



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name:** P.S. 194 COUNTEE CULLEN  
**DBN (i.e. 01M001):** 05M194  
**Principal:** JOSEPHINE BAZAN  
**Principal Email:** JBAZAN@SCHOOLS.NYC.GOV  
**Superintendent:** GALE REEVES  
**Network Leader:** MARGARET STRUK

**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
Josephine Bazan	*Principal or Designee	
Cheryl Taliaferro	*UFT Chapter Leader or Designee	
Herbert Guy	*PA/PTA President or Designated Co-President	
Caprice Simmons	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Brenda Inge	Member/ Parent	
Rosy Mendoza	Member/ Parent	
Patrice Lewis	Member/ Parent	
Nicol Pirazzi	Member/ Parent	
Sydahne Bradge	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.

# School Comprehensive Education Plan (SCEP) Requirements

## Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:**

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

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

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- 1. Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 13 of the SCEP.

## SCEP Checklist

### **All Schools**

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
<b>x</b>	<b>School Leadership Team Signature Page</b>
<b>x</b>	<b>The SCEP Overview</b>
<b>x</b>	<b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## School Information Sheet for 05M194

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	212	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	19
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	85.1%	% Attendance Rate		89.2%	
% Free Lunch	95.3%	% Reduced Lunch		3.5%	
% Limited English Proficient	16.1%	% Students with Disabilities		21.2%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	2.0%	% Black or African American		52.5%	
% Hispanic or Latino	41.6%	% Asian or Native Hawaiian/Pacific Islander		0.8%	
% White	2.7%	% Multi-Racial		0.4%	
Personnel (2012-13)					
Years Principal Assigned to School	0.74	# of Assistant Principals		1	
# of Deans	N/A	# of Counselors/Social Workers		1	
% of Teachers with No Valid Teaching Certificate	3.6%	% Teaching Out of Certification		14.3%	
% Teaching with Fewer Than 3 Years of Experience	14.3%	Average Teacher Absences		7.1	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	0.9%	Mathematics Performance at levels 3 & 4		0.9%	
Science Performance at levels 3 & 4 (4th Grade)	50.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

### Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

### Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

### **Reflecting upon the 2012-13 SCEP**

Answer the following questions regarding the 12-13 SCEP			
<b>Describe the strengths of your school's 12-13 SCEP.</b>			
Throughout the year, all teachers participated weekly common planning sessions that allowed them to build a collegial atmosphere, design lesson plans, develop curriculum and analyze student data. Danielson's Framework was introduced in 2012-2013, this allowed our teachers to become familiar with the rubric and expectations that they were going to be held to in the future. Also, this supported our teachers to become more effective and to have concrete understanding of what effective teaching looks like.			
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>			
Without a standards based curriculum, our teachers struggled to write and implement a rigorous ELA curriculum and therefore our students were not receiving the high level rigorous instruction needed to meet the Common Core Learning Standards. In Math, changing and reorganizing the curriculum was also very difficult for our teachers to do. Common Core aligned curriculum was minimal and therefore students did not receive rigorous common core aligned instruction throughout the school year.			
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>			
The barrier and challenge was not having a CCLS aligned curriculum in both ELA and Math.			
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>			
In 2012-2013, many of the strategies which were outlined in the SCEP were successfully implemented. Turn Around for Children provided all teachers with structures for classroom management, many of which were used by teachers to defuse disruptive behaviors and this resulted in a reduction in incidents throughout the school year. The data showed a decrease in incidents during the 2012-2013 school year.			
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>		<b>Yes</b>	<b>No</b>
<b>If all the goals were not accomplished, provide an explanation.</b>			
Not all goals were accomplished. Using the Common Core Learning Task Designing our own curriculum and using the bundles provided did not prove to be a rigorous curriculum or allow our teachers to fully implement the CCLS. Therefore, our students were unable to make the progress in which we had set forth.			
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>	<input checked="" type="checkbox"/>	<b>Yes</b>	<b>No</b>

### **Developing the 2013-14 SCEP**

Answer the following questions regarding the 13-14 SCEP			
<b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>			
The barriers and challenges in developing and implementing our SCEP was that the curriculums, ReadyGen and GOMath arrived late in October. The school developed a curriculum calendar, which had to be modified and edited to meet the late arrival, and delayed assessment of students. The curriculum arrived in multiple deliveries with different sections arriving weekly, therefore making our teachers were challenged to implement lessons and assess students appropriately. 50% of students will make one years progress on the Fountas and Pinnell reading assessment.			
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>			
50% of students will make one years progress on the Fountas and Pinnell reading assessment. 50% of students will show at least 10% progress on the NYC Performance Assessment. 50% of the students that scored a level 2 on the 2013 NYS ELA assessment will perform at level 3 for the 2014 NYS ELA assessment.			
<b>Describe how the school leader(s) will communicate with school staff and the community.</b>			
Administration communicates with the school staff via weekly common planning meetings, faculty conferences, professional development days and individual conferences. The administration will communicate with the school community monthly through Principal meetings, monthly classroom newsletters, PA meetings, School Leadership Team meetings and through backpack flyers. The Principal continues to have an open door policy where all parents/guardians are welcome to come. Also, the Principal is visible each morning as students arrive.			
<b>Describe your theory of action at the core of your school's SCEP.</b>			
The theory of action at the core of PS 194 SCEP is that students will be able to show progress and grow academically, socially and emotionally as our teachers become effective in their practice			
<b>Describe the strategy for executing your theory of action in your school's SCEP.</b>			
The key strategy for making the teachers effective so that the students can learn and grow is that we as a school community will access all the resources available to us. Our teachers and staff will be more accountable for their practice and the school			

administration will provide support for all teachers and staff. To achieve this, the teachers will participate in weekly common planning sessions, monthly lab sites, and analyze student data. Administration will calibrate HEDI from the Danielson's Framework with the coaches and teachers through lab sites and common planning sessions. Also, the Administration will follow a cycle of observations to ensure frequent and effective feedback based on the new Teacher Evaluation System.

**List the key elements and other unique characteristics of your school's SCEP.**

PS 194M builds partnerships such as CookShop, Turn Around for Children, Asphalt Green, Cool Culture and Harlem Children's Zone to support our school community. We continue to focus on Steven Coveys Seven Habits of Happy Kids to help the students develop leadership skills. The weekly morning assembly programs continue to focus on student achievement through attendance, and celebrating student of the month. The Student Support Team has initiated a PBIS program where students earn daily rewards for following the School Wide Behavior Matrix. These students are recognized during the morning assembly programs. Fabulous Fridays were designed to create a sense of community and where the desired outcome is to improve students attendance on this day. Cupcake Mondays are a monthly event to celebrate birthdays. Each student is called to the Principals office to share a homemade cupcake with the Principal.

**Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.**

Systems have been put in place to support the teacher to become effective and help the students to make progress. This can be evidenced by agendas from weekly common planning meetings, teacher reflection sheets, Principal meeting schedules, monthly class newsletters, logs of assistance, action plans and classroom observation reports

## Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

### **Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
Improve instructional practices across classrooms to ensure that diverse learners are consistently provided with challenging tasks enabling them to demonstrate higher order thinking skills							
<b>Review Type:</b>	SQR and Quality Review	<b>Year:</b>	2012-2013	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	D

### **Tenet 2: School Leadership Practices and Decisions**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
<b>x</b>	<b>2.2 School leader's vision</b>		<b>2.3 Systems and structures for school development</b>
	<b>2.4 School leader's use of resources</b>	<b>x</b>	<b>2.5 Use of data and teacher mid-management effectiveness</b>

### **Annual Goal #1**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, 100% of teachers will be evaluated through the use of Danielson's Framework for Effective Teaching to develop effective teaching practices to increase student achievement through the lens of Domains 2 and 3.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>1. Strategies/activities that encompass the needs of identified subgroups</b>
Strategy 1. Activity- A minimum of three classroom observation to observe practices across Domains 2 and 3 of the Danielson's Framework (2.5) 2. Activity- All teachers will participate in a minimum of 3 lab sties per grade band (2.2) 3. Activity- Each teacher will complete a minimum of 2 self-reflections regarding their practice within Domains 2 and 3 (2.2)
<b>2. Key personnel and other resources used to implement each strategy/activity</b>
1. Literacy and Math Coach will observe classroom observations to develop teacher practices 2. Administration will observe a minimum of 3 informal lessons and provide timely effective feedback. 3. DOE Talent Coach will meet with all staff and administration on implementing the teacher effectiveness rubric.
<b>3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. By the end of the 2013-14 school year, administration, math and literacy coaches and classroom teachers will agree with the calibrated rating of 75% of the time, as observed during lab sites representing Highly Effective, Effective, Developing or Ineffective practice across Domains 2 and 3. 2. Self-Reflections will be used during Post Observations Conferences to measure alignment between teachers' self-assessment and observed practice. 3. 50% of lessons will increase their HEDI rating by one level from first observation to the last observation.
<b>4. Timeline for implementation and completion including start and end dates</b>
1. All classroom teachers will be observed, a minimum of three times per year (on a rolling basis) and will engage in mid- year and end of year self-reflections. 2. Once per month, beginning in November 2013 and ending in May 2014, all classroom teachers will participate in lab sites alternating in ELA and Math. 3. Beginning in September 2013 and ending in June 2014, the literacy and math coach will hold weekly common planning meetings with all classroom teachers. All cluster teachers will meet weekly with the assistant principal.
<b>5. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. Common First Period prep once per week allows coaches to hold meetings 3 days x 4 times per month. 2. Literacy and Math Coaches plan 1 per month for 2 hours for common planning sessions 3. Scheduled Meetings with administration

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>x</b>	<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.							
	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

### **Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)**

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

#### **Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
Refine the curriculum to reflect alignment with key standards and Common Core learning tasks to increase rigor and cognitively engage all learners.							
<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012-2013	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	D

#### **Tenet 3: Curriculum Development and Support**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
<b>x</b>	<b>3.2 Enact curriculum</b>	<b>x</b>	<b>3.3 Units and lesson plans</b>
	<b>3.4 Teacher collaboration</b>		<b>3.5 Use of data and action planning</b>

#### **Annual Goal #2**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014, 100% of all classroom teachers will use rigorous curriculum aligned to the CCLS which will provide both multiple points of access for all students with a focus on high order thinking.	

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.	
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>	
<ol style="list-style-type: none"> <li>Activity- All classroom teachers are utilizing the ReadyGEN and GOMath Curriculum to align all lessons to the CCLS (3.3)</li> <li>Activity- All classroom teachers will customize activities within ReadyGEN and GOMath Curriculum to meet the needs of all learners ( 3.2)</li> <li>Activity- All classroom teachers with support from administration and coaches will develop effective questioning and discussion techniques with all learners through focused lab-sites and common planning periods(3.3)</li> </ol>	
<b>B. Key personnel and other resources used to implement each strategy/activity</b>	
<ol style="list-style-type: none"> <li>Literacy and Math coaches will support teachers to develop CCLS aligned lessons using the ReadyGen and GOMath Curriculum.</li> <li>Administration will observe classroom practice to observe the development and implementation of components 3b and 3c of Danielson's Framework.</li> <li>Administration, Literacy and Math coaches will support the use of the Scaffolded lesson or RTI components of the ReadyGen and GOMath Curriculum to support all learners, including ELL and students with special needs.</li> </ol>	
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>	
<ol style="list-style-type: none"> <li>ReadyGen and GoMath CCLS aligned curriculum maps will be created and implemented beginning in October 2013 and ending in June 2014.</li> <li>50% of the lessons will demonstrate an increase in one level on the HEDI rating for domains 3b and 3c.</li> <li>75% of students will show growth through unit summative assessments</li> </ol>	
<b>D. Timeline for implementation and completion including start and end dates</b>	
<ol style="list-style-type: none"> <li>From October 2013 ending in June 2014, curriculum maps will be created and implemented.</li> <li>A minimum of three times per year, observations will take place focusing on components 3b and 3c.</li> <li>Six weekly cycles for summative assessments</li> </ol>	
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>	
<ol style="list-style-type: none"> <li>Curriculum map development afterschool- 7 teachers x 2 days x 6 hours</li> <li>Teacher team meetings</li> <li>Teacher team meetings</li> </ol>	

#### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.
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x	PF Set Aside	x	Tax Levy	Title IA	Title IIA	Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.							
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.							
	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs	x	PF RTI				PF Supporting Great Teachers & Leaders

### **Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)**

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

#### **Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
Ensure consistent use of varied ongoing assessment practices and analysis of students learning outcomes to adjust instructional decisions at the team and classroom level.							
<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012-2013	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	D

#### **Tenet 4: Teacher Practices and Decisions**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.							
	<b>4.2 Instructional practices and strategies</b>				<b>4.3 Comprehensive plans for teaching</b>		
	<b>4.4 Classroom environment and culture</b>			<b>X</b>	<b>4.5 Use of data, instructional practices and student learning</b>		

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

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.							
By June 2014, 50% of the students who scored on the 2013 NYS ELA assessment will increase to a level 3 on the 2014 NYS ELA Assessment, as a result of all classroom teachers using a variety of assessments to inform and develop their instructional practice							

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.							
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>							
Strategy							
1. Activity- All classroom teachers will use formative and summative assessments provided by CCLS aligned curriculum- ReadyGen and GoMath (4.5)							
2. Activity- Teachers in Grades 3 will administer NYC Performance Assessment to all students and use data from assessment to drive targeted instruction for all students including SWD and ELLs. (4.5)							
3. Activity- All classroom teachers will be administers Fountas and Pinell assessment four times with the school year (4.5)							
4. Activity- All classroom teachers will analyze unit assessment data to support and develop future instructional practices (4.5)							
<b>B. Key personnel and other resources used to implement each strategy/activity</b>							
1. Literacy and Math coaches will support the implementation and administration of the formative and summative assessments.							
2. Teachers will track student outcomes on Fountas and Pinell on a provided tracking sheet.							
3. Literacy and Math coaches with classroom teachers will analyze Performance Assessment to identify student strengths and weaknesses aligned to the CCLS.							
4. Administration, Literacy and Math coaches with classroom teachers will analyze student assessments to create student goals, groups and inform instruction.							
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>							
1. 50% of the students that scored a level 2 on the 2013 NYS ELA assessment will perform on level 3 for the 2014 NYS ELA assessment							
2. By the end of the 2013-2014 school year, each student will have been assessed in Fountas and Pinell four times to show at least 1 years growth.							
3. 75% of the students in Grades 3 will show 10% growth on the multiple choice section of the Performance Assessments.							
4. Teachers will reflect on achievement of student goals using the summative/Post assessments and create new goals based on the assessment data.							
<b>D. Timeline for implementation and completion including start and end dates</b>							
1. Beginning in October 2013 and ending in June 2014, students will be assessed on a six-week cycles with both ReadyGen and GOMath curriculum.							
2. In September 2013, December 2013 March 2014 and June 2014- Fountas and Pinell assessments will be conducted.							

3. The first Performance assessment will administered between Sept 2013 and October 2013. The second assessment date is to be determined according to NYC DOE.
  4. Six-week cycles for assessing students and analyzing student data.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. An afterschool program for Grades 3-5 to develop testing skills and strategies 14 weeks x 8 teachers x 3 days x 2 hours
  2. A weekly afterschool ESL Program - 5 weeks x 1 teacher x 1 day x 1.5 hours
  3. An afterschool ESL Program- 14 weeks x 1 teacher x 2 days x 1.5 hours
  4. Teacher Team meetings

**Budget and Resource Alignment**

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

<b>x</b>	<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>x</b>	<b>Title III</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>	<b>x</b>	<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>		<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>		

**Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Establish a culture for learning that communicates high expectations to staff, students and families and provide supports to achieve them

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012-2013	<b>Page Number:</b>	7	<b>HEDI Rating:</b>	Developing
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**Tenet 5: Student Social and Emotional Developmental Health**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<b>x</b>	<b>5.2 Systems and partnerships</b>		<b>5.3 Vision for social and emotional developmental health</b>
	<b>5.4 Safety</b>	<b>x</b>	<b>5.5 Use of data and student needs</b>

**Annual Goal #4**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the school will reduce the number of incidents by 7% based on OORS reports as compared to the 2012-2013 school year.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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**
- Strategy
1. Activity- All teachers will receive weekly training focusing on sensitivity and student engagement (5.2)
  2. Activity- Students will learn how to develop social skills while engaging in structured physical activity (5.2), will participate in weekly assemblies focusing on positive student behavior, student achievement and fostering a sense of community (5.2), and Afterschool Program, Harlem Children's Zone, provides school day support to students in need of social and emotional support (5.2)
  3. Activity- Review of incident data to address patterns, locations, or times (5.5)
- B. Key personnel and other resources used to implement each strategy/activity**
1. Partnership with Turn Around for Child provides weekly training to all staff Partnership with Asphalt Green, an recess support and development program and PS 194 lunch staff to provide support during lunch/recess for all students.
  2. Principal, Assistant Principal, Math and Literacy Coaches, Guidance Counselor, Social Worker, Jazz Foundation to design and implement weekly assemblies and Principal and Harlem Children Zone coordinate support staff to best support students in need.
  3. Principal and Assistant Principal will review monthly OORS reports

<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>										
1. By June 2014, the number of incidents occurring within the classroom will reduce as recorded in OORS.										
2. By June 2014, the number of reported incidents occurring during lunch and/or recess will reduce as reported in OORS.										
3. By June 2014, student attendance rate will increase for 50% of the student population.										
<b>D. Timeline for implementation and completion including start and end dates</b>										
1. Beginning in October and ending in June 2014 monthly reviews of incidents reported in OORS to track incidents occurring within classrooms.										
2. Beginning in October 2013 and ending in June 2014, monthly reviews on incidents reported in OORS to track incidents occurring during recess.										
3. Beginning in September 2013 and ending in June 2014, monthly student award assemblies to reward students for 100% individual attendance.										
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>										
1. Asphalt Green September 2013 – June 2014										
2. Jazz Foundation bi-monthly concerts- 5 concerts per year.										
3. Turn Around for Children 2013- 2014 school year- 2 consults x 2 times per week										

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>x</b>	<b>PF Set Aside</b>		<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>x</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .											
	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>				
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>				
<b>x</b>	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>				

**Goal and Action Plan #5 Family and Community Engagement (Tenet 6)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).										
The school does not fully communicate the understanding and application of students progress as a means to improving student achievement.										
<b>Review Type:</b>	SQR	<b>Year:</b>	2012-2013	<b>Page Number:</b>	2	<b>HEDI Rating:</b>	Developing			

**Tenet 6: Family and Community Engagement**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.										
<b>X</b>	<b>6.2 Welcoming environment</b>					<b>6.3 Reciprocal communication</b>				
<b>X</b>	<b>6.4 Partnerships and responsibilities</b>					<b>6.5 Use of data and families</b>				

**Annual Goal #5**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.										
By June 2014, the school will increase parent involvement by 10% through enhancing and creating a more welcoming school environment.										

**Strategies to Increase Parental Involvement and Engagement**

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).										
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>										
Strategy-										
1. Activity- Parent Coordinator's workshops including partnerships with Cookshop. (6.4)										
2. Activity- Grade level monthly newsletters, calendars, and progress reports are sent home by classroom teachers (6.2)										
3. Activity- Monthly Award Assembly Programs (6.2)										
4. Activity- Monthly Principal Meetings that focus on parent engagement and student achievement (6.2)										
5. Activity- Learning Leaders Program will provide trainings and workshops to all PS 194 families. (6.2)										
<b>B. Key personnel and other resources used to implement each strategy/activity</b>										

1. Parent Coordinator and CookShop Coordinator to plan workshop and create monthly calendar.
2. Classroom Teachers create monthly newsletters that are sent home to families to support family engagement and support academically.
3. Family Worker and Assistant Principal collaborate to celebrate students with monthly perfect attendance.
4. Principal, Math and Literacy Coaches plan and organize meetings to keep parents informed of student academic and social growth.
5. Administration and Parent Coordinator to support implementation, parent outreach and involvement

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

1. Attendance at parent workshops will increase by 10% from the 2012-2013 school year.
2. Attendance at Parent Teacher conferences will increase by 5% as more parents are informed about school activities.
3. Student attendance will increase by 3% from the 2012-2013 school year.
4. Attendance at monthly Principal meetings will increase by 3% from month to month.
5. Parent Attendance will be at 10% of the student population.

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

1. Beginning in January 2014 and ending in May 2014, CookShop parent workshop.
2. Attendance will be documented at November 2013 and March 2014 Parent Teacher Conferences
3. Beginning in September 2013 and ending in June 2014, student attendance will be tracked and recorded monthly.
4. Beginning in October 2013 and ending in June 2014, principal will hold monthly parent meetings.
5. Beginning in January 2014 monthly meeting and ending in June 2014.

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

1. Schedule CookShop starting in January 2014
2. General Supplies for monthly student award assemblies
3. Awards for students
4. Parent Engagement materials for Monthly Principals meeting
5. Schedule Parent trainings

**Budget and Resource Alignment**

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

<b>x</b>	<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>x</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	<b>x</b>	<b>PF Parent Engagement</b>
<b>x</b>	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

### 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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<p><i>AIS-</i></p> <p><i>Afterschool program-</i> All general education students from Grade 3, 4 and 5 who scored Level 1 or Level 2</p>	<p>Small group instruction</p> <p>The program will assist students in acquiring strategies and skills needed to become proficient in both reading and writing.</p>	<p>Services are provided during the day to students in grades 1 and 5 by ELA coach with a focus on accuracy, fluency and comprehension. <i>Additional after school program 2 hours daily.</i></p>
<b>Mathematics</b>	<p><i>AIS-</i></p> <p>The AIS teacher provides activities to strengthen students’ number sense and review essential basic math skills.</p> <p><i>Afterschool program-</i> All general education students from Grade 3, 4 and 5 who scored Level 1 or Level 2</p>	<p>Small group instruction</p> <p>The program provides the students with opportunities to become effective problem solvers, learn to model with math, and construct viable mathematical arguments</p>	<p>The AIS program services small groups of students during the school day in grades 3-5. Students who are having difficulty understanding grade level math concepts</p> <p><i>Additional after school program 2 hours daily. based on school wide assessments.</i></p>
<b>Science</b>	<p>Each student receives separate science instruction from a certified science instructor a minimum of once per week</p>	<p>Small group instruction delivered based on assessment data and grade level material.</p>	<p>During the school day</p>
<b>Social Studies</b>	<p>Each student receives small group social studies instruction once to twice a week</p>	<p>Small group instruction based on assessment data and grade level material.</p>	<p>During the school day</p>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<p>At-risk and Mandated services provided by Guidance counselor, psychologist and Social worker. Health services provided by the nurse.</p>	<p>Individual and small group setting 5 days a week during student lunch</p>	<p>During the school day</p>

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

4. All elements of the *All Title I Schools* section must be completed\*.
4. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
5. Targeted Assistance (TA) Schools must also complete the *TA 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.			
<b>X</b>	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**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.
<ul style="list-style-type: none"> <li>• All teachers are highly qualified. We are utilizing Danielson's Framework for Teaching to improve teacher practice.</li> <li>• Teachers are collaboratively working to create and revise curriculum to align with CCLS and meet the differentiated needs of all learners including ELLs and SWDs.</li> <li>• Administration will attend hiring fairs</li> <li>• School team will check for certification requirements within school based staff.</li> </ul>

**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).
Pg.8 <ul style="list-style-type: none"> <li>• Provide professional development on Danielson's Framework for Teaching and establishing professional goals.</li> <li>• All teachers are provided with professional development through Turn Around for Children. Utilizing Kagan Structures for classroom management and promote student engagement.</li> <li>• Provide mentoring to develop best practices to improve teacher effectiveness</li> </ul>

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The various programs in our school are supported by Federal, State and local funding. The intent and purpose of our programs is to increase student achievement and decrease the number of incidences in the school. Some of the programs we provide are Kagan Structures to Defuse Disruptive Behavior, and provide uniforms for students that live in temporary housing.

**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.).
Our Pre-Teacher and Para are included in all professional development that is provided to all members of the school community. All PreK parents and students are included in all school activities to support the transition into the school community. At the end of the school year all PreK parents will be provided with an orientation that will provide assistance for the transition to 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.
During common planning periods our teachers work with the literacy and math coaches to design and evaluate the assessments that are provided by the curriculum. This ensures that the teachers are included in the decision making process of which assessment will be given and when it is given. This provides the teachers with the ability to provide instruction that is supported by the end of unit assessment which allows the teachers to use backward design when planning.

**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).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**Parent Involvement Policy (PIP) Template**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the

proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

**I. School Responsibilities**

*PS 194M will provide a high quality curriculum and instruction consistent with Common Core Learning Standards to enable participating children to meet the State's Standards and Assessments by:*

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

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

- utilizing an automated telephone system to keep parents informed of school events, community events and Department of Education announcements.
- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related; Alternate dates and times are provided by school to parents who were unable to make original parent teacher conference date or time.
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

- utilize the habits from, Steven Coveys, "The 7 Habits of Happy Kids."
- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**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 <b>05</b>	Borough <b>Manhattan</b>	School Number <b>194</b>
School Name <b>Countee Cullen</b>		

### 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 <b>Josephine Bazan</b>	Assistant Principal <b>Katrina Fennell</b>
Coach <b>Patrice Lewis</b>	Coach <b>Carol Williams</b>
ESL Teacher <b>Nicol Pirrazzi</b>	Guidance Counselor <b>Xiomara Rivera</b>
Teacher/Subject Area	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Clara Pena</b>
Related Service Provider <b>Nathan Schuster</b>	Other <b>Ms. Aurora Quipit</b>
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>220</b>	Total number of ELLs	<b>35</b>	ELLs as share of total student population (%)	<b>15.91%</b>
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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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
Pull-out	2	2	1	1	1	1	0	0	0	0	0	0	0	8
Push-In	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>8</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	35	Newcomers (ELLs receiving service 0-3 years)	24	ELL Students with Disabilities	12
SIFE	0	ELLs receiving service 4-6 years	11	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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	24	0	7	11	0	5	0	0	0	35
Total	24	0	7	11	0	5	0	0	0	35

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
Arabic														0
Spanish														0
Urdu														0
<b>TOTAL</b>	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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	7	1	3	8	1								24
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		1		1	1									3
Haitian				1	1									2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1	2			2								6
<b>TOTAL</b>	5	9	3	5	10	3	0	0	0	0	0	0	0	35

## 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)	4	3			4	2								13

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)		6	4	4	4	1								19
Advanced (A)				1	2									3
Total	4	9	4	5	10	3	0	0	0	0	0	0	0	35

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	1			5
4	8	2			10
5	3				3
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		1						5
4	7		3						10
5	3								3
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								3
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.  
At P.S. 194 we use the Fountas and Pinnell Benchmark Assessment kit to assess the literacy skills of all our students across the grades. In addition, we use Pearson's ELL Periodic Assessments to test our ELLs' literacy skills. We administer both the Fountas and Pinnell and the Pearson assessments twice per year, in the Fall and Spring. We administer the assessment so that we can use the data to drive and direct individualized learning plans for our ELLs. The students are assessed in four modalities and the plan indicates how the student performed in each modality and how to support the student. The plans are used to target instruction and support English language development and acquisition.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
According to the data patterns across proficiency levels and grades, our ELLs consistently score higher in listening and speaking, while many of our ELLs continue to struggle in reading and writing. Most of our ELLs are performing at the beginner and intermediate levels. The data reveals that most students have not progressed to the next proficiency level. In addition, students at the intermediate levels are consistently not progressing to the advanced level.
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](#))  
All instructional decisions are based on the needs of our students. Our school is currently using the Fountas and Pinnell, ELL Periodic assessments and NYSESLAT scores to make instructional decisions. The ESL teacher and classroom teachers articulate and work collaboratively to provide quality targeted Instruction, including the necessary scaffolds and strategies needed to support the instructional needs of each student. Our AMAOs were calculated and the results indicate that most of our ELLs are not meeting our objectives.
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?ELLs are not administered assessments in their native languages. Fall ELL Periodic Assessment results are pending.
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](#).)  
At P.S. 194, the RTI team (comprised of teachers, administrators, coaches, and service providers) meets once per week to analyze student data in both ELA and Math. We identify students performing at the bottom third percent, per class, per assessment. We then identify standards/skills in need of remediation and determine the most effective strategies to implement. We then devise an instructional plan and schedule. Classroom teachers provide small group scaffolded instruction within the class. The ESL teacher provides classroom teachers with best practices ESL methodologies (SIOP) to help get content across to students. In addition, the ESL teacher pulls ELLs out of the classroom to work in small groups. The ELA and Math Coaches push-in and pull-out to scaffold instruction based on identified weaknesses and individual student goals (established by the school's RTI team).
6. How do you make sure that a child's second language development is considered in instructional decisions?  
When possible, we support native language development by providing students with glossaries, bilingual dictionaries, and some translated information/lesson content.
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?
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
The success of our ESL Program is largely based on the NYSESLAT scores and the AMAO results. Success on the NYSESLAT is measured when the student moves up 1 or 2 levels. The AMAO results zoom in and provide a smaller and closer look at increases and decreases in achievement. Additional evidence of success also includes ELL Periodic Assessments (Pearson), program assessments (ReadyGEN and Fountas & Pinnell), and teacher created performance 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](#).)  
When a new student is admitted to P.S. 194, the ESL teacher assists parents while filling out the Home Language Information Survey to determine eligibility for LAB-R testing. The ESL teacher is proficient in Spanish to aid and translate in Spanish. If parents speak a language other than English, the principal and parent coordinator will make every effort to arrange for native language translation either via telephone or in person. If the survey indicates a language other than English spoken at home, the ESL teacher interviews the student in English to further determine eligibility for LAB-R testing. Finally, if determined, the ESL teacher will administer a formal assessment (LAB-R and/or Spanish LAB) to the student within the first 10 days of enrollment. Eligibility and entitlement of ELL services is determined by the assessment results. Parents/families are contacted via school letter and/or phone call in their native language.
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.  
All parents of newly enrolled and current ELLs are invited via school letter and/or phone call to attend a Parent Orientation Workshop offered at a designated time twice per year, in the Fall and Spring. In addition, parents of newly registered students are invited to attend an ELL Parent Orientation Workshop at any point throughout the school year. The workshop is presented by the ESL teacher and begins with a video in English and/or in the parent's native language if possible. The video explains the 3 programs available to them through the NYCDOE. Parents are given the opportunity to learn the procedures used in the identification and placement process of new ELL students in NYC public schools. Written information is provided and distributed in parents' native languages to further explain the programs available at P.S.194 and within the DOE. Parents are given the opportunity to sign the appropriate entitlement letter (Appendix D) from the LAP kit, indicating their program choice. After indicating their program choice, placement is made for their child within 10 days.
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 [\[see tool kit\]](#).)  
The ESL teacher consistently maintains organized, current records of all ELL information. All documents are filed in the school's ESL binder which is housed either in the ESL teacher's room or in the principal's office. The ESL teacher distributes Entitlement Letters, Parent Surveys, and Program Selection forms during Parent Orientation. The ESL teacher explains all documents and assists parents with filling out the forms. Every effort to provide translators is made when needed. The ESL teacher collects all documents and ensures they are completed and returned. To date, all of the above mentioned documents have been distributed, completed, and collected for all newly registered ELLs.
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.  
At P.S. 194, we provide a push-in/pull-out Freestanding ESL Program. English language supports are provided by both the ESL and General Education classroom teachers. In cases where Spanish is the dominant language, parents are given the option of placing their child in a Transitional Bilingual Program within the NYCDOE. However, if 15 or more students with the same native language in one or two consecutive grades choose Transitional Bilingual as their first choice program, our school will implement the program. English language supports are provided by both the ESL teacher and classroom teachers through push-in/ push-out model.

Letters are sent to families informing them of their child's program placement, continued entitlement, or non entitlement. Letters are translated into the available languages offered by the NYCDOE and sent home. If the family speaks a language that is not offered, the letters are sent home in English. The ESL teacher maintains records of all ELL information/documentation including Home Language Surveys, Entitlement letters, Continued Entitlement Letters, Parent Survey and Program Selection Forms, and Non Entitlement letters. All records are filed in the ESL binder which is located either in the ESL teacher's room or the principal's office.

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.

The ESL teacher prints out the RLAT and RNMR reports to identify students who are taking the NYSESLAT. The ESL teacher and testing coordinator create a schedule to administer each modality (Listening, Speaking, Reading, and Writing) within the testing time frame and in accordance with the state testing schedule, allotting ample time for make-ups for each section of the test. All students are accounted for and tested within grade bands. Students with Individualized Educational Plans (IEP) are provided with the appropriate testing accommodations. A checklist is created to ensure that all ELLs are tested on each modality. Students who are absent during initial testing dates are scheduled to make up the exam. The writing portion of the NYSESLAT is scored by a team of teachers in the school appointed by the principal. All scores are transferred onto the appropriate grid and packaged for scanning.

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.  At P.S. 194 most parents chose the Freestanding ESL Program which is aligned to the program model we offer. This school year, 5 of 6 parents (of newly registered ELLs) chose the Freestanding ESL Program. One parent chose the Transitional Bilingual Program and we provided the parent with information on nearby schools that offered that program. The parent made the decision to keep his/her child registered here at P.S. 194. The principal and I have discussed the need to closely monitoring parent requests so that we are able to address and accommodate their needs here at P.S. 194 if possible, or if necessary, at another school.

## 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])?

The ELL program at P.S.194 implements the push-in/pull-out model and students are placed in groups according to their English proficiency level. The ESL teacher provides students with the mandated hours of instruction. Students at the beginner and intermediate levels of language proficiency receive instruction for the mandated 360 minutes per week, and students at the advanced level receive instruction for the mandated 180 minutes per week.

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)?

The ESL teacher collaborates with all classroom teachers and service providers to create a schedule that allots for the mandated amount of instructional minutes per student per proficiency level. The ESL teacher and administration keeps records and ensures that the schedule is followed and that students are receiving the mandated amount of instructional minutes.

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.

At P.S. 194, the content areas are delivered in English in and out of the classroom by the General Education teachers and the ESL teacher. Best practices ESL methodologies are applied using the SIOP model of instruction. Content, instruction, and assessments are differentiated, scaffolded, and supplemented with Higher Order Thinking Skills (HOTS) aligned to NYS ESL standards and Common Core learning standards. We use the ReadyGEN ELA curriculum and the Go Math math curriculum, and both are directly aligned to the Common Core ELA and Math learning standards. The ESL teacher supports ELLs by scaffolding curricula and instruction to make content comprehensible to ELLs.

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

Students are not evaluated in their native language.

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

ELLs are evaluated in all four modalities (speaking, listening, reading, and writing) of English acquisition throughout the school year through Fountas and Pinnell, ReadyGEN program assessments, ELL Periodic assessments, teacher created assessments, and the NYSESLAT.

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).

a. Currently no SIFE. b-c. Instructional plans and differentiated instruction is the same for both ELLs in schools less than 3 years and ELLs receiving service 4-6 years. The instructional plan is as follows: LAB-R and NYSESLAT data are analyzed. Teacher-made diagnostic assessments (similar to the NYSESLAT) are administered and scored. The ESL teacher then collaborates with classroom teachers and uses teacher feedback, standardized and teacher-made assessment data, and in class task performances to drive content and language instruction. The SIOP method is used to plan and deliver instruction employing best ESL practices/methodologies. Assessments are administered 1-2 times per month and current data is consistently used to drive and modify instruction. d. Currently no long-term ELLs. e. Currently no former ELLs

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?

The classroom teachers, special education teachers, and the ESL teacher articulate and collaborate to ensure that the individual needs of ELLs with learning disabilities are addressed in their IEP goals and ESL goals based on various ELL assessment data. The ESL teacher uses the SIOP model of instruction which employs the best practices for sheltering instruction to ELLs with special needs. SIOP lesson features include the following: adaptation of content, links to background, links to past learning, strategies, modeling, guided practice, independent practice, comprehensible input, hands-on learning, meaningful and rigorous

learning tasks that promote engagement, integration of all 4 language processes, varied and flexible learning group options, and ongoing assessment procedures.

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?

The ESL teacher, SETTS teacher, Special Education teachers, guidance counselor, and all related service providers (speech, physical, occupational therapists) collaborate and articulate individual student goals. Instructional plans are devised to ensure IEP goals and grade level standards are met. The ESL teacher uses the SIOP method to make content comprehensible for ELL-SWDs. Scheduling is done as team to avoid conflicts and to ensure that students are missing as little class time as possible.

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

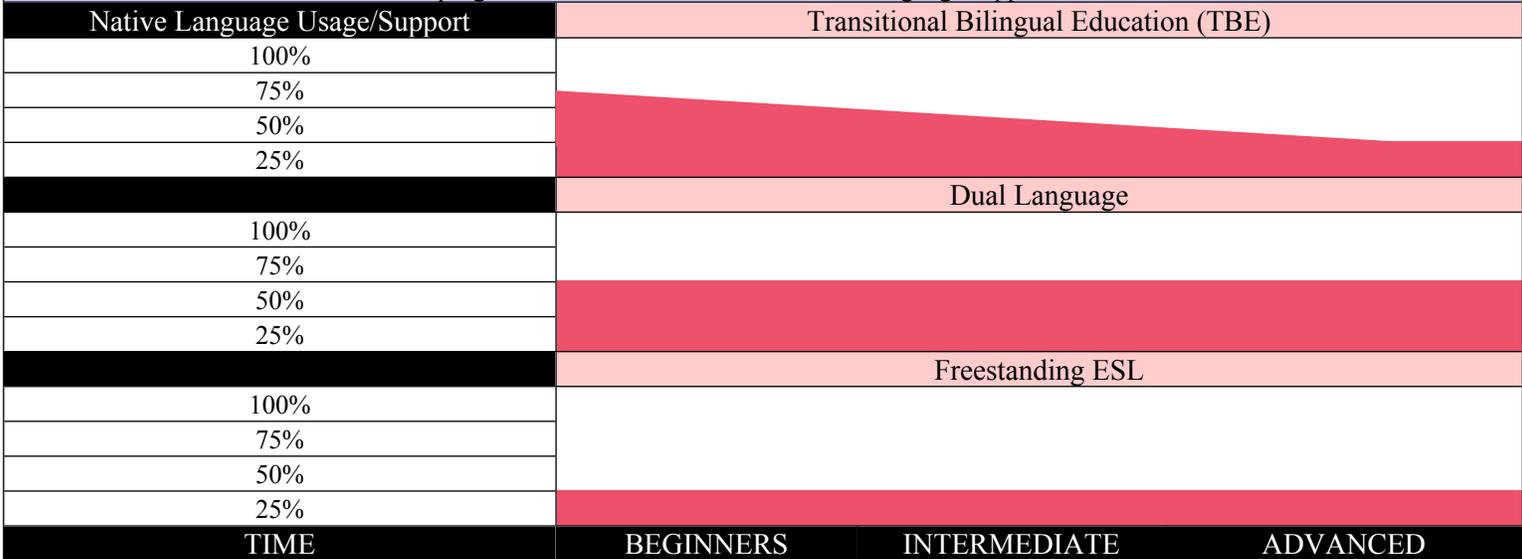
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

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.
- Our ELLs are held to the same high standards and expectations promoted and aligned within the Common Core Learning Standards. Developing rigorous lessons assessing their needs while maintaining high performance standards and expectations is the core of the Principles of Learning, essential to the development and academic achievement of ELLs. Instructional materials have been aligned with the Principles of Learning, guided and organized by the New York City Department of Education, which ensures a learning environment of differentiated instruction. Academic Intervention Services (AIS) provide additional remediation and support for ELLs to attain a higher level of academic achievement and success. This year we have one AIS provider who supports student learning. ELLs who are identified as needing additional help in literacy, and mathematics are provided with AIS support along with the ESL teacher. All ELL students in grades 6-8 are invited to attend our after school program whose focus is academic intervention in literacy and mathematics. Students in grades 6-8 participate in Community Circle Assembly every Friday, hosted by the principal and their peers to actively encourage academic support. ELLs also participate in the Seven Habits of Highly Effective Teens Program which promotes to create more independent and effective habits in academic and life long learning.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- ESL teacher-made periodic assessment data and in class task performance (classroom teacher feedback) indicate that our current ESL program is effective. The ESL teacher meets the content and language development needs of students by employing the SIOP method to make content and language accessible and comprehensible.
11. What new programs or improvements will be considered for the upcoming school year?
- We recently purchased the Foundations/Wilson Program for ELLs to provide multi-sensory language development for ELLs at all language levels.
12. What programs/services for ELLs will be discontinued and why?
- none
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs, curricular and extracurricular. All students including ELLs are invited to participate in the 37.5 minutes of extended instruction, Special Education Teacher Support Services (SETTS) if applicable, Guidance Counselor and Social Worker support as needed, ESL after school program.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- laptop, projector, desktop, cd player (CD books and instructional CDs), posters, pictures (box sets), flash cards, sentence parts strips with pictures, hands-on letter cubes, reading rods, counters, English Everyday workbooks
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- We use the ESL program model where students are immersed in English. However, when possible/applicable, we provide some native language support through use of bilingual dictionaries/glossaries, Google Translate, and provide some oral and written translated information
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The ESL teacher uses the SIOP method in conjunction with the school's ReadyGEN ELA curriculum/program designed for each grade/age (K-5). ReadyGEN includes an ELL Support component and a Scaffolding Handbook for every unit. Beginner and Intermediate ELLs receive 360 minutes of ESL instruction per week and Advanced ELLs receive 180 minutes of ESL instruction per week.
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.
- Before the beginning of the school year, newly enrolled ELLs are invited to attend summer school, if space is permitted.
18. What language electives are offered to ELLs?
- none
19. For schools with dual language programs:
- 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)?

### **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.

Administration strongly supports ESL professional development. The ESL teacher is encouraged to attend at least one workshop (offered by the network) per month. Administration asks that the ESL teacher turnkeys the information with classroom teachers. The ESL teacher and administration are required to provide 7.5 hours of ELL training to General Education teachers and 10 hours to Special Education teachers. Administration and the ESL teacher plan to provide ELL training during common planning periods periodically throughout the school year. Topics for future professional development include the following: Understanding the SIOP method; Implementing SIOP; Vocabulary Development Strategies; Preparing for the NYSESLAT

### **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?

Parent/Family involvement is encouraged both at home and in school. At home, parents are encouraged to communicate with their children and have conversations about classwork, homework, and tests. All teachers encourage parents to read with their children and ask them questions. Parents are encouraged to inquire about any special projects or events at school. We also encourage parents to ask their children if they are experiencing any difficulties learning in school and to share important information with teachers.

Parent/Family involvement at school is encouraged by inviting parents to join the PTA, the School Leadership Committee, volunteer in classrooms or in the school in general, attend school conferences and special events. All teachers and faculty, including the parent coordinator, reaches out to parents and family members and communicates via school letters, phone calls, and/or in person during conferences. The School Leadership Committee plans to create a Parent Survey regarding various aspects of the school community. We plan to use parent feedback to make positive changes in the school while addressing the needs of students and families. Every effort is made to provide parents with translated documents and interpretation services as needed.

### **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.

School Name: P.S.194

School DBN: 05M194

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Josephine Bazan	Principal		11/13/13
Katrina Fennell	Assistant Principal		11/13/13
Clara Pena	Parent Coordinator		11/13/13
Nicol Pirrazzi	ESL Teacher		11/13/13
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Patrice Lewis	Coach		11/13/13
Carol Williams	Coach		11/13/13
Xiomara Rivera	Guidance Counselor		11/13/13
Margaret Struk	Network Leader		
Aurora Quipit	Other <u>Speech Therapist</u>		11/13/13
Nathan Schuster	Other <u>Related Services</u>		11/13/13
	Other		
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 05M194 School Name: P.S. 194

Cluster: 5 Network: 551

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

### **Part A: Needs Assessment Findings**

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

At P.S.194 15.9% of the students are identified as ELLs using the LAB-R and NYSESLAT for identification and placement of the programs. Translation and interpretation needs were assessed through the Home Language Informational Survey that parents completed when registering their child in the school. Important information such as school activities and events are translated into the dominant language in our school, which is Spanish. However, when needed or requested, translated written and oral information can be provided in 8 additional languages. The ESL teacher and/or administration will provide translated information as needed. The Department of Education's Translation and Interpretation services, NYC Over-the-Phone (718) 752-7373, and the NYCDOE website provide services in these languages, as needed. Additionally, in cases where oral translations are needed, interpreters are provided.

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.

P.S. 194 currently serves 35 ELLs. 24 of the 35 ELLs are native Spanish speakers (69%). The 11 remaining native student languages include 3 Arabic, 2 Haitian-Creole, 2 Mandingo, and 4 Wolof. The ESL teacher, parent coordinator, and several other staff members are proficient in Spanish and can provide written and oral translation and interpretation services in Spanish. The Department of Education's Translation and Interpretation Services provide services in 8 additional languages, if needed.

## Part B: Strategies and Activities

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

At P.S. 194, Spanish is the dominant language spoken by parents. Written and oral translations and interpretations are provided to parents by proficient Spanish speaking staff members at our school. These translation services apply to both school wide notices and notices to individual parents regarding their child. The ESL teacher, Parent Coordinator, and/or administration access the Department of Education's Translation and Interpretation Services to ensure that correspondence is translated into additional languages to accommodate other non--English speaking parents when needed. For languages other than Spanish, Interpreters will be provided by an outside vendor at the administration's discretion.

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.

As indicated in Part A, at P.S.194, parents are provided with oral interpretation and translation services by proficient Spanish speaking staff members at our school. In addition, P.S. 194 employs the following oral interpretation services to meet the needs of our multi-lingual school population:

- o The use of in-house staff members to translate on a day to day basis
- o The use of the DOE's Translation Unit whenever required
- o The school's phone system is equipped with a Spanish language option

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>.

Attachment "A" of the Chancellor's Regulation A-633, "Important Notices for Parents Regarding Language Assistance Services" are posted in the school's main office in various languages for parents. The notices serve to inform parents that the school will assist them with translation services that can be provided by staff members and we will aid them in securing services provided by the Translation and Interpretation Unit. Every attempt is made to provide parents with translation and interpretation of school correspondence in their preferred language.



## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

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

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

P.S. 194 is a K-5 school with 39 ELLs who speak a variety of languages including Arabic, Bengali, Fulani, Mandinka, Soninke, Spanish and Wolof. These students receive English as a Second Language classes with a certified ESL teacher, push-in model. We have one certified ESL teacher in our school and instruction is solely in English.

With a Title III grant, we will offer an after school academy for all of our ELLs. The ESL After School Academy is a spring program that will take place from March 4 through April 16. This seven week program will take place three times per week, for two hours each day after school. The three days would be Monday, Tuesday, and Wednesday from 3:20 - 5:20. 10 Kindergarten and 1st graders will be able to join in on Monday, 18 2nd and 3rd graders will be able to join in on Tuesday, and 11 4th and 5th graders will be able to join in on Wednesday. All 39 ELLs are invited to join the program. A certified ESL teacher will organize the program and will work with the teachers in the academy, advising on various ESL teaching strategies and providing information about each student's academic level and progress. The ESL teacher will also rotate throughout the grades so that he will be able to work with all ELL students. 3rd, 4th, and 5th grade ELL students will have the opportunity to participate in the after school academy focusing on Reading and Writing skills. For the ELL Academy in grades K-2, we will work in small groups on the four modalities of Listening, Speaking, Reading, and Writing; however we will focus on Speaking and Listening skills specifically because most of our early childhood children need more support in these two modalities. Students will work in small groups according to their scores on the NYSESLAT, ELL Periodic Assessment, Lab-R exams, and Independent Reading levels. In the past, this Academy usually lasts about ten weeks, with two sessions per week. We will assess this year's Title III funds to determine how many sessions to hold this spring.

The program will focus on English language development for Speaking, Listening, Reading and Writing. Students will be actively engaged in learning how to navigate a computer, type reports, and enhance reading comprehension, fluency, and vocabulary through various online programs such as Brainpop, Starfall, and Myon Reading Program. In addition, through small group instruction, students will also focus on various test-taking strategies for the NYSESLAT exam in May 2013. We will focus on test-taking strategies in Reading and Writing since our students in grades 3-5 scored lower in these two modalities. For students who struggle with listening comprehension, we will use Title III funds to purchase some listening/reading devices to use as a listening center in the After School Academy. For students who struggle with speaking and verbal expression in English, we use the program Let's Talk About It, by MONDO. This uses large, thought-provoking pictures alongside speaking prompts to help develop oral language.

### Part C: Professional Development

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

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

Begin description here:

P.S. 194 teachers will be supported in professional development through our Fordham PSO support staff as well as in-house professional development from our ESL teacher. The ESL teacher also offers workshops for all classroom teachers on how they can better assist the ELLs in the classroom. He also provides detailed information about the NYSESLAT content and skills necessary to master for the exam. The PD will occur on December 10th - 12th from 9:11 - 9:41am in Rm: 221.

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

### Part D: Parental Engagement Activities

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

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

Begin description here:

We provide parent workshops throughout the year to help inform parents of academic activities to help guide children in developing English Language skills at home. One workshop will focus on demonstrating how to do a read-aloud and the types of questions parents can ask their children as they read to them in either their native language or in English. Other workshops will focus on other needs of our parents, based on a needs-assessment survey. Our Assistant Principal, Parent Coordinator and ESL Teacher will conduct these workshops collaboratively. The PD for the parents will occur on December 4th, 2012 from 8:30 - 9am and from 3:30 - 4pm. The final culminating family celebration will be a Family Day where students, teachers, and parents will share their cultural traditions through food, music, flags, history,

**Part D: Parental Engagement Activities**

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

**Part E: Budget**

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

Allocation Amount: \$

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