



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: P.S. 194 – THE RAOUL WALLENBERG SCHOOL

DBN (i.e. 01M001): 22K194

Principal: MARY ZISSLER-LYNCH

Principal Email: MZISSLE@SCHOOLS.NYC.GOV

Superintendent: RHONDA FARKAS ED.D

Network Leader: JOANNE BRUCELLA

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Mary Zissler-Lynch	*Principal or Designee	
Diane Broth	*UFT Chapter Leader or Designee	
Irma Rivera	*PA/PTA President or Designated Co-President	
Sheila Catanese	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	
Lillian Benezra	Member/ Assistant Principal	
Elizabeth Kabak	Member/ Teacher	
Jesus Cruz	Member/ Parent	
Angel Faust	Member/ Parent	
Samina Fayyaz	Member/ Parent	
Isis Medina	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, Students with Disabilities student group will demonstrate progress towards achieving state standards as measured by a 2% increase in SWD subgroup scoring at Level 3 and 4 on the NYS ELA Assessment.

Comprehensive Needs Assessment

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

After conducting an analysis of student performance data on state assessments last year, it was determined that all student groups showed increases in performance on the English Language Arts Assessment, including the SWD student group; to maintain this growth with our SWD student sub-group, this ELA goal remains as a priority for our CEP.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Professional Development: PD will be given on the following topics: Interim Assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers using data to inform differentiated lesson planning
2. Data Room: Utilization of Data Room for all instructional teacher teams to use as a designated location to be trained in the analysis of disaggregated student data. This will include the use of cross curriculum data, made accessible in the room, focusing on SWDs and at risk students. Activities carried out in the data progress assessment results and follow-up activities. Responsible staff will facilitate discussions of the students' progress and strategies for improved student outcomes, including Level 1-4 students.
3. Effective Instruction: Instructional specialist from CFN to support multiple entries of learning and academic rigor aligned to CCSS in our ICT/Self Contained Classes. Utilization of Ready Gen and Comprehension Strategy Instruction (Fountas and Pinnell and Stephanie Harvey) during Reader's/Writers Workshop. Daily small group, needs based differentiation aligned with CCLS. Unit Plans and Lesson Plans with entry points for all SWD will be revised and implemented. Flexible, needs-based grouping to be determined by teacher assessment, push-in assistance by classroom teachers, cluster, teachers and support personnel during extended day (50 minutes; 2 times a week). Ongoing throughout the school year, the pedagogical staff will use tracking sheets for Benchmark (fountas and Pinnell) maintained on an ongoing basis for SWDs.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principal, CFN-210 Instructional Specialist, Data Specialist and IEP Teacher.
2. Principal, Assistant Principal, Teachers, Data Specialist and IEP Teacher.
3. Principal, Assistant Principal, Classroom Teachers, ELA AIS Support Teacher, Cluster Teachers.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers servicing SWDs and students in the SWD subgroup.
2. Teams of Teachers working with SWDs and all Teacher Teams.
3. All SWD students in Grades 3 through 5.

D. Timeline for implementation and completion including start and end dates

1. September 2013 through May 2014
2. September 2013 through May 2014
3. September 2013 through June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. All SWDs will participate in the literacy-based programs within the Reading and Writers Workshop that have been established as part of the overall instructional program during the school day and after school.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Teachers of ELA will design and host ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.

The school will host curriculum nights and provide parents with user-friendly instructional materials and guides (e.g., Grade Specific Handouts Pre-K through 5).

The Parent Coordinator and designated teachers will attend scheduled parent meetings (e.g., PA) to share information and respond to parent questions and inquiries.

Parents will be trained on how to use ARIS Parent Link

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	X	Title IIA	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, Students with Disabilities student group will demonstrate progress towards achieving state standards as measured by a 2% increase in SWD subgroup scoring at Level 3 and 4 on the NYS Math Assessment.

Comprehensive Needs Assessment

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

After conducting an analysis of student performance data on state assessments last year, it was determined that all student groups showed increases in performance on the New York State Math Assessment, including for the SWD student group; to maintain this growth with our SWD student sub-group this math goal remains as a priority for our CEP.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- Professional Development:** PD will be given on the following topics: Interim Assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers using data to inform differentiated lesson planning.
- Data Room:** Utilization of Data Room for all instructional teacher teams to use as a designated location to be trained in the analysis of disaggregated student data. This will include the use of cross curriculum data, made accessible in the room, focusing on SWDs and at risk students. Activities carried out in the data room will include monitoring student progress, setting initial goals for groups and individual students in Math, programmatic implications based on indicators of interim progress assessment results and follow-up activities. Responsible staff will facilitate discussions of the students' progress and strategies for improving student outcomes, including Level 1-4 students.
- Effective Instruction:** Utilization of Go Math Program to deepen differentiated instruction during Mathematics Workshop. Daily small group, needs based differentiation aligned with CCLS and New York State Standards. Unit Plans and Lesson Plans with entry points for all SWD will be revised and implemented. Flexible, needs-based grouping to be determined by unit test results, teacher assessments, push-in assistance by classroom teachers, cluster teachers and support personnel during extended day (50 minutes; 2 times a week). Ongoing throughout the school year, the pedagogical staff will use Go Math Class Checklists derived from the results of the unit tests maintained on an ongoing basis for all SWDs.

B. Key personnel and other resources used to implement each strategy/activity

- Principal, Assistant Principal, CFN-210 Instructional Specialist, Data Specialist and IEP Teacher.
- Principal, Assistant Principal, Teachers, Data Specialist and IEP Teacher.
- Principal, Assistant Principal, Classroom Teachers, ELA AIS Support Teacher, Cluster Teachers.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers servicing SWDs and students in the SWD subgroup.
 2. Teams of Teachers working with SWDs and all Teacher Teams.
 3. All SWD students in Grades 3 through 5.
- D. Timeline for implementation and completion including start and end dates**
1. September 2013 through May 2014
 2. September 2013 through May 2014
 3. September 2013 through June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. All SWDs will participate in the math based programs within the Mathematics Workshop that have been established as part of the overall instructional program during the school day and after school. Guidance Counselor's at risk responsibilities include efforts and outreach to improve attendance and punctuality for SWDs.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Teachers of Mathematics will design and host Math workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.

The school will host curriculum nights and provide parents with user-friendly instructional materials and guides (e.g., Grade Specific Handouts Pre-K through 5).

The Parent Coordinator and designated teachers will attend scheduled parent meetings (e.g., PA) to share information and respond to parent questions and inquiries.

Parents will be trained on how to use ARIS Parent Link

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	X	Title IIA	X	Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, 85% of all students in grades 1-5 (General Education, ELL/LEP students/Economically disadvantaged and major ethnic and racial groups) will demonstrate progress as measured by moving 3 or more levels in Fountas & Pinnell resulting in an increase of the number of students by five percentage points performing at Proficiency (grade) Level. (Fountas & Pinnell Levels: Grade 1-I, Grade 2-M, Grade 3-P, Grade 4-S, Grade 5-V)

Comprehensive Needs Assessment

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

After conducting an analysis of student performance data on Fountas and Pinnell levels over a two year period, it was determined that all student groups showed continuous increases in growth when receiving small group differentiated instruction based on their reading levels. As a result we have made continuous progress for all our students a priority goal for the school year.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. **Professional Development:** PD will be given on the following topics: Interim Assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers using data to inform differentiated lesson planning.
2. **Effective Instruction:** Utilization of Ready Gen and ComprehensionStrategy Instruction (Fountas and Pinnell and Stephanie Harvey) during Reader's /Writers

Workshop. Daily small group, needs based differentiation aligned with CCLS. Unit Plans and Lesson Plans with entry points for all students based on Fountas and Pinnell levels will be revised and implemented.

3. **Effective Instruction – Ready Gen (Read Aloud and Writing):** All students will engage in literacy tasks aligned to selected CCLS (Grade Pre-K-2-Reading Informational Text standards 1 and 10 and Writing Standard 2; Grades 3-5 Reading Informational Text standards 1 and 10 Writing Standard 1). Teachers will implement Common Core aligned units of study that incorporates the use of informational text to formulate arguments in all classes grades 3-5. In grades Pre-K – 2, teachers will implement CCLS units of study that incorporates written response to informational text through group activities and prompting and support. Teachers will develop collaborative lessons that incorporate written skills needed for providing evidence to support arguments. Teachers meet in grade teams to assess and interpret student work and plan lessons that demand evidence to support claim.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principal, CFN-210 Instructional Specialist, Data Specialist and IEP Teacher
2. Principal, Assistant Principal, Classroom Teachers, ELA AIS Support Teacher, Cluster Teachers
3. Principal, Assistant Principal, Classroom Teachers, ELA AIS Support Teacher, Cluster Teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. All teachers in Grades 1 through 5 and all students in Grades 1 through 5
2. All students in Grades 1 through 5
3. All students in Grades 1 through 5

D. Timeline for implementation and completion including start and end dates

1. September 2013 through May 2014
2. September 2013 through June 2014
3. September 2013 through June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. All students will participate in the literacy-based programs within the Reading and Writers Workshop that have been established as part of the overall instructional program. Guidance Counselor’s at risk responsibilities include efforts and outreach to improve attendance and punctuality for all students

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

Teachers of ELA will design and host ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.

The school will host curriculum nights and provide parents with user-friendly instructional materials and guides (e.g., Grade Specific Handouts Pre-K through 5).

The Parent Coordinator and designated teachers will attend scheduled parent meetings (e.g., PA) to share information and respond to parent questions and inquiries.

Parents will be trained on how to use ARIS Parent Link.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	X	Title IIA	X	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

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

N/A

Comprehensive Needs Assessment

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

N/A

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. N/A

B. Key personnel and other resources used to implement each strategy/activity

1. N/A

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. N/A

D. Timeline for implementation and completion including start and end dates

1. N/A

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. N/A

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

N/A

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

N/A	Tax Levy	N/A	Title IA	N/A	Title IIA	N/A	Title III	N/A	Set Aside	N/A	Grants
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List any additional fund sources your school is using to support the instructional goal below.

N/A

Goal and Action Plan #5

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

Annual Goal #5

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

N/A

Comprehensive Needs Assessment

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

N/A

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. N/A

B. Key personnel and other resources used to implement each strategy/activity

1. N/A

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. N/A

D. Timeline for implementation and completion including start and end dates

1. N/A

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. N/A

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

N/A

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

N/A	Tax Levy	N/A	Title IA	N/A	Title IIA	N/A	Title III	N/A	Set Aside	N/A	Grants
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List any additional fund sources your school is using to support the instructional goal below.

N/A

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	<ul style="list-style-type: none"> • Comprehension Strategies aligned with CCLS (Literary and Informational Texts) • Writing aligned with CCLS • Great Leaps – (phonics fluency) • Foundations – K, 1 & 2 • NY Ready 	<ul style="list-style-type: none"> • Reader’s Workshop (direct explicit instruction: large group, small group, independent practice) • Writer’s Workshop (direct explicit instruction: large group, small group, independent practice) • small group, independent practice • large group and small group • small group instruction 	<ul style="list-style-type: none"> • during the school day and after school
Mathematics	<ul style="list-style-type: none"> • Go Math • NY Ready • Number Star Facts & Elements of Daily Math • Skills Tutor 	<ul style="list-style-type: none"> • push-in services, alternate setting, small group • small group instruction • small group and individualized instruction for diagnostic and prescriptive learning • computer assisted skills development program for individualized instruction 	<ul style="list-style-type: none"> • during the school day and after school
Science	Content area reading aligned with CCLS (informational text and inquiry work)	<ul style="list-style-type: none"> • small group instruction – a component of Academic Intervention Literacy Strand 	<ul style="list-style-type: none"> • during the school day and after school
Social Studies	Content area reading aligned with CCLS (informational text and inquiry work)	push-in services, small group instruction – a component of Academic Intervention Literacy Strand	<ul style="list-style-type: none"> • during the school day and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Discussions (class and small group) • Crisis Intervention (counseling) as needed • Counseling one-to-one • Family counseling • Behavior Modification – meeting with Teachers to write BIP’s 	<ul style="list-style-type: none"> • large and small group class discussions on a rotational basis to support respect and dignity for all • small group and one to one sessions • one to one sessions as needed • one to one sessions as needed • one to one and small group sessions 	<ul style="list-style-type: none"> • during the school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<i>Administrative staff attends hiring fairs to identify and recruit highly-qualified teachers.</i>
<i>The Payroll Secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.</i>
<i>Mentors are assigned to support struggling and new teachers.</i>
<i>Partnership with Colleges/Universities for student teaching placement (at P.S. 194) and student observation placement (at P.S. 194) to maintain high level of recruitment of effective teachers.</i>
<i>Continuing the deep work of collaborative teacher teams to ensure professional growth of all staff and professional learning community at large.</i>
<i>Participation in Professional Development for teachers provided by CFN to support professional growth and effective teaching.</i>

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<i>Professional Instructional materials to support curriculum development during the school day.</i>
<i>Consumable instructional materials for use during extended day programs and during the school day.</i>
<i>AIS/ELA Support Teacher</i>
<i>Teacher per session for Inquiry Work</i>

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<i>Professional Instructional materials to support curriculum development during the school day.</i>
<i>Consumable instructional materials for use during extended day programs and during the school day.</i>
<i>AIS/Math Support Teacher</i>

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Pre-K social worker provides the following supports for the staff, as well as the community:
-In class support two days a week
-Conducting observations and providing guidance for parents on the referral process
-Workshops for families on topics such as transitioning into Pre-K, transitioning into kindergarten, helping your child enjoy reading
-Kindergarten open house in June for Pre-K families
Curriculum aligned to the Foundation for the Common Core for Pre-Kindergarten

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
<ul style="list-style-type: none"> - Teachers will meet during common planning periods to discuss CCLS and implementation of units - Teachers will discuss what differentiation strategies are successful to achieve the Math standards - Various teacher teams are involved in the gathering of information and analyzing data for improvement purposes- Teacher Teams, School Leadership Team, Vertical Teacher Teams and Administration

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT
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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 22	Borough Brooklyn	School Number 194
School Name Raoul Wallenberg		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Mary Zissler-Lynch	Assistant Principal Lillian Benezra
Coach type here	Coach type here
ESL Teacher Ruth Florian	Guidance Counselor type here
Teacher/Subject Area Heather Iacoviello	Parent type here
Teacher/Subject Area type here	Parent Coordinator Keisha Stevens
Related Service Provider type here	Other Debra Sullivan
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	455	Total number of ELLs	41	ELLs as share of total student population (%)	9.01%
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Part II: 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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	1	1	1	1	1	1								6
SELECT ONE														0
Total	1	1	1	1	1	1	0	6						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	29	ELL Students with Disabilities	8
SIFE	0	ELLs receiving service 4-6 years	12	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	29	0	1	12	0	7	0	0	0	41
Total	29	0	1	12	0	7	0	0	0	41

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ___	Asian: ___	Hispanic/Latino:
Native American: ___	White (Non-Hispanic/Latino): ___	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	1	2	2	2	3								13
Chinese	1	2	3		1									7
Russian		1												1
Bengali														0
Urdu	1	5	1	3	5	2								17
Arabic						1								1
Haitian				1										1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						1								1
TOTAL	5	9	6	6	8	7	0	0	0	0	0	0	0	41

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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	2	1	0	1	1	0							8

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)		5	5	5	5	3								23
Advanced (A)	2	2		1	2	3								10
Total	5	9	6	6	8	7	0	0	0	0	0	0	0	41

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	0	3		9
4	3	4	0		7
5	0	2	0		2
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4		2		1		2		9
4	4		3		0		0		7
5	1				1				2
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			3		4				7
8									0
NYSAA Bilingual (SWD)									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

We assess the early literacy skills of our ELLs with the Fountas and Pinnell Reading assessment. Our school understands the need for our early grades to develop a strong foundation in reading in order for our upper grade students to succeed. That is why we emphasize the importance of our early readers to be able to decode and develop good phonics skills. We collect the data obtained through our Fountas & Pinnell assessments to drive instruction and grouping. As a result of reviewing our data we noticed that our ELLs in grades K-2 are below their expected levels in reading, only 35% of ELLs in grades K-2 are approaching or on grade level in reading based on Fountas and Pinnell assessments. So we decided to incorporate ReadyGen word study into our early grades literacy units and use the Foundations phonics program as a supplement. Our ELLs are below the expected levels in listening comprehension and writing expression. The use of listening centers and books on tapes are helping us strengthen our students listening abilities. The incorporation of the CCLS writing standards and development of rubrics will help our teachers address our students needs in writing. This school year we are implementing the Fountas and Pinnell reading assessments for all our grades. This change will help us create a clear portrait of the our school's strength and areas of need.

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

Our ELLs are grouped heterogeneously according to grade level. This gives an opportunity for low-level English proficiency students to interact with higher-level English proficiency students. The ESL teacher guides classroom instruction and addresses ELLs specific needs by analyzing NYSESLAT and LAB-R scores. The ESL teacher uses data driven instruction to plan for her students and set individual student goals.

In examining our student's results in the four modalities (listening, speaking, reading and writing) we noticed that our ELLs perform well in the modalities of reading and writing and poorly in listening and speaking. We noticed that the majority of our ELLs were performing below the state standards in reading. Their lack of ability to read and write in English is making it very difficult for them to score levels 3 and 4 on the NYS ELA. We address their needs by strengthening their reading skills with particular emphasis on decoding skills, phonemic awareness, comprehension, fluency, vocabulary development, and modeled and guided writing activities. We are also addressing their needs by providing support in reading and writing through our Title III After-School program. In addition to the students mandated CR Part 154 units of service the ELL students are receiving academic intervention services in grades 1-5 through their extended day program. AIS reading is being provided through push-in model for ELLs in Grades 4-5. The teachers providing the additional services to the ELLs work closely with the ELL teacher to ensure that they incorporate ELL strategies into their small group instruction.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

In reviewing NYSESLAT scores our ELL teacher and Data Specialist identified that many of the ELL students struggled with the modalities of speaking and listening while most of them were closely approaching or meeting the required scale score for proficiency for reading and writing. This data has influenced our instructional decisions to incorporate additional listening and speaking activities into our daily lesson aligned to CCSS. Using the data collected from the AMAO tool helped the ELL teacher and Data specialist identify students who are close to meeting their target. It has also helped identify students who have not made progress and will be targetted with additional interventions.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

In review of the New York State Math results, we noticed that 50% of our ELLs in grades 3, 4 and 5 were performing on a level 2 and level 3 in Math. Based on this information we plan to continue to assist and develop vocabulary skills to help in problem solving.

Continue to support classroom teachers and AIS providers with ESL strategies and methodologies.

Once we studied our data in grades 3, 4 and 5 we concluded that many ELLs perform at approaching or on level for content areas. We believe that the use of their native language during the assessments help scaffold their comprehension of the exam making it possible for them to perform better. During their content area assessments ELLs are given the opportunity to view a translated version of the exam in their native language as well as translated glossaries whereas in any ELA assessments they are only given the exams in English. Our high intermediate and advanced level ELLs in grades 3, 4 and 5 out perform our beginning and low intermediate level ELL students in ELA, but when assessed in content areas (with their native language support) many our ELLs (no matter what proficiency levels they may be) perform at levels 2 or 3.

All our ELL students in grades 3, 4 and 5 participate in Periodic Assessments. Our school leadership and teachers log on to Schoolnet website and download student rosters with results as well as student item analyzes. This information helps our school leaders and teachers address the students areas of need. It also helps drive small group strategy instruction. In interpreting the data from our Periodic Assessments we have learned that our ELLs continue to struggle with their inferential thinking skills and their vocabulary development. In math they continue to need support in problem solving. We are addressing these needs through additional AIS support in reading and math.

We are aware the need to continue to support our ELLs native language, so we provide translated glossaries for the students to use as a reference during their math lessons. A multi-lingual books are available in the school library, ESL classroom and school teacher resource room. Paste response to questions here:

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Our school provides universal screening for all our students. Our ELLs are first screened through the use of the HLIS. With this information, teachers will begin to uncover the factors that could influence the students' English language learning process. This knowledge then guides linguistically responsive instructional choices. The student is then provided with a strong core (tier 1) instruction, ELLs who are not showing sufficient progress on the skills or competencies measured are provided with intensive, targeted intervention (Tier II and Tier III). The use of baseline Fountas and Pinnell assessments helps give teachers a starting point for all learners, the continuous use of Rigby ELL assessment kit helps benchmark ELLs in all four modalities throughout the year along with periodic Fountas and Pinnell assessments. Using the Digging into Data protocols during our Teacher Teams help ELL, AIS and classroom teachers analyze student data and help guide next steps.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Our teachers create high quality instructional environments that foster academic success. They ensure that a child's second language development is considered in their instructional decision by following these principles :

- teachers and students produce together,
- developing language and literacy across the curriculum,
- making lessons meaningful
- teaching complex thinking
- teaching through conversation.

Teachers use the information obtained through a parent and student interview and refer to the ATS report RPOB to identify the home language.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

A measure of our program's success is that our ELLs are moving along as measured by the NYSESLAT. Proficiency level data indicate that students at Beginning and Intermediate levels are in early childhood grades and are new to our ESL program. They move to the advanced level as they move up through the grades. All ELL students have also shown improvement on their Fountas/Pinnell levels, the majority of the ELL students have moved at least 2 reading levels. The number of level 1 students in ELA and Math state exams has also declined. In addition, 100% of our former ELLs achieved levels 3 or 4 on both NYS ELA and Math assessments.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Parents of newly admitted ELL students meet with the in-take team, which consist of the Principal, ESL teacher and Parent Coordinator when they arrive. A Home Language Survey, in their native language, is issued to the parent to help identify if there's a second language spoken at home. As the parent is completing the survey the ELL teacher, Mrs. Florian (who is fluent in English/Spanish) conducts an informal oral interview with the student and parent to gather additional information on the student. Mrs. Sullivan, an AIS teacher, who has been trained by our ELL teacher, will conduct the interview if Mrs. Florian is not available. If the parent requires an interpreter to communicate with we have staff members available in the languages of Spanish, Russian, Chinese and Hebrew. When a parent whose language is not represented at our school we turn to either a parent volunteer or the Translation and Interpretation Unit's Interpretation hotline for help. Once the parent completes the HLIS the ELL teacher then reviews the survey and identifies whether or not the student is eligible for testing. If the student is eligible the ELL teacher informs the parent that the student will be assessed within 10 days of their registration to determine proficiency in the English language and in Spanish using the Spanish speaking students who do not meet proficiency in English given by our Spanish speaking ELL teacher. Based on their overall score they will be identified as an ELL and be eligible for additional services. To ensure that all our students are assessed within 10 school days the pupil account secretary and Mrs. Florian (ELL teacher) are in constant communication. The pupil account secretary provides the ELL teacher with the weekly ELL Reminder to Administer the LAB-R report that is generated every Monday morning. In addition, the ELL teacher provides the parent orientation and completes the required ELPC (ELL Parent Choice Updated) screen in ATS within the 10 days as well.
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.
Once the students are assessed with the LAB-R the ELL teacher gathers their HLIS, makes a copy of the survey and places the original HLIS in their cumulative record. The copy of the HLIS is retained by the ELL teacher. Parent of students who pass the LAB-R are sent home Non- Entitlement letters informing them that their child is not eligible to receive ELL services. Mrs. Florian, our ELL teacher, keep a record of copies of the letters and the dates the letters were sent home Parents of students who fall below the cut off scores in the LAB-R are invited to participate in a Parent Orientation to discuss program options for their child. The Parent Orientations are held throughout the year as needed, the first orientation always being in September within 10 school days. Additional Parent Orientations are held during the school year depending on the dates we receive newly admitted students. All parent orientations whether they are in September or December are held within 10 school days from when the student is registered. Parents are sent invitations to the orientation in their native language and a follow up phone call is made remembering parents of the upcoming orientation .At the orientations, the ELL teacher, Mrs. Florian presents the Parent Orientation video in the parents native language by accessing it through the New York City Department of Education website. After viewing the orientation video the parents are presented with pamphlets in their native language that describes the various programs available to their child. An English/Spanish orientation is held with our ELL teacher Mrs. Florian, an English/Chinese with our Chinese speaking classroom teacher Ms. Chin and ELL teacher Mrs. Florian, an English/Russian orientation with our Russian speaking para Ms. Miller and ELL teacher Mrs. Florian and an English/Urdu orientation with our ELL teacher Mrs. Florian and a contracted vendor or over the phone interpretation.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per

CR Part 154 [see tool kit].)

Along with the orientation invitations an Entitlement letter in their native language is sent home. The letter informs the parent that their child was administered the LAB-R and are entitled to receive additional services. Mrs. Florian keeps copies of the letters and well as a record of when these entitlement letters were sent home. Parents who do not attend the orientation are contacted by phone and a make up session is scheduled. Once the parent views the video, then reads and understands all the information on the various programs, they are given a parent selection form for them to fill out and return the next day with their selection. A reward is given to the students who return the forms the next day to serve as an incentive. The completed Parent Survey and Selection forms are photocopied-the original is placed in the student's cumulative record and the copy is held with the ELL teacher. Mrs. Florian keeps a list of all the ELL students, on that list she verifies that all the students have submitted a completed Parent Survey and Selection form. Copies of the Parent Survey and Selection forms are kept in Mrs. Florian ELL Binder. In addition, Mrs. Florian obtains a copy of the ATS report RLER which lists the students eligible to take the LAB-R and NYSESLAT exams.

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.

Depending on the parents selection students are placed in their requested program. A placement letter is then sent out to the parents in their native language informing them that their child will be participating in their requested program. Also, our ELL teacher ensures that the ELPC screen in ATS is updated within 20 days. If the parent requests a program that is not available at our school the parent is informed that they can obtain a transfer to another school were their program is offered. If the parent opts to maintain their student in our school they are informed that the student will receive ESL services and if the program they select becomes available at our school they will be notified. Our process to inform our parents who have previously chosen a TBE/DL program when the program becomes available is we send out a letter in their native language informing them of the availability of the program and the ESL teacher Mrs. Florian along with the parent coordinator Mrs. Stevens will make phone calls to the parents and schedule an additional parent workshop with all the parents interested in the TBE/DL programs informing them of the program and our next steps as a school to ensure that their child is placed.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

In addition to the newly admitted ELLs, Mrs. Florian takes steps to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT). She runs the ATS report RLER which provides her with a list of student names that are eligible to take the LAB-R and NYSESLAT. She then cross references the ATS report with her student roster and creates a schedule for the administration of the NYSESLAT. Once a schedule of the days and times the NYSESLAT has been created, Mrs. Florian distributes a letter to all the ELL parents in their native language informing them of the days and times their child will be taking the NYSESLAT. She also sends a NYSESLAT Pamphlet that she downloads from the New York City Department of Education English Language Department website that entails information on the NYSESLAT. To ensure that all the ELL students are tested, Mrs. Florian creates a student roster and keeps a record of which students were tested and not tested. Any student not tested during the initial testing window is tested during the make up period. Before the NYSESLAT testing window is complete, Mrs. Florian reviews her roster and certifies that all eligible ELL students in P.S. 194 are tested in all four modalities of the NYSESLAT.

Parents of identified ELL students who do not reach language proficiency on the NYSESLAT receive a continued entitlement letter stating that their child did not reach English proficiency and is still entitled to receive ESL services in early September. Mrs. Florian distributes the letters to the students, they are instructed to have their parents read the letter and return the signed letter the following school day, students are given a treat to serve as an incentive in getting all the letters returned. The signed continued entitlement letters are stored in Mrs. Florian's ELL binder along with the rest of the ELL letters and documents. A record of who has returned and not returned the letters are kept. Second notices are sent home if the student has not returned the letters within two school days. During our September Welcome Breakfast the ELL teacher Mrs. Florian meets and greets ELL parents. She communicates with parents regarding any entitlement services and honors parent choices. All of our ELL parents have chosen ESL as their program of choice for their child to participate in.

6. 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.) 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.  The trend in program choices that parents have been requesting through the parent survey and program selection forms has been English as a Second Language. In order to monitor our school's trends in parent choice. The ELL teacher Mrs. Florian analyses all

the parent surveys and selection forms. She reviews all the forms from all the current and newly admitted ELL students and verifies that our school is honoring our parents choices. We currently have 38 ELL students, out of the 38 students a total of 36 parents requested that their child participate in an ESL program. We aligned our program model with parent requests. We currently have a Free Standing ESL program that is designed to assist ELL students achieve the Common Core State Standards for their grade level. Through academic subject area instruction in English, using Balanced Literacy methodologies and instructional strategies of ESL, we target their specific needs by strengthening their reading skills with particular emphasis on decoding skills, phonemic awareness, comprehension, fluency, vocabulary development and writing.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

At P.S. 194 we implement Free Standing ESL Pull-Out program. The program will fulfill mandated units of ESL (as per CR Part 154 requirements) for each student depending on English language proficiency level. Our ELLs are grouped heterogeneously by grades and proficiency levels. We currently service graded K, 1, 2/3 and 4/5.

We incorporate explicit ESL instruction, and our ESL teacher aligns her instruction with the ESL and Common Core State Standards (copies of both are located in our ESL classroom). She groups her students heterogeneously giving opportunities for students in levels beginning, intermediate and advanced to interact with each other. The use of leveled readers allows for the teacher to provide differentiated instruction to address all language levels. Informal teacher observations are used to determine how effectively students participate in and complete each skill lesson at their level of proficiency.

The use of scaffolding strategies such as modeling, bridging, contextualization, schema building, text representation and metacognitive development are implemented throughout our program to help academic development and support our ELLs in the content areas. The comprehension of academic content is supported through the use of visuals and manipulatives. Language functions and structures are imbedded in lessons along with language objectives. Students participate in accountable talk during class instruction through the use of activities such as literature circles and partner/buddy share. The teacher models the use of language and charts language structures that should be used during conversations. These language structures remain posted throughout the room for ELLs to refer to. Pre-taught vocabulary is used to deepen comprehension of lessons. Pictures and manipulatives are used to help ELLs develop meaning vocabulary words.

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)?

If the ELL is at a beginning or intermediate level, the ELL will be serviced five times a week for an hour and 15 minutes per day for a total of 375 minutes. If the ELL is at an advanced level, the ELL will be serviced three times a week for an hour and 15 minutes per day for 225 minutes per week. We provide native language support to all ELL students through multi-lingual libraries and books, buddy/partners of same language, use of dual language dictionaries and glossaries and the use of multi-lingual leap pads for independent reading. Our advanced ELL students are provided with 180 minutes of ELA instruction through participation in the reader's/writer's workshop during their classroom time.

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 foster language development and meet the demands of the Common Core Learning Standards.

We align our ESL program with the Common Core State Standards and with classroom core curriculum. Students have access to a leveled and genre organized classroom libraries in English. ELL Instruction will focus on reading/writing skills and meaningful content so that students understand why they need to learn details of language use. Integration of reading and math content, with emphasis on problem solving will incorporate ESL strategic instruction that is aligned with grade level math curriculum and Common Core Standards. ELL students are supported through small group math instruction and math AIS push-in grades 3,4, and 5. The integration of technology to support math concepts help our beginning and intermediate level students attain a deeper understanding. The use of math glossaries assist the students in expanding their knowledge of vocabulary needed to solve math problems. The ELL teacher collaborates closely with math, science and social studies content teachers to ensure that content lessons support and scaffold ELL learning. In addition, the ELL teacher plans thematic units based on content area subject that include science and social studies themes. ELL teacher refers to the CCLS when planning and identifies in her lesson plans the CCLS that apply.

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

Students are assessed in content areas (math, science, social studies and technology) in English only they are not assessed in

their native language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students are assessed in content areas (math, science, social studies and technology) in English only (they are not assessed in their native language) with accommodations. Such accommodation include: time and a half, separate location, option of bilingual dictionaries, simultaneous use of English and direct translation alternate language editions of exams. The classroom teacher as well as the ESL teacher assists in guiding instruction and identifying a student's strengths and weaknesses. Both analyze the results of assessments, such assessments include the integration of Rigby ELL assessment kit which assesses all the four modalities and is conducted twice/ three times a year. Teacher made performance assessments are given at the end of every unit. In addition ELL students produce writing pieces that include all the 3 genres of writing aligned to the CCLS. The classroom teacher and ESL teacher work together to integrate reading and math context.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Our plan for Students with Interrupted Formal Education (SIFE) includes intensive academic intervention based on assessment (formal and informal) of a student's academic and social need. Both small group and whole classroom settings will be provided that address needs via lessons and activities that are age and grade appropriate.

Improvements that we are currently working on this school year is getting our ELLs college and career ready. Our ELL teacher along with our monolingual classroom teachers are aligning their curriculum with the Common Core State Standards as well as the NYS ESL Standards. The integration of technology within their lessons helps our students equip themselves with the resources needed to succeed in the future.

We offer the following plan for our ELL students receiving service 4 to 6 years. As a school, when we analyse student data (NYSESLAT, NYS ELA/Math/Science, Baseline Assessments, Benchmark Assessments, Fountas & Pinnell levels) we study and interpret student work to identify areas of strengths and needs. Then we develop an action plan that helps the ELL and classroom teacher provide tailored small group instruction on students needs. Academic Intervention services in content areas using ESL strategies are also provided to assist these students.

Newcomers to P.S. 194 are grouped by grade level and language proficiency. Services addressing verbal communication, vocabulary, literacy and acculturation are provided during regular school day and during extended day programs. A Welcome Breakfast is held early September to welcome our newly admitted students and parents to our school community. At this breakfast they are introduced to the administrative staff as well as our entire school staff.

Test sophistication and instruction in content areas is provided for long-term ELLs in small group settings and during extended day programs. Students are also provided with AIS services in content areas that are grade appropriate.

Our plan for Special Education ELLs provides guidance services and pull-out services as they are indicated in a student's IEP. In addition, ELL Special Education students have a Special Education teacher who provides ongoing support and articulates regularly with the ESL teacher and guidance counselor.

For our former ELLs we continue to provide testing accommodation for up to two years, such accommodations include separate location and time and half. They also many former ELLs receive AIS services in reading and math to support student growth.

7. 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?

ELL-SWDs students are provided with a coherent and rigorous curriculum aligned to CCSS. The integration of Treasure Chest for English language learners as a reading program for our students help scaffold and accelerate their learning. In addition, the implementation of Foundation and Wilson phonics program help develop strong phonemic and phonetic awareness in our students. These programs develop and strengthen students decoding skills and fluency abilities helping promote their reading confidence. With the new CCLS all students are required to interact with text that are very complex. The ability to read fluently and decode accurately help the ELLs deepen their reading comprehension and focus on the meaning of the text rather than struggle with the

decoding of the text.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

To ensure that we meet the diverse needs of ELL-SWDs within the least restrictive environment our ELL-SWDs are grouped along with GE English language learners. They both participate in heterogeneous group work with students with varied proficiency levels and abilities. In addition, some SWDs are mainstreamed during content area study to maximize time spent with non disabled peers.

Courses Taught in Languages Other than English *①*

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

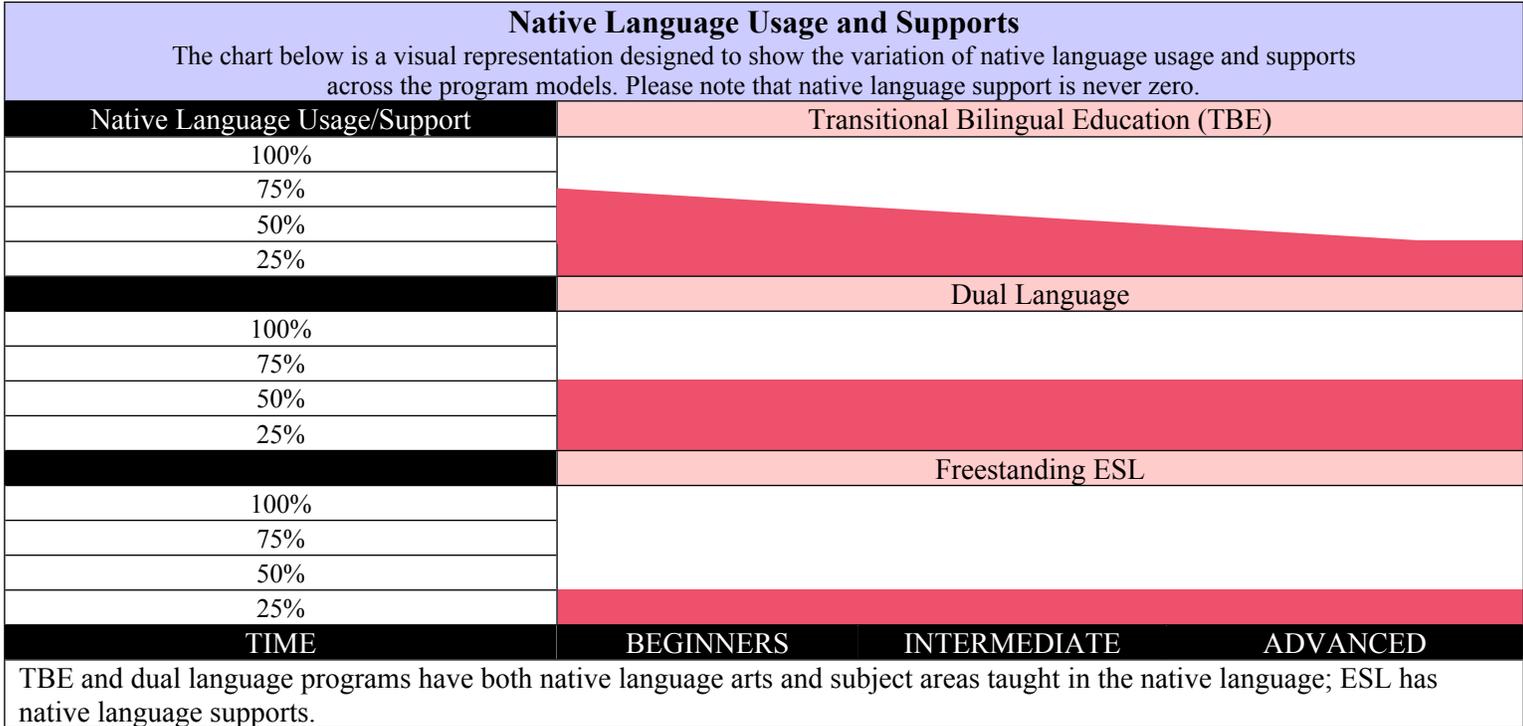
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

9. 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.

Through the use of manipulative and ESL strategies we will deepen the students understanding of key math terms and number facts. Lesson plans include all four components of literacy listening, speaking, reading and writing. All ELLs are expected to participate in small group activities to help in the development of oral and written language. Our ESL teacher follows the writer's workshop model to guide students in writing activities. ELLs produce persuasive, informative and narrative writing pieces following an author's writing process: prewriting, drafting, revising and publishing and aligned to the ESL and Common Core State Standards. Computers are available in our ESL classroom and regular classrooms for our students to use. Teachers are encouraged to integrate the use of such computers in their lessons.

In analyzing the New York State English Language Art assessment and the New York State Math assessments we noticed that our Grade 4/5 students needed additional support in their reading and writing skills and they needed to receive continued support in math. The majority of our ELL students are level 1 and 2 in ELA and Math. As a school, we decided to continued support by providing AIS reading and math push-in for all our grades 4/5 ELL students. The AIS ELA and Math teachers push in during a time that the ELLs are not being serviced by the ELL teacher. The ELL teacher, AIS Math and AIS ELA teachers engage in many collegial conferences discussing students progress with the additional AIS support.

Our plan on continuing transitional support for ELLs that achieve proficiency in English are during the day push in small group AIS services in reading and math. Former ELLs also receive testing accommodations for two years after their exit of the program. These testing accommodations include:

- Time extensions
- Separate locations and/or small group administration
- Bilingual glossaries and dictionaries (word for word translations only)
- Simultaneous use of English and other available language editions
- Oral translations for lower incidence languages
- Written responses in the native language
- Third reading of listening selections

After looking closely at our ELLs performance on the NYSESLAT and NYS ELA results we concluded that our ELLs needed support in listening and speaking. So we as a school developed an action plan to expose our ELLs to rich literature and higher order thinking skills. This school year we decided to improve our ELL program by providing in house PD for all our teachers on Higher Order questioning to help promote our students critical thinking.

ELL students are identified based on weakness in content areas (science and social studies), the classroom teacher provide interventions using ELL strategies and methodologies shared by the ELL teacher. Our science and social studies teacher have access to and utilize the ELL materials housed in the ELL classroom to support content area. In addition, units of studies that are covered by classroom teachers are followed up by the ELL teacher. This practice has shown effectiveness in our students grade 4 science assessments results, 57% ELLS performed on level 3 and 100 % of our ELLs performed on a high level 2 and above.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

In analyzing the current data pertaining to our ELLs performance on both NYS ELA and Math assessment our ELLs out performed ELL students in the state and city in both areas. ELL student in NYS performed for ELA at 3.2 %, NYC 3.4 and at PS 194 17%. ELL students in NYS performed for Math at 9.8, NYC 11.4 and at PS 194 22%.

In addition, our former ELLs performed 100% on levels 3 and 4 for both ELA and Math.

The assessments used to review the effectiveness of our current ELL program are NYSESALT results, NYS ELA and Math assessments, Fountas & Pinnell assessment (which are conducted twice/three times a year). We also use Rigby ELL assessment kit twice/three times a year to determine growth and areas of need in all four modalities.

11. What new programs or improvements will be considered for the upcoming school year?

Improvements that we are currently working on this school year is getting our ELLs college and career ready. Our ELL teacher along with our monolingual classroom teachers are aligning their curriculum with the Common Core State Standards as well as the

NYS ESL Standards. The integration of technology within their lessons helps our students equip themselves with the resources needed to succeed in the future.

12. What programs/services for ELLs will be discontinued and why?

Unfortunately, due to budgetary constraints we had to discontinue the additional AIS during the day support for our grades 1 and 2 ELL students in reading and math. They continue to receive mandated services in ESL and participate in extended day twice a week. This school year we are implementing new reading and math programs, ReadyGen and Go Math.

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

Our ELLs participate in all the curricular and extracurricular activities offered at our school. Such as the Math Initiatives “Star Facts,” AIS services are provided for long term ELLs and ELLs who have recently exited out of the ELL program, Music and Art. After school programs are also provided for our English Language Learners such programs include Title III programs for developing their reading, writing and math skills. The school uses the Translation and Interpretation unit to assist us in translating parent letters and flyers inviting their children to participate in school activities. The "Star Facts" program encourages our students to master number facts, all students including ELLs, are assessed on their number facts and receive "star facts" bracelets to show that they have mastered their number facts. The ELL teacher collaborates with the AIS Math teacher to ensure that the ELL students are participating and showing mastery of number facts. Many of our grades participate in music and art periods. In the music program our ELL students are exposed to music instruments and composer of the month studies. During their art periods they are engaged in art lessons that incorporate paintings and artist of the month. Their paintings are displayed around the school building to promote their self-esteem.

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

P.S. 194 uses a broad variety of instructional materials, methodologies, and resource personnel to support our ELL population. Among these instructional materials are novels, Rigby In Step Readers, Treasure Chest for English Language Learners, Santillana Intensive English, Writing Fundamentals Units of Study, and Leap Pads which help address our students reading and writing needs. Balanced literacy is the fulcrum of our program for general and special education students as well as for our ELL population. Phonics, author studies and supplementary basal materials support the program.

The use of multi-cultural books for shared/guided/independent reading and read aloud are used to connect to student’s prior knowledge and to promote cultural acceptance and build on ELL’s self esteem. We will use our available materials including technology resources, such as the Lexia reading program to help further develop their decoding abilities. The use of student laptops and Smartboard, which are located in the ELL classroom, help expose ELL students to different educational websites.

The use of illustrated trade books, technology and websites such as BrainPop, CongressforKids, and TimeforKids help support and scaffold social studies instruction. Hands on experiments and use of manipulatives in science help support our kinesthetic learners and beginning level ELLs.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Though we only offer an ESL program at PS 194 and English is the only language used for instruction we still support the student’s native language. We have native language books in our school’s library in the languages of Urdu, Russian, Spanish and Chinese and in our ELL classroom. Students are encouraged to read the books and take them home to share with their family. Native language testing is available for students in the content areas of math, and science. Students are often buddy up with students in the classroom who speak the same language to help them throughout the day. The use of the translation and interpretation unit help assist in translating school forms and communicating with parents.

16. Explain how the required services support, and resources correspond to ELLs’ ages and grade levels.

Required service and supports correspond to ELLs age levels at P.S. 194 as evidenced by grouping of students in contiguous grades and the use of leveled reading texts for instructional purposes which are aligned to their performance levels.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include

activities for new ELLs who enroll throughout the school year.

In early September we have a Welcome Breakfast, all parents and students are invited to meet and greet the school staff and administrators. This welcome breakfast helps assist newly enrolled ELLs and their parents accommodate to our school.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Our ELL teacher attends off site workshops, seminars and conferences related to ELLs.. She attends monthly ELL professional development meetings within our network to enhance her teaching techniques and to be up to date with ongoing ELL policies and changes. Our teachers participate in inter-visitations, mentoring and participation in professional conferences. These professional development activities will deepen the teacher's understanding of scaffolding skills. Teachers also participate in conferences and workshop aimed at increasing parent involvement in our school community, especially with the immigrant community. The mainstream classroom teacher participates in workshops with the ESL teacher to assist in extending teaching skills to support ELLs in the classroom. All our classroom teachers, out of classroom teachers and service providers (OT/PT/Speech/ Guidance Counselor/Paraprofessionals) as well as our AP and Parent Coordinator participate in monthly Faculty conferences which incorporate ELL strategies and methodologies. Our clerical staff will also participate in mini workshops throughout the school day with our ELL teacher to provide information on how to interact with our ELL Parents and procedures in obtaining translation and interpretation services. Our ELL teacher meets with our guidance counselor on a one to one session to review ELL student NYSESLAT data and parent selection surveys to ensure that the students receive the services they are entitled to when transitioning to JHS. Our entire teaching staff participates in Teacher Team Meetings as well as monthly Grade Conferences. Our ELL teacher participates in a Core Teacher Team where she gathers with principal, assistant principal, AIS math and reading teachers, and a grade leader from grades 2-5 once a month. During scheduled Grade Conferences monolingual classroom and cluster teachers will participate in teacher team meetings that help them incorporate ELL strategies and methodologies with content area. Such strategies will include the use of cooperative learning activities and the use of scaffolding techniques integrated into their balanced literacy. Teachers will be encouraged to keep observation logs of their ELLs to assist in identifying their learning habits and abilities. On September 13, 14 and 15, ELL teacher along with Math AIS teacher provided a lunch and learn for all grades concentrating on ELL/Math strategies. On October 07, 2013 the ELL teacher provided a faculty conference for all staff members on "Teaching ELLs in Content Areas." On January 07 and 20, 2014 grades K-5 and Cluster Teachers will participate in grade conferences concentrating on differentiating instruction during their ELA periods using ELL strategies. These professional development sessions will assist teachers in creating multiple entry points and differentiation within their lesson plans that help scaffold ELLs engage in CCLS.

In addition we are holding PD meetings on ELL strategies and ELL compliance for all our staff members during after-school hours to assist them in obtaining the minimum requirement of the 7.5 hours as per Jose P. We will be holding a webinar on February 24, 2014 from 2:40 pm- 4:40 pm. This webinar will focus on text complexity and ELLs and Building Vocabulary with ELLs and will be given by a licensed ELL teacher. Each teacher participating in this workshop will be required to maintain a copy of the agenda along with any handouts given. The school will maintain a copy of the sign in sheet with an attached agenda to keep a record of our teachers participation towards meeting the minimum 7.5 hours of ELL training.

The ESL and classroom teacher meet at designated times to discuss their student's progress and identify additional needs. They work closely together to align their curriculum during common preps. Long term ELLs are serviced by the ESL teacher as well as an AIS provider. They meet to discuss the student's progress, analyze assessments and plan the next steps to be taken as they assist the student in achieving academic success. Additional staff members will attend workshops during common preps and after school workshops that concentrate on ESL methodology to develop and integrate ESL strategies designed to help ELL students.

In order to support our staff in assisting our ELLs transition from elementary to middle school our ELL teacher meets with all the Fifth grade teacher, our School Guidance Counselor and Pupil Personnel secretary to make sure that all ELLs are transitioned to the appropriate school program. They assure themselves that all documents needed for the student is organized and completed to follow the student to his/her new school.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

The program makes every effort to involve parents of ELLs in every aspect of student's learning. When an ELL enters the program, his/her parent(s) are given an orientation in which they are shown a New York City Department of Education video (in the home language when possible) and have the program, state standards, assessments, school expectations, general program requirements, and other program choices explained to them. Scheduled parent/teacher conferences take place at least twice a year. Throughout the year, efforts are made to ensure that all possible program and school information are distributed to the parents of ELLs in their home language. The translation funds are used to translate parent letters and forms. The parent coordinator works collaboratively with the ESL and classroom teachers to increase parent participation in school activities.

A translation and interpretation policy has been implemented to facilitate communication between school administrators, teachers and parents of ELLs. Translated versions of school letters will be available to parents of ELLs and interpreters will also be available to assist parents in communicating with teachers and school staff.

Parents of ELLs are invited to participate in all of our parent outreach programs such as: ELL/ELA/Math day workshop on October 8, 2013 this workshop help parents familiarize themselves with our schools instructional focus and our new curriculum (ReadyGen and Go Math), Family Science Night on October 09, 2013, this workshop help our parents become aware of different scientific terminology and experiments that their child will be exposed to during the school year . They are also invited to our September Welcome Back breakfast which was held on September 20, 2013 this workshop allowed our parents to meet their child's teacher and visit the classroom observing a lesson. A Title III parent workshop on April 21, 2014 will be held to inform them on upcoming assessments and how to further assist their children to prepare for the exams. Interpretators will be present to assist in interpreting with our parents during these workshops.

During some of these parent workshops interpretators will be present to assist the parents in Spanish, Chinese, and Urdu (these are the major languages present in our school community). The use of contracted vendors will provide the interpretation services and if any additional language is needed during the event we will contact the interpretation hotline or request for a parent volunteer to assist.

P.S. 194 partnership with the YMCA after school program services many of our ELL students and provides the opportunities for parents of ELLs to participate in on-site parent workshops and activities. These activities are offered in the parents native languages.

In addition, we partnered with Cornell University and provided to our parents a nutrition workshop on November 06, 2013 from 5:30-6:30 pm.

On going parent involvement and support is provided through the parent coordinator's availability to meet and discuss concerns. Our parent coordinator, Ms. Stevens, meets all new students including ELLs. The parent coordinator helps establish a welcoming environment for our parents, she helps educate the parents on the importance of each school members role and their child's educational process. She maintains communication with all parents including parents of ELLs through written and oral forms. She helps organize parental involvement workshops and events based on parents needs and requests. Parents are invited to participate in PA monthly meetings and freely discuss their concerns and needs.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: <u>Raoul Wallenberg</u>		School DBN: <u>22K194</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 22K194 School Name: Raoul Wallenberg Public School 194

Cluster: 210 Network: Children First Network Cluster 2

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.

Throughout the years at P.S. 194 we have seen our immigrant student population increase. With this growth we have noticed the importance of providing our immigrant families with written translations of all our school letters and forms. We find this to be important because parents need to be informed of all ongoing activities, assessments and events within our school and concerning their child.

Upon registration of new admits our principal, ELL teacher and parent coordinator meet and greet our parents. This opportunity is taken to interview the parent and child to see if a language other than English is spoken at home and preferred by the parent. Then we have our parents complete a Home Language Identification Survey. Parents are requested to check off what language/s are spoken at home to help us identify the different languages in our school community. Parents are also asked to see what their preference of language is when receiving school notices. This information is checked off on the Home Language Survey and our pupil accounting secretary enters the information into ATS. Based on their responses we identified at least 7 different languages throughout our school: Uzbek, Arabic, Chinese, Haitian Creole, Spanish, Urdu and Punjabi.

In early September we held a Parent Orientation Welcome Back breakfast. Our principal, assistant principal, parent coordinator and service providers were present to greet and meet parents. Our major finding of our school's written translation needs are providing school letters in the various native languages. Some parents find it difficult to understand the school letters and would like more translated versions made available. In addition, our major findings for oral interpretation needs were parents' concerns regarding their inability to communicate with their child's teacher and schools administrators. Many parents felt that their lack of English proficiency prevented them from attending Parent/Teacher conferences and parent workshops.

We found that our teachers had the same concerns regarding their inability of sharing with parents their child's academic performance. Parents and teachers feel there is a great need for providing oral interpretation services for their 1 to 1 meeting with parents and their open

house orientations.

The first staff members to greet our parents are our main office staff. Our findings in talking with our office staff was their concern of the language barrier between them and parents coming into the school building. Parents are unable to communicate their reasons for visiting the school and our staff unable to assist them.

Our teachers are very instrumental in identifying the written translation needs of their students. As is our school parent coordinator who establishes good relationships with all our parents in our school community and keeps us inform of their concerns and needs. Our parent coordinator meets and greets all parents in the morning arrival and afternoon dismissal.

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.

Analysis of our assessments indicated a need for providing written translation of our school letters and forms. Our goal is to have written translated versions of our school letters/memos regarding safety procedures, school calendars and activities in all of our identified languages. Our assessments also indicated a need for parents to communicate with teachers, administrators and office staff and vice versa. These findings were reported to the school community through faculty conferences and SLT meetings.

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 currently have Spanish, Chinese, Hebrew and Russian speaking staff members who are willing to assist us in translating our school letters and memos. For the additional languages we will recruit the Translation and Interpretation Unit and/or outside vendors provided by the Department of Education Translation Unit such as The Big Word. Our school secretary along with our Parent Coordinator and ELL teacher have had experience in contacting the Translation and Interpretation Unit for assistance in translating our school letters. They submit the school's request to the unit when needed.

We also provide our parents with a translated version of the Parents' Bill of Rights and Responsibilities. These forms are sent home to the parents and additional copies are maintained in our main office. At P.S. 194 we make sure to be in compliance with the Chancellor's Regulation A-663. Our school provides our parents whose language is a covered language and who requires language assistance services with written

notification of their rights regarding translation and interpretation services in the appropriate covered languages, and instructions on how to obtain such services. We have posted in our primary entrance a sign in each of the covered languages indicating the office where a copy of the Bill of Rights is available. In addition, we have signage in our main entrance notifying parents to see a staff member for interpretation services in Chinese, Spanish and Russian. An additional sign is posted informing parents of the available interpretation services in any other language through the Translation and Interpretation Unit and hotline.

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.

With the growth of our immigrant population in our school community we have noticed the importance of providing our immigrant families with oral interpretation services. These services will benefit parents, teachers and our entire school community.

We plan to use contract vendors for interpretation services through the Big Word interpretation services for our parent/teacher conferences on November 14 2013 and March 12, 2014. We also make use of the Interpretation Hotline provided by the Translation and Interpretation Unit to assist in communicating with our parents. In addition we have staff members who speak in Spanish, Russian, and Chinese who assist in interpreting with parents when needed.

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>.

Through the ELL Parent Orientation Workshop and our Welcome Back breakfast, which are held in September, we plan to notify our parents of the translation and interpretation services that are available. Letters in their native languages will be sent home at the beginning of the school year informing them of the availability of these additional services. Our Parent Coordinator will also assist in notifying parents and all family members. We will display flyers and posters by the main entrance promoting the service.

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: Raoul Wallenberg	DBN: 22K194
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 20
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

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 examining our student's results in the four modalities (listening, speaking, reading and writing) of the NYSESLAT we noticed that our ELLs perform well in the modalities of listening and speaking and poorly in reading and writing. This information correlates with our analysis of the New York State English Language Arts assessment. We noticed that the majority of our ELLs were performing below the state standards in reading. Their lack of ability to read and write in English is making it very difficult for them to score levels 3 and 4 on the NYS ELA. We address their needs by strengthening their reading skills with particular emphasis on decoding skills, phonemic awareness, comprehension, fluency, vocabulary development, and modeled and guided writing activities

In review of our data for ELLs performance in two content areas, we noticed that ELLs in grades 4 and 5 on an intermediate and advanced level were performing on a level 2 and level 3 as per State Math assessments. The implication for our instructional program in reference to this information is to continue to assist and develop vocabulary skills to help in mathematical problem solving. The implication for instruction for our ELL/ELA program is to assist our students in developing their decoding skills, phonemic awareness and comprehension skills. We must strengthen their fluency by deepening their vocabulary and building large stable sight word recognition. Therefore, the Title III funds allocated to P.S. 194 will be used to provide supplementary services to further develop our students reading and writing skills. We are planning for our ELLs to participate in the following program.

Project Excellence: a program whose goal is literacy and that provides additional intervention and support services for ELLs. Our ELLs in grade 2, 3, 4, and 5 (total of 20 students) participating in the Title III program will be grouped in groups of 10 students. A licensed/certified ELL teacher along with a licensed common branch teacher will teach students. The teachers will be grouping the students according to their specific needs, e.g. grade and proficiency levels reading and writing. The group instruction will be in English and aimed to help ELLs in their reading, writing and math abilities. They will be using research based programs such as Language Power by Teacher Created Materials to build upon their reading and writing skills and Targeted Math Intervention also by Teacher Created Material to help target key mathematical standards. The Language Power program helps ELLs build language proficiency with highly differentiated and rich instructional resources. The Targeted Math Intervention program provides focused lessons, vocabulary development activities, diagnostic tests and differentiation strategies to help our students with math content. In order to prepare them for the NYSESLAT as well as the NYS ELA the teachers will be incorporating testing sophistication strategies through the use of Empire State NYSESLAT materials. Students will meet on Tuesdays and Wednesdays from 3:30 pm to 5:10 pm. There will be a total of two groups: 1 group for our 2/3 graders and another group for our 4/5 graders. The teachers will be co-teaching the program, so on Tuesday the ELL teacher will service the student in grades 2/3 concentrating on ESL/ELA strategies while the Content Teacher will service grades 4/5 students in math. On Wednesday the ELL teacher will service the 4/5 students in ESL/ELA while the content teacher will service the grades 2/3 students in math. The Title III will be the only after school program available at our school so a supervisor/teacher will be our on site supervisor. The supervisor

Part B: Direct Instruction Supplemental Program Information

will be overseeing the program and will be the coordinator of the after school program, the supervisor is a licensed teacher with a supervisor license. They will be present from 3:30 pm to 5:15 Tuesdays and Wednesdays. This will be a 16-week program beginning mid December and ending in early May. Our goal is to help our ELLs achieve the same level of proficiency in reading and math as our mainstream students. By offering this additional service we are giving ourselves an opportunity to achieve our goal.

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: We at PS 194 realize there is always a need for additional development of best practices by teachers of ELLs. All instruction personnel participating in the Title III program at PS 194 will be provided professional development to build upon their knowledge and skills. Including standard based instruction and improvement of language proficiency instruction of ELLs. This professional development will be only for teachers with students involved in the Title III program and will not be combined with their regular PD hours (this professional development will be above and beyond teachers regular school assigned PD hours). Staff will attend workshops and professional conferences to sharpen and update skills throughout school year. They will attend a series of 2 PD sessions. The professional developments will be given by a licensed/certified teacher for example: our math AIS teacher and ELL Teacher will provide PD for the teachers of ELLs in the Project Excellence program they will also be receiving per session pay for the PD provided. They will conduct 2 PD sessions concentrating scaffolding ELL students learning during math content. A total of 4 teachers will participate in these sessions and they will run 1 Thursday a month from 3:30 pm- 4:30 pm beginning mid January and mid February. Topics to be discussed will be the integration of math contents with ESL instructional strategies. PD session titles will be: How do we modify math strategies for our ELLs? and How do we incorporate ESL strategies within our math content?

These professional developments will be given in English and will concentrate on teaching the English language. The teacher giving the professional development (ELL teacher and Math Teacher) will be paid per session and the teachers receiving the training (4 teachers of Title III students) will be paid at training rate. The professional development will be held after school for a minimum of 2 hours in addition to all the other staff developments mandated by the state.

We at PS 194 strongly believe in our staff and their dedication to our student. With this in mind we believe that in order for our teachers to keep up with the on going curriculum changes and standards they need to be properly trained especially when teaching ELLs. We are trying to achieve this by providing our teachers with staff development meetings that will give them the opportunity to learn new strategies and new teaching methods. Through the help of the professional development the teachers are adding to their experiences and become better resources for their students.

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: The program makes every effort to involve parents of ELLs in every aspect of their student’s learning. For this reason we will conduct a series of parent workshops concentrating on many different topics such as

- ELL/ELA Day and Evening Workshop
- ELL/Math Day and Evening Workshop

These workshops will be to expose our ELL parents to the different assessments that their children will be participating in as well as to help them familiarize themselves with the various websites available. These workshops will be available for parents of students involved in the Title III and will run from 5 pm-6 pm. There will be a total of 1 teacher presenting for each workshop. For the ELL/ELA Parent Workshop (early January) the ELL teacher will be presenting. For the Family Math night (early February) our math teacher will be presenting. Flyers notifying the parents in their native language of the upcoming parent workshops will be sent home.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. 		

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		