps prepare our ELL-SWDs.

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

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

| Class/Content Area   | Language(s) of Instruction |  | Class/Content Area | Language(s) of Instruction |
|----------------------|----------------------------|--|--------------------|----------------------------|
| Native Language Arts |                            |  |                    |                            |
| Social Studies:      |                            |  |                    |                            |
| Math:                |                            |  |                    |                            |
| Science:             |                            |  |                    |                            |
|                      |                            |  |                    |                            |
|                      |                            |  |                    |                            |
|                      |                            |  |                    |                            |
|                      |                            |  |                    |                            |

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

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

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

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

**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.



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

**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?

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

### 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)?

### D. Professional Development and Support for School Staff

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

High quality, Professional Development is provided in order for the school to better meet academic and promotional needs of our ELL population. The purpose of this professional development is to inform and familiarize the staff with the methodologies and tools so that teachers can help the ELLs move toward proficiency in English. TESOL teachers and classroom teachers utilize this time to collaborate, review data to tailor instruction to the needs of the students, and receive training and support in the newest instructional techniques and programs. The professional development sessions run in three different cycles: Fall, Winter and Spring. These sessions engage teachers in hands-on preparation of new curriculum units and provide them with the opportunity to explore and integrate cross-curriculum material. Professional Development activities are designed for our target audience, content area, AIS and TESOL teachers, to assess data, identify individual strengths and weaknesses and project future goals that will be utilized in the differentiation of instructions. Some of the topics we will explore throughout the year include: Second Language Acquisition, CCLS, teaching newcomers and ELLs with disabilities. Also, PDs are arranged for teachers involved with ILE (Imagine Learning English), a web based program to help our ELLs move towards proficiency. Our most recent PD was conducted on Dec.13, 2011. Finally, Shela Rao from the American Reading Company has been coaching the staff since September 2011 by providing weekly PDs with the new Action 100 reading program. This is scheduled to continue throughout the academic year. Since all teachers in our school affect the learning outcomes of ELLs, we conduct workshops that include all pedagogues.

### E. Parental Involvement

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

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

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

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

In addition, the PTA led by the Parent Coordinator Parents invite and encourage parents to participate in various workshops, which are conducted throughout the year. These workshops involve them meaningfully to facilitate community relations as well as learning related activities at the school. The Parent Workshops cover a wide range of topics such as Community Awareness, presented by Anindita Bhaumik (CEP Consultant, Connect), Action 100- How to help your child become a better reader, and How to help prepare your child for the ELA and Math Exams. All the parent related information is communicated in children's home languages. All flyers are sent home in the native language, informing the parents that interpreters are available from our Learning Leader Program to help them understand the information delivered. All workshops have translators on hand to assist the non-English speaking parents.

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) |    |    |    |    |    |    |    |    |    |   |    |    |    |       |
|---|----|----|----|----|----|----|----|----|----|---|----|----|----|-------|
|   | K  | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B)   | 3  | 15 | 6  | 9  | 4  | 7  | 6  | 2  | 3  | 0 | 0  | 0  | 0  | 55    |
| Intermediate(I)   | 3  | 8  | 3  | 10 | 10 | 3  | 5  | 2  | 4  | 0 | 0  | 0  | 0  | 48    |
| Advanced (A)  | 7  | 5  | 7  | 10 | 9  | 17 | 16 | 9  | 5  | 0 | 0  | 0  | 0  | 85    |
| Total   | 13 | 28 | 16 | 29 | 23 | 27 | 27 | 13 | 12 | 0 | 0  | 0  | 0  | 188   |

| NYSESLAT Modality Analysis |                   |   |   |   |   |   |   |   |   |   |   |    |    |    |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Modality Aggregate         | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING /SPEAKING        | <b>B</b>          | 0 | 2 | 0 | 0 | 1 | 2 | 1 | 0 | 0 | 0 | 0  | 0  | 0  |
|                            | <b>I</b>          | 0 | 9 | 1 | 7 | 2 | 4 | 3 | 1 | 1 | 0 | 0  | 0  | 0  |

**NYSESLAT Modality Analysis**

| Modality Aggregate  | Proficiency Level | K | 1 | 2 | 3  | 4  | 5  | 6  | 7  | 8 | 9 | 10 | 11 | 12 |
|---------------------|-------------------|---|---|---|----|----|----|----|----|---|---|----|----|----|
|                     | <b>A</b>          | 0 | 4 | 9 | 13 | 16 | 6  | 17 | 11 | 3 | 0 | 0  | 0  | 0  |
|                     | <b>P</b>          | 0 | 3 | 3 | 8  | 4  | 14 | 5  | 1  | 7 | 0 | 0  | 0  | 0  |
| READING/<br>WRITING | <b>B</b>          | 0 | 8 | 3 | 8  | 4  | 6  | 5  | 2  | 2 | 0 | 0  | 0  | 0  |
|                     | <b>I</b>          | 0 | 7 | 3 | 9  | 10 | 3  | 5  | 2  | 4 | 0 | 0  | 0  | 0  |
|                     | <b>A</b>          | 0 | 2 | 4 | 10 | 9  | 16 | 12 | 5  | 3 | 0 | 0  | 0  | 0  |
|                     | <b>P</b>          | 0 | 1 | 3 | 1  | 0  | 1  | 4  | 4  | 2 | 0 | 0  | 0  | 0  |

**NYS ELA**

| Grade                  | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|------------------------|---------|---------|---------|---------|-------|
| 3                      | 9       | 9       | 0       | 0       | 18    |
| 4                      | 4       | 13      | 1       | 0       | 18    |
| 5                      | 11      | 7       | 0       | 0       | 18    |
| 6                      | 5       | 6       | 0       | 0       | 11    |
| 7                      | 5       | 4       | 1       | 0       | 10    |
| 8                      | 8       | 7       | 0       | 0       | 15    |
| 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                      | 9       |    | 10      |    | 4       |    | 0       |    | 23    |
| 4                      | 6       |    | 14      |    | 6       |    | 0       |    | 26    |
| 5                      | 9       |    | 12      |    | 4       |    | 0       |    | 25    |
| 6                      | 2       |    | 6       |    | 5       |    | 0       |    | 13    |
| 7                      | 5       |    | 3       |    | 2       |    | 1       |    | 11    |
| 8                      | 5       |    | 11      |    | 2       |    | 0       |    | 18    |
| 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                      | 10      |    | 9       |    | 6       |    | 1       |    | 26    |
| 8                      | 7       |    | 8       |    | 1       |    | 0       |    | 16    |
| NYSAA Bilingual Spe Ed | 0       |    | 0       |    | 0       |    | 0       |    | 0     |

**New York State Regents Exam**

|                              | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                              | English                    | Native Language | English                     | Native Language |
| Comprehensive English        | 0                          | 0               | 0                           | 0               |
| Integrated Algebra           | 0                          | 0               | 0                           | 0               |
| Geometry                     | 0                          | 0               | 0                           | 0               |
| Algebra 2/Trigonometry       | 0                          | 0               | 0                           | 0               |
| 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<br>(based on percentiles) |                        |                        |                        | # of EPs (dual lang only) scoring at each quartile<br>(based on percentiles) |                        |                        |                        |
|                            | Q1<br>1-25 percentile  | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile  | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) |  |                        |                        |                        |  |                        |                        |                        |
| Chinese Reading Test       |  |                        |                        |                        |  |                        |                        |                        |

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

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

After analyzing the data from the Spring 2011 exams we see many trends emerge. Of the 131 newcomers, defined as students who have been in an ELSS for 0-3 years, approximately 2/3 rds of the students scored either at intermediate or advanced level on the NYSESLAT. This illustrates the progress being made within the ELL population. Many of the students achieve proficiency on the speaking/listening modality and struggle to succeed with the reading/writing portion of the NYSESLAT. Overall, 85 out of 188 of our ELLs are in the Advanced level. This pattern shows that a majority of our ELLs succeed in acquiring the linguistic skills needed to function in a classroom setting. However, students seem to hit a plateau as they are not able to become proficient as per the NYSESLAT.

An evaluation of the ELA data suggests that our students are not achieving Level 3s or 4s on the ELA. This may be due to the fact that, as the students get promoted the academic content becomes more demanding and it is more of a challenge to keep up with language acquisition and content areas simultaneously. Therefore, every effort must be made to strengthen vocabulary, improve reading levels and develop writing skills. This year we are following the ESL push-in model wherever possible. Administrators and staff believe this will prove to be more supportive of students' needs. In addition, scaffolding ELA and content area lessons will help obtain better results on the State exams.

Finally, the most significant finding is that 131 of our 188 ELLs are newcomers. Since research supports the fact that most ELLs take 5-7 years to become English Proficient it makes sense that the majority of our ELLs are newcomers. Given time and continued high-quality instruction we are confident that our ELLs will become proficient and beyond!

In order to evaluate our programs, we use a variety of assessment tools including NYSESLAT, ELA, Math, TCRWP, Acion 100, IRLA and simulation exams.

### 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:** PS/MS 194

**School DBN:** 11x194

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

| Name (PRINT)    | Title                | Signature | Date (mm/dd/yy) |
|-----------------|----------------------|-----------|-----------------|
| Rosie Sifuentes | Principal            |           |                 |
|                 | Assistant Principal  |           |                 |
|                 | Parent Coordinator   |           |                 |
| Dawn Kuszel     | ESL Teacher          |           | 11/23/11        |
|                 | Parent               |           |                 |
|                 | Teacher/Subject Area |           |                 |
|                 | Teacher/Subject Area |           |                 |

**School Name: PS/MS 194**

**School DBN: 11x194**

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

| Name (PRINT) | Title              | Signature | Date (mm/dd/yy) |
|--------------|--------------------|-----------|-----------------|
|              | Coach              |           |                 |
|              | Coach              |           |                 |
|              | Guidance Counselor |           |                 |
|              | Network Leader     |           |                 |
|              | Other              |           |                 |

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 11x194      **School Name:** PS/MS 194

**Cluster:** 6      **Network:** 607

**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.

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

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

Our school concluded that, other than English, Spanish, Bengali, Arabic and Urdu are the first languages spoken in students' homes (in this order). The chart below indicates the Home Language of the current ELLs but interpretation/ translation services are available to any parent who needs language assistance.

| Home Language | # of current ELLs |
|---------------|-------------------|
| Spanish       | 116               |
| Bengali       | 56                |
| Arabic        | 17                |
| Urdu          | 3                 |

## Part B: Strategies and Activities

---

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

We plan to have school letters translated into the various languages as well as English (back-to-back) as needed. These services will be provided by parent volunteers, school staff, as well as outside vendors, depending on the language required. The NYC Translation and Interpretation Unit is very helpful in assisting us with this task.

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

During Parent Teacher Association meetings, on Parent Teacher Conference day/night, outside contractors will be hired to do parent/teacher interpretation. The Language Interpretation Service is always able to accommodate our needs. In-house staff will also be used when necessary.

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

When letters are sent home to notify parents of the various meetings, the letter will also include information regarding the availability of interpreters.

## 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: PS/MS 194  | DBN: 11X194 |
| This school is (check one):  |             |
| <input type="checkbox"/> conceptually consolidated (skip part E below)<br><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 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 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<br><input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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: 10  |
| # of certified ESL/Bilingual teachers: 3   |
| # of content area teachers: 7  |

## 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: In 2012-2013, PS/MS 194 will utilize Title III, funding to help meet the Adequate Yearly Progress required by the No Child Left Behind (NCLB), Title III legislation. It will additionally increase student achievement on the NYSESLAT, ELA and Math Exams by funding a seven month long, after-school program from November to May. Our entire ELL populations on grades 1-8 are invited to this after-school program. Based on our data from the 2012 NYSESLAT, approximately 22.8% of our students are beginning ELLs, 33.3% of our students are intermediate ELLs and 43.8% of our population are Advanced ELLs, on grades 1-8. Therefore, our rationale for this after-school program is:

1. to work with our Advanced population to fine tune their listening, reading and writing skills, which will therefore, help them attain proficiency on the NYSESLAT;
2. to guide Beginning and Intermediate students to improve their speaking, listening, reading and writing skills and help them progress a level on the NYSESLAT.

Approximately, 110 ELLs from grades 1-8 attend the after-school program on Wednesdays and Thursdays, from 2:30-4:00. The ESL After-school team is comprised of three certified ESL teachers, two certified Special Education teachers and one highly qualified classroom teacher who implement skills and strategies using differentiated instruction to accommodate all proficiency levels. The team of ELL, Special Education and content area teachers collaborate to enhance and maximize the instruction throughout the program. The language of instruction is always English.

The materials for ESL After-School Program are as follows:

Finish Line for ELLs- Grades 1-8

Mondo Now I Get- It K-8

Big Ideas in Math- Grades 2-8

Count On It!- Grades 6-8

In addition to these materials, students use Brainpop Esl during these sessions. This is an interactive computer program that is appropriate for all levels and has a variety of activities to enhance ELLs' vocabulary, grammar, pronunciation, reading comprehension, and writing skills.

## 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:

High quality, Professional Development is provided in order for the school to better meet academic and promotional needs of our ELL population. The purpose of this professional development is to inform and familiarize the staff with the methodologies and tools so that teachers can help the ELLs move toward proficiency in English. TESOL teachers and classroom teachers utilize this time to collaborate, review data to tailor instruction to the needs of the students, and receive training and support in the newest instructional techniques and programs. The professional development sessions engage teachers in hands-on preparation of new curriculum units and provide them with the opportunity to explore and integrate cross-curriculum materials. Professional Development activities are designed for our target audience, content area, AIS and TESOL teachers, to assess data, identify individual strengths and weaknesses and project future goals that will be utilized in the differentiation of instructions. Some of the topics we will explore throughout the year include: Second Language Acquisition, CCLS, teaching newcomers, Action 100 and ELLs with disabilities.

### 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:

Parents are invited and encouraged to participate in various workshops, which are conducted throughout the year. These workshops involve them meaningfully to facilitate community relations as well as learning related activities at the school. The Parent Workshops cover a wide range of topics such as a series of workshops on Nutrition and Health, presented by Cornell University, Action 100- How to help your child become a better reader, and How to help prepare your child for the ELA and Math Exams. All the parent related information is communicated in children's home languages. All flyers are sent home in the native language, informing the parents that interpreters are available from our Learning Leader Program to help them understand the information delivered.

### Part E: Budget

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

Allocation Amount: \$23728

| Budget Category   | Budgeted Amount  | Explanation of expenditures in this category as it relates to the program narrative for this title.   |
|---|--|---|
| Professional salaries<br>(schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>                                       | 6 teachers x 3hrs per week (\$56.00 per hr.) x 23 weeks= \$23,184.00 | Teachers will provide after school ESL classes to ELL students who are identified as needing additional support in order to meet the NY state standards in both ELA and Mathematics |
| Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>   |  |   |
| Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul> |  |   |
| Educational Software (Object Code 199)  | \$544.00   | Imagine Learning English site licences for student independent use  |
| Travel  |  |   |
| Other   |  |   |
| <b>TOTAL</b>  | <b>\$23,728.00</b>   |   |