



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name:** PS/MS 194  
**DBN (i.e. 01M001):** 11X194  
**Principal:** ROSIE SIFUENTES-ROSADO  
**Principal Email:** RSIFUENTES2@SCHOOLS.NYC.GOV  
**Superintendent:** ELIZABETH E. WHITE  
**Network Leader:** ELMER MYERS

### 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
Rosie Sifuentes-Rosado	*Principal or Designee	
Lisa Chiappetta	*UFT Chapter Leader or Designee	
Ruth Nimchick	*PA/PTA President or Designated Co-President	
Lillian Seville	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	
Jayne Zanelotti	Member/ Teacher	
Anne Wine	Member/ Teacher	
Maurice Cherubini	Member/ Teacher	
Rebecca Maldonado	Member/ Parent	
Lisa Vasquez	Member/ Parent	
Milagros Saez	Member/ Parent	
Rosemary Colon	Member/ Parent	
Tanya Carrion	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
- 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>
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
▪ 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 11X194

School Configuration (2013-14)					
Grade Configuration	0K,01,02,03,04,05,06,07,08	Total Enrollment	1396	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	12	# SETSS	18	# Integrated Collaborative Teaching	63
Types and Number of Special Classes (2013-14)					
# Visual Arts	52	# Music	53	# Drama	N/A
# Foreign Language	6	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	83.6%	% Attendance Rate			92.6%
% Free Lunch	99.9%	% Reduced Lunch			0.1%
% Limited English Proficient	14.3%	% Students with Disabilities			13.9%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.1%	% Black or African American			9.5%
% Hispanic or Latino	55.4%	% Asian or Native Hawaiian/Pacific Islander			29.3%
% White	4.4%	% Multi-Racial			0.1%
Personnel (2012-13)					
Years Principal Assigned to School	2.17	# of Assistant Principals			2
# of Deans	2	# of Counselors/Social Workers			3
% of Teachers with No Valid Teaching Certificate	1.0%	% Teaching Out of Certification			6.2%
% Teaching with Fewer Than 3 Years of Experience	14.9%	Average Teacher Absences			6
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	22.9%	Mathematics Performance at levels 3 & 4			34.9%
Science Performance at levels 3 & 4 (4th Grade)	88.4%	Science Performance at levels 3 & 4 (8th Grade)			42.3%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
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	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	Yes
White	No	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	Yes
Economically Disadvantaged	Yes		
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	Yes
White	No	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	Yes
Economically Disadvantaged	Yes		
Met Adequate Yearly Progress (AYP) in Science (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	Yes
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	Yes
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>			
The 12-13 SCEP was timely, specific and addressed the needs of the school.			
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>			
Based upon the 12-13 SCEP, one area for improvement for our school continues to be raising the performance levels of Students with Disabilities.			
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>			
Budgeting and programmatic difficulties coupled with overcrowding and the ever increasing SWD population, made meeting the needs of the students exceptionally difficult.			
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>			
We were successful in meeting four out of five of our school's 12-13 SCEP goals.			
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>	<input type="checkbox"/>	<b>Yes</b>	<input checked="" type="checkbox"/> <b>X</b>
<b>If all the goals were not accomplished, provide an explanation.</b>			
We were not successful in raising the performance of Students with Disabilities by 5% on the NYS ELA and Mathematics exams. Although these students made progress in both Mathematics and ELA, as evidenced by end-of-unit assessments in Math and IRLA reading levels, they struggled to show growth on the new and more rigorous Common Core aligned state assessments.			
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>	<input checked="" type="checkbox"/> <b>X</b>	<b>Yes</b>	<input type="checkbox"/> <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 greatest challenge to developing and implementing the 13-14 SCEP goals is school culture and staff morale. School culture and staff morale is in a tenuous position this year due to the simultaneous implementation of a multitude of new initiatives including new curricula in ELA and math, Advance, and our school-wide adoption of Skedula.			
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>			
Performance on the NYS ELA and Mathematics assessments by Students with Disabilities will increase by 5%.			
<b>Describe how the school leader(s) will communicate with school staff and the community.</b>			
We will communicate with the staff via weekly Principal's Bulletins and regular emails, as well as at weekly professional development sessions held during the extended day program, monthly faculty conferences and weekly PLTs. We will communicate with the community via monthly PTA meetings and calendars, as well as various parent workshops, parent letters and all-call announcements.			
<b>Describe your theory of action at the core of your school's SCEP.</b>			
Our school's Instructional Focus was the driving force behind the development of the 13-14 SCEP. Our school's Instructional Focus is: To promote divergent thinking, increase student access to the curricula, and improve student engagement all teachers will use multiple methods of presentation and provide multiple points of entry during daily instruction.			
<b>Describe the strategy for executing your theory of action in your school's SCEP.</b>			
Our strategy for improvement was to focus not just on one component of the school community, but rather, all three; staff, students, and parents. We are more likely to effect change if we focus on all parties involved in the educational process.			
<b>List the key elements and other unique characteristics of your school's SCEP.</b>			
The key element of our school's SCEP is that we strategically focused on each component of the school's community; staff, students, and parents; because it is with the support of all parties involved that we will be able to effect the greatest change in the school and would be more likely to bring about growth in student performance.			
<b>Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.</b>			
We are able to effectively oversee this improvement plan. Through a shared philosophy of distributive leadership we have involved multiple key members of the staff in the process of managing and overseeing each of the SCEP goals. For example, the successful implementation of Goal 2 is dependent not only on observations conducted by the four administrators in the building but also on inter-visitations and feedback cycles provided between colleagues. Also, our successful implementation of Goal 3 involves the expertise of those key staff members who participated in the Pilot Program during the 2012-2013 school year.			

## 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).			
School leadership should develop and follow an observation schedule to ensure regular monitoring of the quality of AIS teaching and learning to maximize learning outcomes for students with disabilities receiving AIS. School leadership should provide AIS teachers with written feedback for all formal, informal and walkthrough observations, including clear targets for improvement.			
<b>Review Type:</b>	School Quality Review	<b>Year:</b>	2012
		<b>Page Number:</b>	4
		<b>HEDI Rating:</b>	NA

### **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>2.2 School leader's vision</b>	<b>X</b>	<b>2.3 Systems and structures for school development</b>
	<b>2.4 School leader's use of resources</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.	
Targeted support personnel (AIS providers) will implement a research based program in literacy and mathematics as well as a benchmarking (3 times a year) and progress monitoring (every 3-4 weeks) system to evaluate the effectiveness of their instruction and to increase student achievement as evidenced by a 5% gain by Students with Disabilities on the NYS summative assessments in ELA and Mathematics by June 2014.	

### **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>	
1. AIS teachers will implement the research based programs, Foundations. Soar to Success, GoMath! Rtl Tier II, Glencoe, and EngageNY as a strategic intervention for students identified as at-risk.	
2. Benchmarks will occur three times a year. Ongoing progress monitoring will occur at a minimum of every three weeks. Support staff will collect and share data with classroom teachers in a collaborative effort to drive instruction.	
<b>B. Key personnel and other resources used to implement each strategy/activity</b>	
1. AIS Staff	
2. AIS Staff and classroom teachers	
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>	
1. EasyCBM benchmarking and progress monitoring system.	
2. EasyCBM benchmarking and progress monitoring system.	
<b>D. Timeline for implementation and completion including start and end dates</b>	
1. November 2013-June 2014	
2. Benchmarking will occur three times during the 13-14 school year: October 2013, February 2014, and June 2014. Progress monitoring will occur after every three to four weeks of instruction.	
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>	
1. AIS teachers service students 3-5 times a week based upon teacher schedules. The AIS program is a combination of push-in/pull-out services. All AIS staff have received professional development in their respective program(s). Students who are identified as below level will be invited to participate in an after/school academic program. 3 supervisors 12 teachers x 28 sessions x 1.5 hours.	
2. Assessment data is collected and entered into the online EasyCBM system to facilitate the analysis of student progress, program fidelity, and teacher effectiveness. Per diem coverage for teachers will be provided for a total of 36 days.	

### **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.							
X] Title 1 (SWP)							

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>X</b>	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>X</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>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

### 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).							
School leaders should continue to revise and monitor the existing professional development plan to ensure that PD sessions are provided to support teachers in developing a variety of questioning techniques. Teachers should be held accountable for regularly integrating demonstrated PD strategies into their daily lesson planning so that they develop thoughtful, pre-planned questions to support higher order thinking and the ability of students with disabilities to respond to questioning that elicits complex language structures. School leaders should monitor teachers' progress in implementing questioning techniques by conducting regular walkthroughs and observations.							
<b>Review Type:</b>	<b>School Quality Review</b>	<b>Year:</b>	2012	<b>Page Number:</b>	3	<b>HEDI Rating:</b>	NA

#### **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>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.	
All teachers will incorporate demonstrated PD strategies in questioning and discussion techniques to support the development of rigorous lessons and unit plans evidenced by a 20% growth of teachers rated Effective or Highly Effective in Competency 3B by June 2014.	

#### **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>	
1. All teachers will receive multiple observations from peers and administrators. Teachers will form triads or quads with their peers for the purpose of conducting interclass visitations and providing feedback to each other. Teachers will receive a minimum of 4-6 observations from administration and will engage in the feedback cycle.	
2. Ongoing meetings held during weekly PLTs, Wednesday professional development and after school hours will focus on questioning and discussion techniques.	
<b>B. Key personnel and other resources used to implement each strategy/activity</b>	
1. Teachers and administrators	
2. School leaders, teachers, literacy coach, Network Support Personnel	
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>	
1. Inter-visitations logs, peer feedback forms, teacher observation reports, and <i>future</i> Advance data dashboard.	
2. Meeting agendas, minutes, and sign-in sheets,	
<b>D. Timeline for implementation and completion including start and end dates</b>	
1. September 2013 - June 2014	
2. September 2013 - June 2014	
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>	
1. Administrators strategized and prioritized observation schedules. All staff members received a copy of the master schedule so that they could strategically form triads and schedule inter-visitations. 9 teachers meet before/after school 1x per month x 2 hours	
2. Multiple opportunities for vertical and horizontal collaborative work were built into teachers schedules. This includes the professional development which occurs weekly during the extended day session, some of which focuses on component 3b. There are also additional opportunities for professional development which will be	

provided to a maximum of 10 teachers x2 hour sessions per month after school.

**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.											
X] Title 1 SWP											
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>X</b>	<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>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>				

**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).											
School leaders should utilize the expertise of the school's full-time computer technician, grade level professional learning teams, data specialist, and other knowledgeable school personnel to develop a system to synthesize all available data, including data related to specific school initiatives. This would ensure that teachers and school leaders have access to a clear, one-stop, picture of the achievement of individual students, classes, grades, and subgroup students. Additionally, the synthesized document would facilitate access to school data by teachers who are continuing to master how to navigate different data systems. School leaders should seek network support to identify schools that have developed similar systems that may serve as models.											
<b>Review Type:</b>	School Quality Review	<b>Year:</b>	2012	<b>Page Number:</b>	2	<b>HEDI Rating:</b>	NA				

**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.											
After participating in a data pilot initiative to implement an electronic data system that compiles student data and tracks academic progress during the 2012-13 school year, we will now move into year two of the process. Year two includes full implementation of the Skedula System, K-8. All staff will create an electronic gradebook by November 2013 which will be utilized to create a minimum of two interim progress reports (January and April 2014) for all students, K-8.											

**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>											
1. Skedula will be used to maintain accurate records through the use of the online grade book, upload behavioral anecdotes, generate progress reports, and communicate with parents and students.											
2. A minimum of three professional development sessions will be delivered.											
<b>B. Key personnel and other resources used to implement each strategy/activity</b>											
1. Teachers, deans, guidance counselors, and administrators.											
2. Pilot team staff members and consultants from Datacation.											
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>											
1. Assignments and/or grades entered daily, anecdotal notes entered as need, and progress reports generated 3 times per year.											
2. Professional development areas will be identified based on the needs of the staff.											
<b>D. Timeline for implementation and completion including start and end dates</b>											
1. September 2013 - June 2014											
2. September 2013 - June 2014											

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

- All staff who utilized Skedula received mini iPads and laptops to facilitate data entry during preparation periods.
- Ongoing meetings are held during weekly PLTs, Wednesday professional development, and after school hours to focus on Skedula. 12 teachers, 3 supervisors x 20 sessions x 1 hour. Per diem coverage allocation was scheduled to support the professional development activities held during school hours.

**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>X</b>	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>x</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>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).

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

<b>Review Type:</b>	<b>School Quality Review (SQR)</b>	<b>Year:</b>	2012	<b>Page Number:</b>	4	<b>HEDI Rating:</b>	NA
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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>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.

Through a redesign of the school-wide PBIS structure and the development of a behavior tracking tool using Skedula, we will promote student accountability for their behavior choices and family engagement in the school community as evidenced by a 10% reduction in the number of students serving detention and a 5% reduction in principal's suspensions by June 2014.

**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**
- PBIS committee meets weekly to plan and organize school events.
  - Establish a Tier II team that meets weekly to focus on students who do not respond to the universal behavioral supports.
- B. Key personnel and other resources used to implement each strategy/activity**
- School Leaders, parent coordinator, teachers, guidance counselors, and deans
  - School Leaders, teachers, guidance counselors, and deans
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- Principal's Weekly Bulletin, PBIS meeting agendas and minutes, monthly OORS reports, ALC Logs, detention logs, ABC charts and Skedula anecdotes
  - Principal's Weekly Bulletin, Tier II meeting agendas and minutes, intervention plans
- D. Timeline for implementation and completion including start and end dates**
- September 2013-June 2014
  - September 2013-June 2014

<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>	
1. PBIS committee meets weekly after-school so as to foster greater participation by a variety of staff members within the school and the community. 12 Behavior Intervention Team (BIT) members x38 sessions x1.5 hours.	
2. Tier II meets weekly during school hours so that all key personnel are available. Tier II members evaluate and determine program implementations based on student needs for additional support.	

**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.										
X] Title 1 SWP										
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>X</b>	<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>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).			
School leaders should communicate the existing grading policy to students and families to ensure they understand the specific behavioral and academic expectations as they relate to earned report card grades. School leaders should consider engaging the school's student government and parent coordinator to communicate the grading policy to all students and their families. The grading policy should include guidelines for grading if the course content and objectives have been significantly modified for students with disabilities in accordance with their Individual Educational Programs (IEPs).			
<b>Review Type:</b>	School Quality Review	<b>Year:</b>	2012
<b>Page Number:</b>	5	<b>HEDI Rating:</b>	NA

**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>6.2 Welcoming environment</b>	<b>X</b>	<b>6.3 Reciprocal communication</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.	
Improve parental understanding of the CCLS and its implication for the grading policy by providing parents with a minimum of five quality, timely workshops on both the grading policy and the CCLS as evidenced by school calendars, sign-in sheets and agendas by June 2014.	

**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>	
1.	A minimum of 5 parent workshops and 1 Back to School Night will be scheduled surrounding CCLS, curricular alignment, and the implications for students' grades. Parent workshops are offered at 9am and 6pm so as to afford more parents the opportunity to attend.
2.	A minimum of three Interim Progress reports will be sent home throughout the year.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>	
1.	School Leaders, Parent Coordinator, PTA President, Literacy Coach and ELA and Math AIS teachers, parents
2.	School Leaders, teachers, students, parents
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>	
1.	School calendar, Workshop agendas and sign-in sheets, PowerPoint presentations (where applicable)
2.	School calendar, interim progress reports, Skedula
<b>D. Timeline for implementation and completion including start and end dates</b>	

1. September 2013-June 2014
2. October 2013-May 2014

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

1. 15 days of per diem coverage were provided for those teachers who facilitate/present parent workshops. All parents are also invited to attend Back to School Night in September in order to foster early reciprocal communication and establish clear classroom expectations for the school year.
2. We implemented Skedula in order to automate the production of progress reports and diminish the amount of clerical work required of teachers. Progress reports are also sent home in between marking periods. 9 AIS teachers 3 supervisors x 2 hours x 2 days

***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.

X]Title 1 SWP

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>X</b>	<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>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>ELA AIS teachers provide instruction to improve ELA skills including decoding, fluency, comprehension, making predictions, and drawing conclusions. Programs and strategies used include Reader's Theater, Soar to Success, and Benchmark Educational Bags.</p>	<ul style="list-style-type: none"> <li>•ELA AIS teachers meet small groups on a daily basis using a combination of push-in and pull-out services.</li> <li>•Approximately 30 students per grade, in first through eighth grade, receive small group support for 150 minutes per week after school.</li> <li>•30 students per grade are invited to participate in an after-school tutoring program focused on preparing for the NYS summative assessments.</li> </ul>	<ul style="list-style-type: none"> <li>•AIS teachers meet with targeted students outside of the ELA block in order to supplement the classroom ELA instruction.</li> <li>•30 students per grade receive small group support for 150 minutes per week after school.</li> <li>•30 students per grade are invited to participate in an after-school tutoring program focused on preparing for the NYS summative assessments.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>•Grades K-2: Math AIS is a pull-out program consisting of six students at similar academic levels.</li> <li>•Grades 3-8: Math AIS is a combination of push-in and pull-out programs that target students who are struggling with current concepts.</li> </ul>	<ul style="list-style-type: none"> <li>•Math AIS teachers meet small groups on a daily basis using a combination of push-in and pull-out services.</li> <li>•Approximately 30 students per grade, in first through eighth grade, receive small group support for 150 minutes per week after school.</li> <li>•30 students per grade are invited to participate in an after-school tutoring program focused on preparing for the NYS summative assessments.</li> </ul>	<ul style="list-style-type: none"> <li>•AIS teachers meet with targeted students outside of the math block in order to supplement the classroom math instruction.</li> <li>•30 students per grade receive small group support for 150 minutes per week after school.</li> <li>•30 students per grade are invited to participate in an after-school tutoring program focused on preparing for the NYS summative assessments.</li> </ul>
<b>Science</b>	<p>Small groups meet to increase grade appropriate content knowledge using various non-fiction and informational texts.</p>	<p>Small groups meet on a daily basis to increase grade appropriate content knowledge.</p>	<p>Students are provided with additional science instruction during the extended day program. Additionally, teachers provide at-risk tutoring to small groups of students during the lunch periods and before school.</p>
<b>Social Studies</b>	<p>Small groups meet to increase grade appropriate content knowledge using various non-fiction and historical fiction texts, as well as primary and secondary sources.</p>	<p>Small groups meet on a daily basis to increase grade appropriate content knowledge.</p>	<p>Students are provided with additional social studies instruction during the extended day program. Additionally, teachers provide at-risk tutoring to small groups of students during the lunch periods and before school.</p>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<ul style="list-style-type: none"> <li>•Advisory programs are built into the master school schedule for sixth and seventh graders.</li> <li>•At-risk guidance services are provided on an as-needed basis</li> </ul>	<ul style="list-style-type: none"> <li>•Advisory programs occur once per week.</li> <li>•At-risk services are provided in either a small group or one-on-one setting.</li> </ul>	<p>Services are provided during the regular instructional day.</p>

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

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

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

**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).

All teachers receive professional development both during school and afterschool twice a week. Teachers meet with the PD providers and literacy coach to support the development of rigorous lesson and unit plans.

**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 ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Federal, state and local funding is allocated accordingly to support our student services and programs. Funds are also set aside in OTPS in the general supplies section for each student identified as (STH). The consolidated funds are also set aside in the per session section for scheduled before/after school enrichment and academic programs.

**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.).

**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.

As was required by the DOE, we established a MOSL Committee made up of teachers, the UFT Delegate, and administrators to evaluate the various assessment options available, compared these with the strengths of our staff and students, and jointly decided upon those assessments that would benefit all while simultaneously sharing the demands of the assessments equally. In collaboration with coaches, grade leaders, and consultants, we established procedures for the administration and scoring of both MOSL assessments and end-of-unit assessments in all core subjects. Professional development on the analysis of test data, as well as professional development determined as necessary based upon test data, occurs during weekly PLTs and extended day grade level or department meetings.

**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).

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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 calendar/newsletter designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);



**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>11</b>	Borough <b>Bronx</b>	School Number <b>194</b>
School Name <b>PS/MS 194</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>Rosie Sifuentes- Rosado</b>	Assistant Principal <b>Greta Schorr</b>
Coach <b>Diara Kwartler</b>	Coach
ESL Teacher <b>Dawn Kuszel</b>	Guidance Counselor <b>Susanna Cruz</b>
Teacher/Subject Area	Parent <b>Ruth Nimchick</b>
Teacher/Subject Area	Parent Coordinator <b>Lois Lombardi</b>
Related Service Provider <b>Valarie Vanacore</b>	Other
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>5</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>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>1</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>1400</b>	Total number of ELLs	<b>204</b>	ELLs as share of total student population (%)	<b>14.57%</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
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In	3	3	3	3	3	2	2	2	1					22
Pull-out	1	1	1	1	1	1	1	0	1					8
<b>Total</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>30</b>

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	204	Newcomers (ELLs receiving service 0-3 years)	157	ELL Students with Disabilities	40
SIFE	9	ELLs receiving service 4-6 years	32	Long-Term (completed 6+ years)	15

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	160	9	4	32			12			204
Total	160	9	4	32	0	0	12	0	0	204

Number of ELLs who have an alternate placement paraprofessional: 1

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<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	12	16	12	13	15	13	13	7	12					113
Chinese														0
Russian														0
Bengali	5	9	9	7	4	6	6	4	6					56
Urdu			1	1	1		2	1						6
Arabic	2	2	1	3	4	4	3	2	1					22
Haitian														0
French								1						1
Korean														0
Punjabi														0
Polish														0
Albanian							1		1					2
Other		1		1	1		1							4
<b>TOTAL</b>	19	28	23	25	25	23	26	14	21	0	0	0	0	204

## 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)	15	3	1	9	5	7	2	7	1					50

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)	17	10	6	10	5	5	3	5	4					65
Advanced (A)	21	10	18	6	13	14	9	9	6					106
Total	53	23	25	25	23	26	14	21	11	0	0	0	0	221

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	14	3	0	0	17
4	11	7	0	0	18
5	16	3	1	0	20
6	11	1	0	0	12
7	14	1	0	0	15
8	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	19		5		0		0		24
4	10		9		1		1		21
5	21		4		1		0		26
6	4		4		1		1		10
7	14		3		0		0		17
8	0		0		0		0		0
NYSAA Bilingual (SWD)	0		0		0		0		0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	6		2		11		14		33
8	2		7		2		0		11
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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

**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.

Assessment Tools

Measures of Student Learning Performance Assessment

Action 100 IRLA

Fundations/ Wilson reading program assessments

The data obtained from the assessments above show that our ELLs are below grade level in literacy. In order to address this issue, our school has sought out various intervention programs to help close the gap between students' literacy levels and grade levels. The intervention programs that are in place are: Fundations/Wilson, Read 180, Imagine Learning English, AIS, ESL After-school program, and DFOY.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
One significant pattern that emerges is that an increasing number of students are arriving enrolling in the NYC school system at an older age. One implication of starting late for ELLs is that it makes the language acquisition process more challenging. As research shows that it is relatively easy to acquire language at a younger age. However, despite the late start the data shows that ELLs are advancing through the proficiency levels out of 204 ELLs for example 100 students have achieved the "advanced" status. This illustrates the progress being made within the ELL population.
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 [AMAQ tool](#))

N/A

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?

Not/Applicable

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](#).)

The data gathered from the baseline assessments, Lab-R, ELA and the NYSESLAT gives us some crucial insights as to which areas our ELLs are struggling in. One significant insight is that many ELLs lack the foundational skills in their first language. Therefore, their acquisition of English is more challenging. This is where the interventional strategies of RTI play a crucial role. At risk ELLs work in smaller groups to receive intensive targeted instruction. Teachers focus on basic elements such as letter/sound relationships and building on word families before moving on to higher level comprehension activities. Students who do not show expected results then move on to Tier III RTI where a one on one approach is used.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
At PS/MS 194 we make every effort to follow the "push-in" model to deliver ESL instruction. This allows the ESL instructor and the content area teacher to collaborate to meet the needs of ESL students. When planning lessons, the ESL and content area teachers always consider vocabulary enrichment and comprehension. Alternate materials (e.g. photos, number lines, smart boards/ websites and alternate lessons are planned to help the students access the curriculum.

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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
At PS/MS 194 we exceed NYC and NYS percentages for meeting AYP for ELLs. Even in math, which involves a great deal of literacy our students have exceeded the norms. Therefore, we believe our interventions are working.

New York v. PS/MS 194  
SUBGROUP PERFORMANCE (LEVELS 3+4) in ELA  
Grades 3-8: 2012-2013

	NYS	NYC	194
ELLs	3.2	3.4	4.5
Former ELLs	20.3	22.2	22.5

New York v. PS/MS 194  
SUBGROUP PERFORMANCE (LEVELS 3+4) in MATH  
Grades 3-8: 2012-2013

	NYS	NYC	194
ELLs	9.8	11.4	13.4
Former ELLs	27.4	31.7	43.7

## 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](#).)  
Upon registration, parents are given the Home Language Identification Survey. The ESL Coordinator and/or another pedagogue is present to assist with the completion of HLIS to ensure that all information is filled out accurately. An informal interview is conducted to determine English language competency. The ESL Coordinator and/or pedagogue informs the Pupil Accounting Secretary as per the HLIS, of the correct OTELE code. If it is determined that the student needs to be tested by the LAB-R, then within the first ten days of school the potential English Language Learner is tested using the Language Assessment Battery-Revised (LAB-R). The Spanish speaking ELLs, who don't pass the Lab-R, are then given the Spanish Lab. Parents are informed about ELL eligibility through an Entitlement letter (in their native language), detailing the DOE ELL Programs and inviting them to the ELL Parent Orientation meeting. The following pedagogues administer the HLIS as well as the LAB-R: Dawn Kuszal-Licensed TESOL Coordinator/ teacher, Prabhu Jha-Licensed TESOL teacher (speaks Hindi and Urdu), Martin Hirsch-Licensed TESOL teacher(speaks Chinese), BJ Son-Licensed TESOL teacher(speaks Korean) and Glorimar Reuter-Diaz-Licensed TESOL teacher(speaks Spanish). In addition, parent volunteers and office staff help with translations.
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 parent orientation information is relayed to parents in their native languages. At the Parent Orientation Meeting, Supervisors, ESL Staff and the Parent Coordinator are present. Brochures (translated versions available) describing the DOE, ELL Programs are handed out. The ELL Parent Orientation DVD is viewed by the parents in their native languages. We further explain the programs viewed in the DVD and answer any questions the parents might have via a translator. Next, the Parent Survey and Program Selection forms are distributed. Parents are asked to read and complete the survey and select a program for their child. After collecting the parent survey forms, students are placed in ELL programs based on parent choice.
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 [\[see tool kit\]](#).)

Entitlement letters and Parent Survey and Program Selection Forms are sent home with the students. If necessary, letters are redistributed and phone calls are made to homes from where forms have not been returned. With the help of the parent coordinator, classroom teachers and ESL staff, and incentives, the timely return of these letters is insured as well as monitored. All ELL documents are filed and stored in an accordion folder with headings for each form.

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.

If a choice other than ESL is chosen the parent is informed that if we do not have enough students for a bilingual class, they will be given the option of transferring their child to a school with a bilingual program. They are also informed that they will be notified if a bilingual class becomes available in our school.

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.

All ELLs at PS/MS 194 are assessed using the New York State English As Second Language Achievement Test (NYSESLAT). A letter is sent home to parents making them aware of the upcoming NYSESLAT. The speaking modality of the NYSESLAT is given on a one to one basis, prior to administering the other sections of the exam. Teachers are given a testing memo, outlining the New York State policies and procedures for administering the NYSESLAT. The testing team prepares the materials and ensures the protocols are followed on testing days. Students take the remaining three exams, Listening, Reading and Writing on three consecutive days. If necessary, make-ups are given after that.

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. [i](#)

The general trend over the years among parents seems to be the selection of the English As A Second Language Program as the preferred choice. For the 2013-2014 school year approximately 78% of our parents have chosen ESL as their program of choice. Therefore, the program offered at PS/MS 194 is well aligned with parent requests. The second preference was TBE with 12% and a small segment choose DL (4%). If, however, parents are interested in a bilingual or dual language program, they are informed about the requirement of minimum number of students from the same language, on two contiguous grades needed to open up a program, which at the present time is not available. Parents are given the option of transferring their child to a school with a program of their choice. All accommodations are made to help find that student an alternate placement.

## 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])?

ELLs are mainly instructed via “push-in” model, whereby an ESL teacher visits the mainstream classroom and provides cross-content support to his or her heterogeneous group, during the mandated number of minutes per week. Struggling Beginner and Intermediate ELLs are “pulled out” and worked with in small groups to ensure adequate progress in all four learning modalities: speaking, listening, reading and writing.

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 mandated number of instructional minutes provided to ELLs as per their proficiency levels is ensured primarily through scheduling the required numbers of classes for each ELL.

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.

Content area instructions are delivered primarily through the "push-in" model by scaffolding the teacher's lesson of the content area and pre-teaching the vocabulary needed to comprehend the lesson.

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
One of the ways we evaluate our ELLs is to use the practice format provided in the book, *Finish Line for ELL's*. This instruction is aligned with the Common Core and NYSESLAT. Baseline and informal assessments are also conducted on a regular basis.

6. How do you differentiate instruction for ELL subgroups?

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

Our ELLs receive instruction in all scenarios primarily using English, although teachers provide Native language support whenever possible. The students, who have a strong foundation in their first language, are also provided with dual language glossaries. Our ESL teachers use a rich blend of various approaches such as TPR, realia, language learning experience, communicative approach as well as the IRLA during English Language Arts. Our school uses the freestanding ESL program, where ELLs work with TESOL teachers towards attaining proficiency in English. Once our ELLs attain proficiency, we provide extra support through our Academic Intervention Services Team. Former ELLs continue to receive small group instruction in ELA and Math.

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

Long term ELLs are offered the opportunity to participate in various interventions throughout the school year. Our interventions focus on literacy, ESL and math, as well as prepares the students for the NYSESLAT and the English Language Arts and Math Exams. The ESL After-School program is designed to target instruction addressing all four modalities with differentiated instruction. *Finish Line for ELLs*, *Finish Line Math*, *Elements of Daily Math* and *Mondo- Now I Get It!* (shared reading and writing) are

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

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

In our Mandated Program, ELLs work in small groups to improve their linguistic and academic abilities. On the lower grade levels, students are receiving phonics instruction through the Foundations program. This program reinforces the letter/sound relationships and explores the beginning stages of writing. Info Pairs by Mondo, are the means in which non-fiction and fiction texts are compared and children are taught to use evidence in writing to support main ideas. Students read the articles on their own and teachers then reinforce and review the materials in a small group setting. New vocabulary is introduced through these articles which is a vital part of an ELLs oral and written language development. Using language to solve complex math problems is also an important way students need to show they can succeed in college and career as they progress through school.

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?

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

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?

ELL-SWDs participate in all activities within the least restrictive environment. First, our school uses Smart Boards to enhance visual, auditory and interactive learning. Secondly, these students also attend our Mandated (Mon. & Tues.) and our ESL After-school Program (Thurs. & Fri.), where their specific needs are met in smaller groups. Thirdly, Brainpop.esl, a web-based ESL program, is used to help ELL-SWDs acquire the important elements of ESL, such as speaking, listening, and reading. In addition, CTT and SETTS instruction helps prepare our ELL-SWDs.

### 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:	0		0
Social Studies:	0		0
Math:	0		0
Science:	0		0
0	0		0
0	0		0

### 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

0	0		0	0
0	0		0	0

### 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
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.

ELA-AIS(English)

Math-AIS (English)

Foundations (English)

Read-180(English)

Mandated Program, 2x a week (English)

ESL After-School Program, 2x a week (English)

Test Sophistication Program, 2x a week (English)

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

The current ESL program at PS/MS 194 is working effectively. The data shows that our ELLs are progressing through the proficiency levels. Out of 204 ELLs for instance, 100 students have achieved "Advanced" status on the NYSESLAT. This illustrates the progress being made within the ESL population.

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

A new initiative beginning in December 2013, is Directions For Our Youth Inc. (DFOY) program.

This program targets our middle school students and addresses their academic, social and emotional needs.

Through DFOY students are given academic help as well as having discussions and activities with their peers and counselors, based on social and cultural needs; activities include sports, visual and performing arts, leadership, STEM activities and trips. Parents are also strongly encouraged to become involved with the organization and family needs are met in their native language, when necessary.

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

N/A

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

In our Mandated Program, ELLs work in small groups to improve their linguistic and academic abilities. On the lower grade levels, students are receiving phonics instruction through the Foundations program. This program reinforces the letter/sound relationships and explores the beginning stages of writing. Info Pairs by Mondo, are the means in which non-fiction and fiction texts are compared and children are taught to use evidence in writing to support main ideas. Students read the articles on their own and teachers then reinforce and review the materials in a small group setting. New vocabulary is introduced through these articles which is a vital part of an ELLs oral and written language development. Using language to solve complex math problems is also an important way students need to show they can succeed in college and career as they progress through school.

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

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

We have a variety of materials to support our ELLs. We use a program called, Imagine Learning English with all of our kindergarten, newcomer, beginner and intermediate students, as well as our SIFE students. This computer based program is highly

individualized and rich in visual graphics. It sets the pace according to the needs of the students as well as provides verbal scaffolds in the Native language. Students are provided with worksheets to reinforce the skills taught through this program. Supervisors and teachers are able to monitor progress through individualized reports and use the data to drive instruction.

The ESL After-School program is designed to target instruction addressing all four modalities with differentiated instruction. Finish Line for Ells, Finish Line Math, Elements of Daily Math and Mondo- Now I Get It! (shared reading and writing) are materials that we are currently using. In addition to these materials, students use Brainpop.com during these sessions. This is an interactive computer program that is appropriate for all levels and has a variety of activities to enhance Ells' vocabulary, grammar, pronunciation, reading comprehension, and writing skills.

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

In our Mandated Program, ELLs work in small groups to improve their linguistic and academic abilities. On the lower grade levels, students are receiving phoincs instruction through the Foundations program. This program reinforces the letter/sound relationships and explores the beginning stages of writing. Info Pairs by Mondo, are the means in which non-fiction and fiction texts are compared and children are taught to use evidence in writing to support main ideas. Students read the articles on their own and teachers then reinforce and review the materials in a small group setting. New vocabulary is introduced through these articles which is a vital part of an ELLs oral and written language development. Using language to solve complex math problems is also an important way students need to show they can succeed in college and career as they progress through school.

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

In our ESL program, we supply students with bilingual word to word dictionaries, native language glossaries, math workbooks, as well as 100 Book Challenge reading books in Spanish, where applicable. Students using ILE have the opportunity to hear directions in their native language before hearing them in English, to help support their learning while acquiring English.

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

Imagine Learning English gives all ELLs a pre-test to identify their abilities in terms of knowledge and language development. Based on this information the ILE program selects the set of instructions tailored to their needs. Baseline testing also allows us to assess a students' foundational knowledge in terms of content area in realtion to teir grade/age. For those students whose reading/phonics levels are below grade, we implement Foundations/Wilson Programs to bring them up to grade level.

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.

Imagine Learning English computer program  
ESL After-school Program  
Brainpop  
Mandated Program

18. What language electives are offered to ELLs?

ELLs receive ESL as their language elective.

19. For schools with dual language programs:

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

N/A

## C. Professional Development and Support for School Staff

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

High quality, professional development is provided in order for the school to better meet academic and promotional needs of our ELL population. The purpose of this professional development is to inform and familiarize the staff with the methodologies and tools so that teachers can help the ELLs move toward proficiency in English. TESOL teachers and classroom teachers utilize this time to collaborate, review data to tailor instruction to the needs of the students, and receive training and support in the Common Core Learning Standards. The professional development sessions take place every Wednesday, in addition to full day staff development P.D. These sessions engage teachers in hands-on preparation of Ready Gen, Expeditionary Learning, Go Math, Glencoe and CMP3 programs. Professional Development activities are designed for our target audience, content area, AIS and TESOL teachers, to assess data, identify individual strengths and weaknesses and project future goals that will be utilized in the differentiation of instructions. Many of the sessions that have already taken place gave us the opportunity to norm the Measures of Student Learning Performance (MOSL). These pre-assessments help us to drive instruction and help students succeed in the challenges that CCLS presents. The American Reading Company has been coaching the staff since September 2011 by providing PDs with the Action 100 reading program. This is scheduled to continue throughout the academic year. Since all teachers in our school affect the learning outcomes of ELLs, we conduct workshops that include all pedagogues.

#### Professional Development Dates

Sept. 6, 2013- Analyzed Test Performance for the ELL subgroup and discussed activities to support the needs of ELLs

Sept. 27, 2013- Using E-IRLA to determine ELLs Reading Levels

Nov. 5, 2013- Discovering Areas of Strength and Weakness in ELL Writing

Oct. 2013- ongoing- Data Meetings, supporting teachers to implement action plans of sub-groups

Nov. 20, 2013- Foundations Training using ELL Methodologies

Nov. 27, 2013- Methodologies and Practices for the ELL Population

Dec. 4, 2013- Active Participation Techniques- supporting teachers in effective questioning for ELLs

UPCOMING PD SESSIONS TO BE DETERMINED

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

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

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

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

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

## **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.

## Part VI: LAP Assurances

School Name: PS/MS 194

School DBN: 11x194

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rosie Sifuentes-Rosado	Principal		12/6/13
Greta Schorr	Assistant Principal		12/6/13
Lois Lombardi	Parent Coordinator		12/6/13
Dawn Kuszel	ESL Teacher		12/6/13
Ruth Nimchick	Parent		12/6/13
Valarie Vanacore, Setts	Teacher/Subject Area		12/6/13
	Teacher/Subject Area		
Diara Kwartler	Coach		12/6/13
	Coach		
Susanna Cruz	Guidance Counselor		12/6/13
	Network Leader		
	Other		

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

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

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

**Cluster:** 6      **Network:** 607

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

**Part A: Needs Assessment Findings**

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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.

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

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

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

Home Language	# of current ELLs
Spanish	113
Bengali	56
Arabic	22
Urdu	6

## 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.

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

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

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: PS/MS 194	DBN: 11X194
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

Finish Line for ELLs- Grades 1-8

Mondo Now I Get- It K-8

Big Ideas in Math- Grades 2-8

Count On It!- Grades 6-8

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

## Part C: Professional Development

### Part C: Professional Development

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

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

Begin description here:

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

### Part D: Parental Engagement Activities

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

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

Begin description here:

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

### Part E: Budget

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

Allocation Amount: \$23728

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