



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

05M194

School Name:

P.S. 194 COUNTEE CULLEN

Principal:

JOSEPHINE BAZAN

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 194 Countee Cullen School Number (DBN): 05M194
School Level: Elementary Grades Served: PreK thorough Fifth Grade
School Address: 244 West 144th Street, New York, New York 10030
Phone Number: 212 690-5954 Fax: 212 862-5743
School Contact Person: Josephine Bazan Email Address: jbazan@schools.nyc.gvo
Principal: **JOSEPHINE BAZAN**
UFT Chapter Leader: **Cheryl Taliaferro**
Parents' Association President: _____
School Leadership Team
Chairperson: **JOSEPHINE BAZAN**
Student Representative(s): _____

District Information

District: 05M194 Superintendent: Gale Reeves
Superintendent's Office Address: 425 West 123rd Street, New York 10027
Superintendent's Email Address: GReeves@schools.nyc.gov
Phone Number: (212) 690-7500 Fax: (212) 769-7619

Cluster and Network Information

Cluster Number: DDSI Cluster 05 Cluster Leader: Debra Maldonado
Network Number: Children First Newtwork 551 Network Leader: Margaret Struk

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Josephine Bazan	*Principal or Designee	
Cheryl Taliaferro	*UFT Chapter Leader or Designee	
Lakisha Ottley	*PA/PTA President or Designated Co-President	
	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	
Patrice Lewis	Member/Math Coach	
Shahanaz Islam	Member/ ESL Teacher	
Adrianna Ammerman	Member/ Special Education Teacher	
Jonathan Toogood	Member/ Parent	
Kimberly Evans	Member/ Parent	
Miguel Gutierrez	Member/ Parent	
Steven Blanding	Member/ Parent	
	Member/	

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

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework
<ul style="list-style-type: none"> • Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<ul style="list-style-type: none"> • Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<ul style="list-style-type: none"> • Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
<ul style="list-style-type: none"> • Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
<ul style="list-style-type: none"> • Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<ul style="list-style-type: none"> • Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

P.S. 194 Countee Cullen is an elementary school, located in Harlem New York, with a population of approximately two hundred students from grades prekindergarten through grade five. The school population is comprised of fifty three percent Black or African American, forty one percent Hispanic, three percent White, and three percent other. The student body includes seventeen percent English Language Learners and twenty one percent are students with disabilities. Boys account for fifty two percent and girls account for forty eight percent. The average attendance rate for the school year 2013-2014 was eighty nine percent. Ninety-five percent of our students are eligible for free lunch. Thirteen percent of our students live in temporary housing.

P. S. 194 Countee Cullen builds partnerships to support the school community. Some of the partnerships include, CookShop, Young Road Runners, Asphalt Green's Recess Enhancement Program, and Waterproofing, Harlem Hospital and Harlem Children's Zone. Our staff continues to utilize strategies and supports that were built from Turn Around For Children, such as the Kagan Structures and team meetings to support teachers and interventions for students. The school also utilizes the School Wide Behavior Matrix that was developed and posted throughout the building by this team. The Guidance Counselor celebrates positive behavior during lunch and recess. When classes are recognized for positive behaviors students select from a menu of activities and receive an extra recess.

Families are invited to monthly assembly programs where classes hold performances and awards are given to both parents and their child for students' perfect attendance. Other monthly assemblies are held to bring together the school community such as, Sandy Lynne Holman who introduced her new book, *We All Have a Heritage*. Other community activities included, The Million Father March and a costume parade.

Administration greets parents and students each morning thus presenting a welcoming environment for families and visitors when they arrive at the school. The principal holds informational parent meetings monthly. In addition administration has an open door policy to all constituents of the community where they give voice to their ideas and students' needs. On Cupcake Mondays, the principal celebrates each student's birthday with a cupcake. The assistant principal has a bi-monthly book club with fifth graders.

Systems and structures have been put in place for teachers to become effective to help students make progress. Every Monday, teachers meet for Professional Development. Once a month during professional development all teachers meet for a book study on *The Learning Target*, to assist them in designing coherent instruction. In addition, teachers share best practices in Mathematics and English Language Arts. Teachers have common planning periods where they meet for ninety minutes once a week, to analyze student work to inform their classroom practice. A Teacher Development Coach works in a 4 week cycle to strengthen teacher practices in grades four and five. A network Literacy Coach meets with second and third grade teachers to strengthen and develop the ReadyGen writing component. Two early childhood teachers have been trained to facilitate the Foundations program for grades K and 1. Six teachers from grades K through five receive professional development in writing the curriculum for the new Social Studies Scope and Sequence.

P.S. 194 needs to improve the consistency of pedagogical practices across classrooms to ensure classroom instruction and learning activities that provide appropriate challenges to students in order to maximize learning. Teachers need support to design rigorous instruction to align to the Common Core Learning Standards, and promote greater alignment of assessment practices to standards and tasks so that teachers can accurately gauge student learning outcomes and the effectiveness of their curricula and instructional decisions. Furthermore, as per the 2013-2014 Quality Review, we need to expand the process of the refinement of the standards aligned curricula across all grades and subject areas in

order to build coherence and emphasize rigorous skills that prepare students for the next level. There is limited evidence of both social studies and science units across the classes and grades.

In the 2012-13, the school received an ineffective rating, on the DTSDE report stating that the school needs to improve in sharing data in a way that empowers and encourages families to use and understand data and promote dialogue between parents, students and school constituents centered on student learning and success. Since then the principal holds monthly meetings to inform parents of school-wide data and sends home interim progress reports. Weekly homework sheets and monthly newsletters are sent home which include units of study and current content being taught. In addition, teachers meet weekly with parents to keep them informed of students' progress. These changes had an impact on our 2013-14, Quality Review. The school received a proficient rating stating that the school establishes a culture for learning that communicates high expectations to staff students and families and provides support to achieve those expectations.

As a Renewal School, we will begin (or expand) implementation of the following school improvement strategies during this school year:

- Expanded learning opportunities for all students, including additional instruction provided during after-school and/or summer programming provided in collaboration with community partners
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students
- Additional, focused strategies to increase parent and family engagement

We will also undergo a comprehensive needs assessment across all six elements of the Capacity Framework (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties, and trust) to inform the development of our School Renewal Plans for the 2015-16 school year.

05M194 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	175	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	93.3%	% Attendance Rate			88.0%
% Free Lunch	92.9%	% Reduced Lunch			2.8%
% Limited English Proficient	16.5%	% Students with Disabilities			27.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.4%	% Black or African American			51.4%
% Hispanic or Latino	43.4%	% Asian or Native Hawaiian/Pacific Islander			0.9%
% White	1.9%	% Multi-Racial			0.9%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.74	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			18.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			7.01
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	2.5%	Mathematics Performance at levels 3 & 4			10.1%
Science Performance at levels 3 & 4 (4th Grade)	41.4%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% 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 (2014-15)					
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 (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
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 (2012-13)					
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 (2012-13)					
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				

05M194 School Information Sheet Key

School Configuration (2014-15)

Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	175	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	93.3%	% Attendance Rate			88.0%
% Free Lunch	92.9%	% Reduced Lunch			2.8%
% Limited English Proficient	16.5%	% Students with Disabilities			27.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.4%	% Black or African American			51.4%
% Hispanic or Latino	43.4%	% Asian or Native Hawaiian/Pacific Islander			0.9%
% White	1.9%	% Multi-Racial			0.9%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.74	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			18.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			7.01
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	2.5%	Mathematics Performance at levels 3 & 4			10.1%
Science Performance at levels 3 & 4 (4th Grade)	41.4%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% 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 (2014-15)					
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 (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
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 (2012-13)					
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 (2012-13)					
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				

05M194 School Information Sheet

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% 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 (2014-15)					
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 (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
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 (2012-13)					
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 (2012-13)					
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				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	I
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	I

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school received an HEDI rating of ineffective in areas 3.4 and 3.5 on the DTSDE report. The debriefing statement for this Tenet reads; The school is in the beginning stages of developing curricula that supports the CCLS the school uses some unit plan materials that supports the CCLS in ELA and Mathematics. However, the tasks and lesson plans based on these materials do not consistently promote higher order thinking and conceptual understanding. Teacher grade teams meet ninety minutes weekly with the Principal, Assistant Principal, Instructional Coach, Teacher Development Coach and or network support staff for professional development and for collaborative discussions and planning. This increases opportunities for teachers to share and replicate strong practices and learning from one another.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 80% of all classroom teachers will use rigorous curriculum to implement lessons aligned to CCLS which will provide multiple access points for all students with a focus on higher order thinking as measured by observations and lesson plan review.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
All teachers are receiving professional development through a book study of <i>Learning Targets</i> , written by Connie M. Moss and Susan M. Brookhart. All classroom teachers will continue to deepen their knowledge in utilizing the Ready GEN and Go Math curricula to align all lessons to the CCLS, as well as develop effective questioning and discussion techniques using Webb's Depth of Knowledge.	Classroom teachers	October 2014 through June 2015.	Administration and Instructional Coach
All classroom teachers will customize activities within the ReadyGEN and Go Math curriculum to meet the needs of all learners. Teachers will use technology in the classroom to support student learning.	Teachers, Students w/disabilities/ELL's	October 2014 through June 2015	Administration, Instructional Coach, Network Coach, Teacher Development Coach
Parents will attend monthly workshops and principal's meeting to inform them of ReadyGen, Go Math Curriculums and CCLS. Parents also receive monthly newsletters with an overview of the current units of study.	Parents	October 2014 through June 2015	Administration, Instructional Coach, Network Coach, Teacher Development Coach
During teacher, principal, and parent meetings, open discussions are held around rigorous CCLS and curriculum in a risk free environment. Teacher's meet weekly for common planning for 90 minutes as well as 75 minutes every Monday.	School Stakeholders	October 2014 through June 2015	Administration, Instructional Coach, classroom teachers, parent coordinator,

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Teacher team meetings, School Leadership Team, Principal Meetings, five projectors and five document projectors, Social Studies library for grades 3 through five, Doing Art Together.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title I 1003(a)	Title IIA	x	Title III	x	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Progress will be measured through viewing lesson plans and teacher observations. Teachers' lesson plans will move one HEDI level in areas: 1A- Planning and Preparation ; 1E Designing Coherent Instruction ; 3B- Questioning and discussion techniques; and 3C- Engaging Students in Learning. Teacher data will be reviews after each observation cycle. Agendas for parent meetings will reflect an increase in parent participation and satisfaction as measured through parent surveys. Fifty percent of the observations and feedback will be completed by December 2014. Seventy percent of the observations and feedback will be completed by February 2015. Ninety percent of the observations and feedback will be completed by April 2015. One hundred percent of the observations and feedback will be completed by May 2015.

Part 6b. Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The debriefing statement for this tenet states: The school has systems and partnerships that support social and emotional health. As a result, the school promotes a safe and respectful environment for all constituents.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, administrators, teachers, clinical and support staff will communicate a common vision, which will foster social emotional growth for students in grades pre-k to five as measured by a five percent reduction in OORS.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with 			

<p>disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			
<p>The school community will continue to use a school-wide behavior matrix and Kagan structures to promote positive behaviors throughout the school day. Students will continue to learn how to develop social skills while engaging in structured physical activity through Asphalt Green REP program and WaterProofing. Harlem Children Zone Afterschool Program provides supports administration to best support students in need.</p>	<p>Administrators, Instructional Coach, teachers and students, Asphalt Green, Harlem Children Zone.</p>	<p>September 2014 through June 2015</p>	<p>Administrators, Instructional Coach, teachers and students</p>
<p>BCT/SIT team meets on a bi-weekly schedule to discuss student behavior and academic intervention.</p>	<p>High needs students</p>	<p>September 2014 through June 2015</p>	<p>Administrators, Instructional Coach, Guidance Counselor, Classroom teacher</p>
<p>Administration holds an open door policy which enables parents to address both academic and behavioral concerns. Parents are also invited to BCT/SIT meetings when appropriate. Parents are always contacted when an incident occurs with their child.</p>	<p>Parents</p>	<p>September 2014 through June 2015</p>	<p>Administrators, Instructional Coach, Guidance Counselor, Classroom teacher</p>
<p>Create more community schools through partnerships with organizations equipped to provide services to meet the social, emotional, and health needs of students and their families.</p>	<p>Harlem Hospital, Asphalt Green, and Harlem Children's Zone.</p>	<p>September 2014 through June 2015</p>	<p>Principal</p>

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Asphalt Green</p>

Part 5 – Budget and Resource Alignment

<p>Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>													
	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside	x	Grants
<p>List below any additional funding sources that will be utilized to support achievement of the goal.</p>													
<p></p>													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Bi-weekly BCT (Behavior Coordination Team) reviews student data bi-weekly to discuss incidences and behavioral issues. Principal and Assistant Principal will review and monitor bi-monthly OORS reports.

Part 6b. Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	I
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	D
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	I

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school received an HEDI rating of Ineffective in Tenet 4.5 on the DTSDE. The statement for this reads; Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation. There is limited evidence that teachers consistently engage in strategic practices to inform decision making in order to provide multiple points of entry geared towards meeting the needs of diverse learners.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all classroom teachers will collaborate and analyze student work through rubrics and protocols on a variety of assessments to inform and develop instructional practice, which will result of 50% of all students in grades kindergarten through five, will make 20% progress on the NYC Performance Task in English Language Arts and Mathematics.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start</i>	Key Personnel <i>Who is responsible for implementing</i>

<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 		<i>and end date?</i>	<i>and overseeing the activity/strategy?</i>
<p>All classroom teachers will use formative and summative assessments provided by CCLS aligned curriculum-ReadyGen and Go Math. During teacher meetings all classroom teachers will analyze student work and develop a deeper understanding of the content and inform future instructional practices.</p> <p>All classroom teachers in grades Kindergarten through grade 5 will administer the NYC Performance Assessment in ELA and Mathematics to all students and use data from these assessments to drive targeted instruction.</p>	Teachers	October 2014 through June 2015	Administration, Instructional Coach and Teachers
<p>All students will be assessed using Fountas and Pinnell to inform classroom teachers of individual students reading ability and develop students reading goals to inform their instruction. Students with disabilities and ELL students will be assessed according to the modifications written on their I.E.P.s for all assessments. All students in grades K-5 will receive individualized instruction through technology based program, IReady. In addition, English Language Learners receive technology base instruction to assist in with their language and fluency development with the Imagine Learning Program. Imagine Learning is an engaging language and literacy software program that accelerates English learning</p>	Teachers and students	October 2014 through June 2015	Administration, Instructional Coach and Teachers
<p>Parents will receive interim Progress Reports in January 2015 and May 2015 to enable them to provide support to their children. Parents will be invited to meet with teachers to discuss students' progress during Parent Engagement. Parent workshops will be held to assist parents in providing support to their children.</p>	Teacher, and parents	October 2014 through June 2015	Administration, Instructional Coach, Teachers. Parent Coordinator
<p>Host frequent parent workshops and conferences so that families can learn more about their children's education and have access to experts in the field.</p>	Administration, teachers, and parents	October 2014 through June 2015	Administration, Instructional Coach, Teachers. Parent Coordinator

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ol style="list-style-type: none"> 1. An afterschool program for Grades 3-5 to develop testing skills and strategies 14 weeks x 4 teachers x 3 days x 2 hours 2. An afterschool ESL Program- 14 weeks x 1 teacher x 2 days x 1.5 hours 3. Teacher Team meetings

4.Data Specialist/Testing Coordinator 1x monthly x2hrs.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

5. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
6. Specify a timeframe for mid-point progress monitoring activities.

- 1.Beginning in October 2014 and ending in June 2015, students will be assessed on a six-week cycles with both ReadyGen and Go Math curriculum.
2. In September 2014, December 2014 March 2015 and June 2015- Fountas and Pinell assessments will be conducted.
3. The NYC Performance Assessments will administered three times a year beginning October 2014, January 2015 and
4. Six-week cycles for assessing students and analyzing student data.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?
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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	D
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	D
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school received an HEDI rating of developing throughout this Tenet on the DTSDE report. The recommendation for 2.5 reads; Use student data, feedback from formal and informal observations, and Professional Development Opportunities to develop individual staff improvement plans.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 50% of all teachers will be evaluated and will receive a final rating of effective as measured by Danielson’s components 2a 2d 3b through 3d.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
1. Research-based instructional programs, professional development, and/or systems and structures needed to			

<p>impact change</p> <p>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			
A minimum of three classroom observations to observe practices across Domains 2 and 3 of the Danielson’s Framework. All teachers will participate in a minimum of 2 lab sites per grade band	Teachers	January 2015 to June 2015	Administration and Instructional Coach
A minimum of one classroom inter-visitation per grade band will be observed with a focus on customized instruction for students with disabilities and English Language Learners. Teachers will participate in school inter-visitations to look at best practices in student work and classroom environments.	Teachers and students	January 2015 to June 2015	Administration, Instructional Coach, Spec. Ed and ESL Teachers
Parents will be invited to visit classroom instruction once a month.	Teachers, students and parents	January 2015 to June 2015	Administration, Instructional Coach, Parent Coordinator
Increase opportunities for educators to share and replicate strong practices developed through professional development focusing on domains 2 and 3.	Teachers, students and parents	January 2015 to June 2015	Administration, Instructional Coach and Effective teachers.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Common First Period prep once per week allows coaches to hold meetings 3 days x 4 times per month.
2. Instructional Coach plan 1 per month for 2 hours for common planning sessions
3. Scheduled Meetings with administration.
4. Weekly Professional Development session focusing on Domains 2 and 3.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	Title I Basic	Title I 1003(a)	Title IIA	Title III	x	P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.								

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Monitor teacher Danielson’s ratings in Advance for components 2a 2d 3b through 3d. Teacher and parent reflections.

Part 6b. Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	I

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school received an HEDI rating of Ineffective on 6.5 on the DTSDE report. The recommendation for 6.5 reads; the entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on learning and success.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the school will increase parent involvement by 10% through enhancing and creating a more welcoming school environment and sharing school wide data.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			

4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
5. Strategies to increase parent involvement and engagement			
6. Activities that address the Capacity Framework element of Trust			
Principal holds monthly meetings to inform parents of school-wide data and sends home weekly homework sheets and monthly newsletters	Parents and students	October 2014 through June 2015	Principal and teachers
Weekly homework sheets and monthly newsletters are sent home which include units of study and current content being taught.	Parents and students	September 2014 through June 2015	Assistant Principal, Teachers and School Aide
Parents are invited to student performances which are held in alignment with monthly award ceremonies to celebrate student success. Parents are invited to writing celebrations. Partnerships are being developed with Pre-K parents and school staff, for example monthly family partnerships include Build a World of Readers.	Administration, Parents, teachers, and students.	November 2014 through June 2015	Administration, Parent Coordinator, Teachers, attendance teacher
Host frequent parent workshops and conferences so that families can learn more about their children's education and have access to experts in the field.	Administration, parents, and teachers	October 2014 through June 2015	Administration, Instructional coach, and Parent Coordinator.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
1. General Supplies for monthly student award assemblies 2. Awards for students 3. Parent Engagement materials for Monthly Principals meeting 4. Schedule Parent trainings

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ol style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. <p>Parent sign in sheets, parent surveys, an increase in student attendance.</p>
Part 6b. Complete in February 2015.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<i>Foundations- All students that perform below grade level in grades K and 1 as determined by the Fountas and Pinnell Assessment.</i>	<i>The K and 1 reading intervention program provides a structured, sequential and cumulative phonics/spelling program.</i>	Small group	School Day
	<i>IReady - All students that perform below grade level as determined by the IReady Program in grades K through 5 as determined by the IReady ELA Baseline Assessment.</i>	The program will assist students in acquiring individualized strategies and skills needed to become proficient in reading.	One to one	School day
	<i>Afterschool program- Title I Afterschool Program small groups of students in Grade 3, 4 and 5 that scored a Level 1 or Level 2. Grouping for instruction for this program is based on formative and</i>	The program will assist students in acquiring strategies and skills in both reading and writing in order to become	Small group	After School

	summative assessment data such as, Fountas and Pinnell, IReady and the NYC Performance Assessments and ReadyGen Unit Assessments.	proficient readers		
Mathematics	<i>AIS- IReady - All students that perform below grade level as determined by the IReady Program in grades K through 5 as determined by the IReady Math Baseline Assessment.</i>	The program will assist students in acquiring strategies and skills needed to become proficient in both mathematics.	one to one, small group	School Day
	AIS –All students that in grades 3-5 that scored a Level 1 or Level 2 on the New York State Math Assessment.		Small Group	School Day
	<i>Afterschool</i>	Strengthen grade appropriate number sense and review essential basic math skills.	Small Group	School Day

	<p><i>program-</i> Title I Afterschool Program small groups of students in Grade 3, 4 and 5 that scored a Level 1 or Level 2 on the NYS Assessment for Mathematics. . Grouping for instruction for this program is based on formative and summative assessment data such as, IReady, the NYC Performance Assessments and GoMath Unit Assessments.</p>	<p>The program provides the students with opportunities to become effective problem solvers, learn to model with math, and construct viable mathematical arguments</p>		
<p>Science</p>	<p>All students are receiving science instruction both in the classroom and from a from a certified science Instructor a minimum of once per week. Small group instruction is based on assessment data and grade level material.</p>	<p>All classroom teachers utilize FOSS to develop exploratory hands on learning aligned with the Science Scope and Sequence.</p> <p>Skills and strategies based on assessment data and grade level material.</p>	<p>Small Group, Whole Class</p>	<p>School Day</p>

Social Studies	All students are receiving Social Studies instruction in the classroom by their classroom teachers. The School Librarian will provide resources and differentiated support to all classes.	Skills and strategies based on assessment data and grade level materials.	Small Group, Whole Class	School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk and Mandated services provided by Guidance counselor, psychologist and Social worker. Health services provided by the nurse.	Strategies are used to counselor students with emotional needs such as role playing, peer remediation, and referrals.	Small Group	School Day

Section 7: Title I Program Information

Directions:

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. 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.

- As of September 2014, sixty percent of our teachers are certified. To ensure that there continues to be highly quality instruction the following will be implemented.
- Provide lab sites in ELA and math to improve instructional practices
- Provide professional development by the Teacher Development Coach on Danielson's Framework for Teaching
- Participate in city and network conferences, specifically in the areas of ELA, Math, English Language Learning, Special Education, and Social Studies.
- Implement study groups for teachers to share and reflect on practices.

2b. 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).

- Plan weekly curriculum team meetings where administrators', network staff, Teacher Development Coach, and grade teachers, collaborate on planning and looking at student work products.
- Provide professional development in Common Core Learning Standards and unit planning.
- Provide professional development on Danielson's Framework for Teaching and establishing professional goals.
- Provide professional development in Webb's Depth of Knowledge for teaching
- Provide professional development to develop deeper understanding of effective data driven instructional practices.
- Provide professional development on the New Social Studies Scope and Sequence.
- Provide professional development on Foundations.
- Implement study groups around professional literature and resources on engageny.org

Part 3: TA Schools Only

3a. Use of Program Resources

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

NA

3b. 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).

NA

Part 4: SWP Schools Only

4a. 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.).

The Pre-Kindergarten teacher works in collaboration with a social worker that holds monthly meetings with parents to inform them of children development and education. The Pre-kindergarten teacher incorporates the CCLS aligned curriculum from EngageNY.org

4b. 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.

Teachers agreed to administer diagnostic and summative assessments in reading, writing, and mathematics. Teachers select student work to analyze during common planning and professional development meetings. Teachers use structured protocols and rubrics when examining student work and brainstorm strategies to address students' areas in need of improvement to implement into their classroom practice. Teachers receive support from administration and instructional coaches from the school, Network, and the Teacher Development Office.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			

Title I Priority and Focus School Improvement Funds	Federal	\$50,089	X	Pg 11, 14,17, 22
Title II, Part A	Federal			
Title III, Part A	Federal	\$11,200	X	Pg 11,17, 22
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$1,178,910	X	Pg 11, 22

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy

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 the school. **P.S. 194 Countee Cullen**, 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 the school and the families. The 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 the school community. **P.S. 194 Countee Cullen** 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 the school community;

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

The 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;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
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Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: P.S. 194 Countee Cullen _____	DBN: 05M194
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 26
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here:

P.S. 194 Countee Cullen is an elementary school with grades Pre-K through 5 school with thirty six English Language Learners, who speak a variety of languages including Arabic, Bengali, Mandinka, French, Wolof, and Spanish. These students receive English as a Second Language classes with a certified ESL teacher, in a pull-out model. We have one certified ESL teacher in our school and instruction is solely in English.

With the Title III grant, we will offer an after school academy for our English Language Learners. The ESL After School Academy program will take place from January 7, 2015 through May 29, 2015. This five month program will take place three times per week, for two hours consisting of sixty five sessions in twenty one weeks. The timing for all these sessions would be from 2:40 pm to 4:40 pm ten students from grades 1 and 2 will be able to join in on Thursdays and sixteen students in grades 3 through 5 will be able to join in on Wednesdays and Fridays. All twenty six students in grades 1 through 5 are invited to join the program. A certified ESL teacher will organize and conduct the program for the ESL After School Academy in grades 1 and 2, The ESL teacher will work in small groups on Thursdays from 2:40 pm to 4:40 pm on the four modalities of Listening, Speaking, Reading and Writing; however, we will focus on Reading and Writing skills specifically because most of our students in these grades need more support in these two modalities. Students will work in small groups with the ESL teacher according to their scores on the NYSESLAT, ELL Periodic Assessment, and Independent reading levels. Fifty Strategies for Teaching English Language Learners, by Adrienne L. Herrel and Michael Jordan will be utilized for instruction during this afterschool program by the ESL teacher.

The ESL After School Academy will focus on English language development for speaking, listening, reading, and writing. Students will be actively engaged in learning how to navigate a computer, type reports, and enhance reading fluency, comprehension, and vocabulary through various online programs such as Brainpop ESL, Starfall, and Imagine Learning. The schedule for the students in grades 3 through 5 will be on Wednesdays and Fridays from 2:40 pm to 4:40 pm and the instruction will be provided by the ESL teacher. In addition, through small group instruction we will focus on Reading and Writing during the sessions on Wednesdays and Fridays since our students in grades 3 through 5 scored lower in these two modalities. The ESL teacher will be utilizing the Time for Kids Exploring Writing program which

Part B: Direct Instruction Supplemental Program Information

consists of high-interest nonfiction texts, fiction stories, and poetry to help students develop nonfiction and fiction writing skills to help our ELLs become better writers. For those students in grades 1 through 5 that struggle with listening comprehension, we will use Title III funds to purchase some listening and reading devices to use in the listening center during the After School Academy. For students in grades 1 through 5 who struggle with speaking and verbal expression in English, we will use the Reader's Theater program to help build fluency. This program uses plays to introduce fables so that students can act out what they read enabling them to practice their speaking and listening skills as well as help develop oral language. Students in grades 3 through 5 will work in small groups with the ESL teacher based on their NYSESLAT, ELL periodic Assessment, and Independent reading levels on Wednesdays and Fridays.

Part C: Professional Development

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

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

Begin description here: P.S. 194 teachers will be supported in Professional Development through our Fordham PSO support staff as well as in house-professional development for our ESL teacher from the Instructional Team. The Fordham PSO Lucia Buttarò, Ph.D. will provide Professional Development on the topic: Reflective Practice of Effective Teachers Identification/Differentiated Instruction for English Language Learners and Struggling Learners and How to Differentiate the Curriculum. This Professional Development will occur during common planning for classroom teachers and the ESL teacher on February 2nd - 4th from 8:30 am to 9:56 am in room 221 . The ESL teacher will also offer workshops for all classroom teachers on how they can better assist the ELLs in the classroom and provide detailed information about the NYSESLAT content and skills necessary to master the exam and become proficient in English during common planning on January 12th-14th from 8:30 am to 9:56 am. The ESL teacher will attend a workshop provided by the New York City Department of English Language Learners for new ESL Teachers on December 16, 2014 from 9:00 am to 3:00 pm followed by an additional workshop in January, 2015 on Unpacking the NYSESLAT. Moreover, The ESL teacher will continue to attend other workshops provided by the Department of English Language Learners to support our English Language Learners and turnkey this information to other staff members that work with our English Language Learners.

In addition, teachers and staff attend various workshops related to classroom management, best practices , and working with CLD (Culturally and Linguistically Diverse) families. Some of these workshops are provided by the NYC Dept. of Education Office of ELLs. All teachers also receive ongoing training and learn how to differentiate instruction for English Language Learners in the classroom. Some of the workshop topics will be: Using Writing Journals and Reading Logs, Sharing Best Practices for Math and ELA Instruction, Designing Learning Targets, Analyzing Lesson Plans, The New Common Core Standards, How to Effectively Teach Inferencing, Looking at Student Work and Using Data to Drive

Part C: Professional Development

Instruction. These Professional Development workshops will be provided by the the Principal, Assistant Principal as well as the Instructional Team on Mondays beginning October 20, 2014 and ending on June 8, 2015 from 2:50 pm to 4:00 pm. The Professional Development will take place on the following tentative scheduled dates in 2014: October 20th, October 27th, November 10th, November 24th, December 8th, December 15th, December 22, 2014. The tentative dates for 2015 are as follows: January 12th, January 26th, February 16th, February 23rd, March 2nd, March 9th, March 16th, March 23rd, April 13, April 20, April 27th, May 4th, May 11th, May 18th, May 25th, June 8, 2015. In addition, teachers and staff attend various workshops throughout the year related to classroom management, classroom instruction, and working with CLD (Culturally and Linguistically Diverse) families which are provided by the New York City Department of Education.

Part D: Parental Engagement Activities

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

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

Begin description here: We provide workshops throughout the year to help inform parents of academic activities to help guide children in developing English Language skills at home. One workshop will focus on demonstrating how to do a read-aloud and the types of questions parents can ask their children as they read to them in either their native language or in English. Our ESL teacher, and the Parent Coordinator Ms. Pena will conduct these workshops collaboratively. ESL Parent engagement workshops will occur on the first Wednesday of every month beginning on January 7, 2015 and ending on May 29, 2015 from 2:45 pm - 4:00 pm The topics to be covered are: Book Talk, Using Math Manipulatives and Games, Problem Solving Strategies, NYSESLAT, ELA, and Math Test Taking Tips and Strategies as well as How to Take Children on Educational Trips.

The Parental Engagement Activity Workshops will take place in 2015 on the following tentative Scheduled dates: January 7th, February 2nd, March 4th, April 1st, May 6th and May 29, 2015 from 2:45 pm to 4:00 pm. Additional workshops will be provided by the Principal, the Parent Coordinator and other staff members such as the ESL teacher, and the Math Coach to name a few, on the last Thursday of every month from 8:30 am to 9:30 am. Some of the topics that will be covered during these meetings are: How English Language Learners are Identified and the Services They Receive, ELA and Math Curriculum and it's alignment to the Common Core Standards, Special Education, Promotional Policy, Kindergarten Open House, Transitioning to Middle School, and Educational Summer Activities. The tentative dates for these workshops are: December 18th, January 29th, February 19th, March 26th, April 30th, May 28th, and June 18, 2015 from 8:30 am to 9:30 am. The final culminating family celebration will be a Multicultural Day which will take place on May 29th, where students, teachers, and parents will

Part D: Parental Engagement Activities

share their cultural traditions through food, apparels, history, flags, and art. Parents are notified of these activities via the monthly ESL newsletter, the school calendar and our phone messaging system. Letters are translated into the native language which is usually done by our Parent Coordinator. When our Parent Coordinator does not know the native language of the family, she reaches out to other staff and members of the community for support. At times our Parent Coordinator reaches out to the Translation and Interpretation Unit for phone interpretation when necessary.

Part E: Budget

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

Allocation Amount: \$11200

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 05	Borough Manhattan	School Number 194
School Name Countee Cullen		

B. Language Allocation Policy Team Composition [i](#) 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 Josephine Bazan	Assistant Principal Katrina Fennell
Coach Patrice Lewis	Coach Carol Williams
ESL Teacher Nicol Pirrazzi	Guidance Counselor Xiomara Rivera
Teacher/Subject Area	Parent type here
Teacher/Subject Area type here	Parent Coordinator Clara Pena
Related Service Provider Nathan Schuster	Other Ms. Aurora Quipit
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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	35	Newcomers (ELLs receiving service 0-3 years)	24	ELL Students with Disabilities	12
SIFE	0	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	24	0	7	11	0	5	0	0	0	35

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	24	0	7	11	0	5	0	0	0	35
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Arabic														0
Spanish														0
Urdu														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	3			4	2								13
Intermediate(I)		6	4	4	4	1								19
Advanced (A)				1	2									3
Total	4	9	4	5	10	3	0	0	0	0	0	0	0	35

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B	4	2		1	2	1							

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	1			5
4	8	2			10
5	3				3
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4		1						5
4	7		3						10
5	3								3
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3								3
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
At P.S. 194 we use the Fountas and Pinnell Benchmark Assessment kit to assess the literacy skills of all our students across the grades. In addition, we use Pearson's ELL Periodic Assessments to test our ELLs' literacy skills. We administer both the Fountas and Pinnell and the Pearson assessments twice per year, in the Fall and Spring. We administer the assessment so that we can use the data to drive and

direct individualized learning plans for our ELLs. The students are assessed in four modalities and the plan indicates how the student performed in each modality and how to support the student. The plans are used to target instruction and support English language development and acquisition.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
According to the data patterns across proficiency levels and grades, our ELLs consistently score higher in listening and speaking, while many of our ELLs continue to struggle in reading and writing. Most of our ELLs are performing at the beginner and intermediate levels. The data reveals that most students have not progressed to the next proficiency level. In addition, students at the intermediate levels are consistently not progressing to the advanced level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
All instructional decisions are based on the needs of our students. Our school is currently using the Fountas and Pinnell, ELL Periodic assessments and NYSESLAT scores to make instructional decisions. The ESL teacher and classroom teachers articulate and work collaboratively to provide quality targeted instruction, including the necessary scaffolds and strategies needed to support the instructional needs of each student. Our AMAOs were calculated and the results indicate that most of our ELLs are not meeting our objectives.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?**ELLs are not administered assessments in their native languages. Fall ELL Periodic Assessment results are pending.**
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
At P.S. 194, the RTI team (comprised of teachers, administrators, coaches, and service providers) meets once per week to analyze student data in both ELA and Math. We identify students performing at the bottom third percent, per class, per assessment. We then identify standards/skills in need of remediation and determine the most effective strategies to implement. We then devise an instructional plan and schedule. Classroom teachers provide small group scaffolded instruction within the class. The ESL teacher provides classroom teachers with best practices ESL methodologies (SIOP) to help get content across to students. In addition, the ESL teacher pulls ELLs out of the classroom to work in small groups. The ELA and Math Coaches push-in and pull-out to scaffold instruction based on identified weaknesses and individual student goals (established by the school's RTI team).
6. How do you make sure that a child's second language development is considered in instructional decisions?
When possible, we support native language development by providing students with glossaries, bilingual dictionaries, and some translated information/lesson content.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our ESL Program is largely based on the NYSESLAT scores and the AMAO results. Success on the NYSESLAT is measured when the student moves up 1 or 2 levels. The AMAO results zoom in and provide a smaller and closer look at increases and decreases in achievement. Additional evidence of success also includes ELL Periodic Assessments (Pearson), program assessments (ReadyGEN and Fountas & Pinnell), and teacher created performance assessments.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When a new student is admitted to P.S. 194, the ESL teacher assists parents while filling out the Home Language Information Survey to determine eligibility for LAB-R testing. The ESL teacher is proficient in Spanish to aid and translate in Spanish. If parents speak a language other than English, the principal and parent coordinator will make every effort to arrange for native language translation either via telephone or in person. If the survey indicates a language other than English spoken at home, the ESL teacher interviews the student in English to further determine eligibility for LAB-R testing. Finally, if determined, the ESL teacher will administer a formal assessment (LAB-R and/or Spanish LAB) to the student within the first 10 days of enrollment. Eligibility and entitlement of ELL services is determined by the assessment results. Parents/families are contacted via school letter and/or phone call in their native language.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
All parents of newly enrolled and current ELLs are invited via school letter and/or phone call to attend a Parent Orientation Workshop offered at a designated time twice per year, in the Fall and Spring. In addition, parents of newly registered students are invited to attend an ELL Parent Orientation Workshop at any point throughout the school year. The workshop is presented by the ESL teacher and begins with a video in English and/or in the parent's native language if possible. The video explains the 3 programs available to them through the NYCDOE. Parents are given the opportunity to learn the procedures used in the identification and placement process of new ELL students in NYC public schools. Written information is provided and distributed in parents' native languages to further explain the programs available at P.S.194 and within the DOE. Parents are given the opportunity to sign the appropriate entitlement letter (Appendix D) from the LAP kit, indicating their program choice. After indicating their program choice, placement is made for their child within 10 days.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
The ESL teacher consistently maintains organized, current records of all ELL information. All documents are filed in the school's ESL binder which is housed either in the ESL teacher's room or in the principal's office. The ESL teacher distributes Entitlement Letters, Parent Surveys, and Program Selection forms during Parent Orientation. The ESL teacher explains all documents and assists parents with filling out the forms. Every effort to provide translators is made when needed. The ESL teacher collects all documents and ensures they are completed and returned. To date, all of the above mentioned documents have been distributed, completed, and collected for all newly registered ELLs.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
At P.S. 194, we provide a push-in/pull-out Freestanding ESL Program. English language supports are provided by both the ESL and General Education classroom teachers. In cases where Spanish is the dominant language, parents are given the option of placing their child in a Transitional Bilingual Program within the NYCDOE. However, if 15 or more students with the same native language in one or two consecutive grades choose Transitional Bilingual as their first choice program, our school will implement the program. English language supports are provided by both the ESL teacher and classroom teachers through push-in/ pull-out model.
Letters are sent to families informing them of their child's program placement, continued entitlement, or non entitlement. Letters are translated into the available languages offered by the NYCDOE and sent home. If the family speaks a language that is not offered, the letters are sent home in English. The ESL teacher maintains records of all ELL information/documentation including Home Language Surveys, Entitlement letters, Continued Entitlement Letters, Parent Survey and Program Selection Forms, and Non Entitlement letters. All records are filed in the ESL binder which is located either in the ESL teacher's room or the principal's office.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The ESL teacher prints out the RLAT and RNMR reports to identify students who are taking the NYSESLAT. The ESL teacher and testing coordinator create a schedule to administer each modality (Listening, Speaking, Reading, and Writing) within the testing time frame and in accordance with the state testing schedule, allotting ample time for make-ups for each section of the test. All students are accounted for and tested within grade bands. Students with Individualized Educational Plans (IEP) are provided with the appropriate testing accommodations .A checklist is created to ensure that all ELLs are tested on each modality. Students who are absent during initial testing dates are scheduled to make up the exam. The writing portion of the NYSESLAT is scored by a team of teachers in the school appointed by the principal. All scores are transferred onto the appropriate grid and packaged for scanning.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that

parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. **①**

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Students are not evaluated in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELLs are evaluated in all four modalities (speaking, listening, reading, and writing) of English acquisition throughout the school year through Fountas and Pinnell, ReadyGEN program assessments, ELL Periodic assessments, teacher created assessments, and the NYSESLAT.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The classroom teachers, special education teachers, and the ESL teacher articulate and collaborate to ensure that the individual needs of ELLs with learning disabilities are addressed in their IEP goals and ESL goals based on various ELL assessment data. The ESL teacher uses the SIOP model of instruction which employs the best practices for sheltering instruction to ELLs with special needs. SIOP lesson features include the following: adaptation of content, links to background, links to past learning, strategies, modeling, guided practice, independent practice, comprehensible input, hands-on learning, meaningful and rigorous learning tasks that promote engagement, integration of all 4 language processes, varied and flexible learning group options, and ongoing assessment procedures.

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

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

Courses Taught in Languages Other than English

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

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

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

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

Math:				
Science:				

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

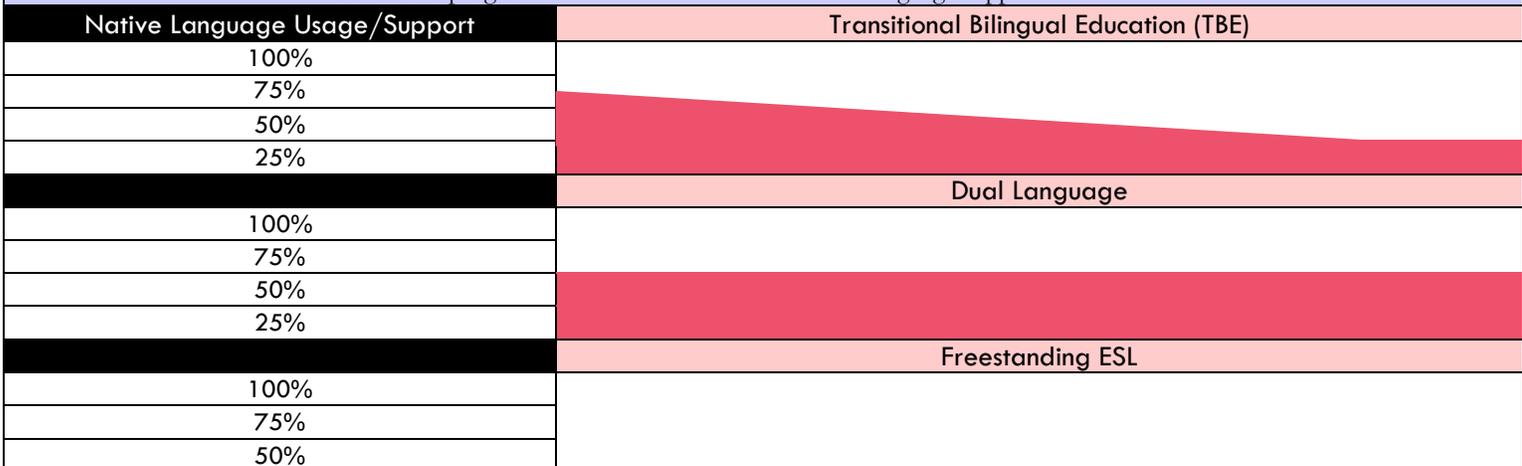
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

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.



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

C. Professional Development and Support for School Staff

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

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

D. Parental Involvement

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

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

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

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

School Name: P.S.194

School DBN: 05M194

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 5 Network: 551

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

