

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**22K194**

**School Name:**

**P.S. 194 RAOUL WALLENBERG**

**Principal:**

**MARY ZISSLER-LYNCH**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Raoul Wallenberg School Number (DBN): 22K194  
Grades Served: Pre K- 5  
School Address: 3117 Avenue W Brooklyn, New York 11229  
Phone Number: 718-648-8804 Fax: \_\_\_\_\_  
School Contact Person: Mary Zissler-Lynch Email Address: mzissle@schools.nyc.gov  
Principal: Mary Zissler-Lynch  
UFT Chapter Leader: Diane Broth  
Parents' Association President: Irma Rivera  
SLT Chairperson: Diane Broth  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Angel Faust  
Student Representative(s): N/A  
N/A

**District Information**

District: 22 Superintendent: Julia Bove  
Superintendent's Office Address: 5619 Flatlands Avenue Brooklyn, NY 11229  
Superintendent's Email Address: jbove@schools.nyc.gov  
Phone Number: 718-968-6117 Fax: 718-968-6252

**Borough Field Support Center (BFSC)**

BFSC: \_\_\_\_\_ Director: \_\_\_\_\_  
Director's Office Address: \_\_\_\_\_  
Director's Email Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

## 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 Comprehensive Educational Plan (CEP) and that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Mary Zissler Lynch	*Principal or Designee	
Diane Broth	*UFT Chapter Leader or Designee	
Irma Rivera	*PA/PTA President or Designated Co-President	
Sheila Catanese	DC 37 Representative (staff), if applicable	
Angel Faust	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lillian Benezra	Member/ Staff	
Nancy Russell	Member/ Staff	
Carmen Reyes	Member/ Parent	
Shatisha Young	Member/ Parent	
Angel Faust	Member/ Parent	
Samina Fayyaz	Member/ Parent	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

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

The 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**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.

**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.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

### 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **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. Title I schools must also 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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: CEP Overview

Develop a narrative summary that includes:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P.S. 194, The Raoul Wallenberg School is a Pre-Kindergarten through Grade 5, multi-ethnic, multi-lingual school located in the Sheepshead Bay area of Brooklyn, New York. Our main building houses classes from Pre-Kindergarten through Grade 5. We have two Pre-Kindergarten classes, three (3) self-contained Special Education classes and seven (7) Collaborative Team Teaching classes. The mission of P.S. 194 is to involve the community, parents, staff and all students in a partnership that builds self confidence, superior academic and social skills, exposure to the arts, and fosters respect, friendship and an appreciation for cultural diversity through Common Core Learning Standards driven instruction, high achievement and high expectations to ensure College and Career Readiness for all of our students.

P.S. 194 is a Professional Learning Community that is dedicated and committed to the vision that all children, whatever their starting point, will show significant academic growth within a safe, supportive and caring environment. Our expectation is that every staff member will do whatever it takes to help every child achieve success within an academically rigorous environment. Our Instructional Focus: Students will engage in cognitively challenging activities replete with scaffolds to meet their needs and will develop the skill of using text evidence to support arguments and opinions in discussion and in writing. Specifically, our key areas of focus for 2015-16 are as follows: Lucy Calkins Units of Study and Writing Pathways – on demand writing and incorporating Pathways' checklists and rubrics. Other key elements of the program include student's setting goals, self-assess using checklists or rubrics and teachers giving specific feedback. Also, a critical part of Pathways is teachers working as collaborative teams.

All of our efforts are designed to meet the needs of our students. The manner in which we have improved the quality of instruction for our students who are in most need has been evolving in a positive direction. We are making progress in closing the achievement gap and student progress, this was evident in this year in the progress made by our lowest performing students and students with special needs on our Elementary School Quality Report.

P.S. 194 continues to make great strides with our parent-teacher relationships as evidenced by the NYC School Survey report in which 95% of the parents stated they were satisfied with the education that their children are receiving.

The school leadership has created extensive opportunities for collaboration and professional development opportunities for staff as evidenced by the Well Developed rating in the Quality Review Report for Quality Indicator 3.4. The schools instructional team engages in ongoing professional development and collaborations. School leaders and teacher teams assume mutual accountability for meeting expectations. Weekly professional development opportunities include topics such as the Danielson Framework and strategies for English Language Learners.

Engaging students in learning, and the pervasive focus on student achievement, permeates every activity within the school. Academic rigor has been prioritized in all areas of the curriculum, and we maintain a commitment to providing Arts education to all students. The Arts-rich, interdisciplinary curriculum offers a program that connects music, visual arts and dance to literature, social studies, math and language arts.

Student progress is carefully tracked for all students - General Education, IEP students and English Language Learners. Any student identified as at-risk for not meeting State Standards receives effective, highly differentiated Academic Intervention Services to ensure on-going progress. Periodic review of assessment results with AIS providers helps us to fine-tune interventions throughout the year. Our Academic Intervention Services are provided during the regular school day.

P.S. 194 has many programs which enrich academic, social and emotional needs of our students. Special programs at our school include Read-Aloud, Penny Harvest, City Harvest, CookShop for students, CookShop for families, Chorus, Making Books Sing and Dance events. In addition, we have partnered with the Flatbush Avenue Afterschool Y program, housed in our building, Monday through Friday from 2:40 pm to 5:40 pm for 150 Kindergarten to Grade 5 students. This program provides enrichment activities, art activities, physical education and homework helper for all participants.

We have a strong home/school partnership, and parents play an active role in our school. Family Literacy Programs, Violin, Trumpet and Trombone performances, after-hour theater performances, Family Reading events, Family Computer, Family Math, Science and Field Day are among the activities that solidify the bonds between home and school.

One of the challenges we are facing is the growing number of students with special needs, including students with IEPs. We are working towards creating an environment that fosters learning for all populations while building capacity in the classroom to help teachers develop a toolbox of strategies to support our school community as a whole .

## 22K194 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	470	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
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	82.3%	% Attendance Rate		90.4%
% Free Lunch	74.1%	% Reduced Lunch		1.8%
% Limited English Proficient	9.2%	% Students with Disabilities		23.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		46.4%
% Hispanic or Latino	28.1%	% Asian or Native Hawaiian/Pacific Islander		12.3%
% White	12.3%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	12.18	# 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)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		10.9
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	20.1%	Mathematics Performance at levels 3 & 4		23.5%
Science Performance at levels 3 & 4 (4th Grade)	82.1%	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	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
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		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
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 – Framework for Great Schools 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.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

The demands of the Common Core require a shift in curricula, assessment and in teacher instruction to better prepare students with the knowledge and skills they need for future success. Analysis of Advance’s Measure of Teacher Practice 2013-2014 indicate that the area of Domain 3: Instruction was our area of need. The 2014-2015 Quality Review found 1.1 Rigorous and Coherent Curricula and 1.2 Developing Teacher Pedagogy as areas to be strengthened. Rigorous instruction and deeper level questioning was observed however it was not consistent across the school.

Low cognitive questioning had a direct negative impact on achieving the rigor and deeper understanding that is required by the Common Core Learning Standards. Analysis of student performance data and MOTP influenced the development of our school’s instructional focus: Students will engage in cognitively challenging activities replete with scaffolds to meet their needs and will develop the skill of using text evidence to support arguments and opinions in discussion and in writing.

Analysis of the School Quality Guide identified student progress as an area that the school is approaching our target . The ELA Median Adjusted Growth Percentile was greatly lower than our expectations. Our goal is for students to strengthen their writing skills across the content areas. By improving writing, the students’ ability to read a text accurately, fluently and with comprehension will be enhanced.

Based on Quality Review measurements pertaining to Pedagogy, we have identified a need to provide our students with multiple entry points into the curricula engaging the students in more challenging tasks.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all classrooms will increase student engagement in more challenging tasks which will result in improved student engagement as evidenced by ADVANCE observations and HEDI ratings in 3c (Engaging Students in Learning) with an overall rating of 85% at the Effective and Highly Effective level.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Continued professional development with focus on multiple entry points for all learners and student engagement</p> <ul style="list-style-type: none"> <li>• ESL provider meets bi-weekly with teacher teams on strategies to support English Language Learners</li> <li>• IEP teacher conducts Professional Learning for special education providers on techniques to engage and improve SWD academic achievement</li> </ul>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Administration, Teachers, Data Specialist, AIS teachers, ESL provider, IEP Teacher</p>
<p>Formal and Informal Observations with feedback and individual teacher professional learning opportunities including next steps for impact</p> <ul style="list-style-type: none"> <li>• John Hattie’s research on assessment and feedback serves as a vehicle for Administration to staff</li> <li>• Administration meets weekly to reflect on Advance feedback; notes effectiveness of feedback; uses data to plan PLOs</li> <li>• Theme this year for Administration and staff is “What impact did I have during this lesson?” Reflection on our impact on student achievement is used as data to move student achievement</li> </ul>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Administration</p>
<p>Continued implementation of Common Core aligned literacy curriculum- close reading, academic vocabulary utilizing ReadyGen Materials</p> <ul style="list-style-type: none"> <li>• PLOs designed to improve the depth of questioning and discussion techniques to deepen student achievement in all core content areas</li> </ul>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Administration, Classroom teachers</p>

<ul style="list-style-type: none"> <li>• Math stems and question prompts are used in math classes to enhance the implementation of the mathematical practices</li> </ul>			
<p>Incorporation of Lucy Calkins Writers Workshop Programs Continuum for Narrative, Opinion and Informational writing</p> <ul style="list-style-type: none"> <li>• Monthly Parent Workshops are offered to present writing expectations across the grades; students share with families how they use the rubric/checklists to become a better writer</li> <li>• Implementation of checklists and rubrics to improve student writing is shared with families to support their children at home</li> <li>• Writing exemplars are shared with families and posters are in classrooms to set clear expectations for staff, children and families</li> </ul>	All teachers Families	September 2015-June 2016	Administration, Classroom teachers, Lead Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Professional Development Days, teacher sub coverage, classroom materials to increase classroom engagement										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, all classrooms will increase student engagement in more challenging tasks which will result in improved student engagement as evidenced by ADVANCE observations and HEDI ratings in 3c Engaging Students in learning with an overall rating of 55% at the Effective and Highly Effective level.
Assessing teacher movement in HEDI ratings on informal and formal observations
Review and make adjustments to teacher professional learning opportunities
Mid-year individual teacher conferences
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Part 1 – Needs Assessment**

<ul style="list-style-type: none"> <li>Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.</li> <li>Summarize your school’s strengths and needs relative to this element (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 trends and sources.</li> </ul>
N/A

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
N/A

**Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>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).</li> <li>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<b>Target Group(s) <i>Who will be targeted?</i></b>	<b>Timeline <i>What is the start and end date?</i></b>	<b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b>
N/A			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
N/A											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	<b>C4E</b>		<b>21<sup>st</sup> Century Grant</b>		<b>SIG/SIF</b>		<b>PTA Funded</b>		<b>In Kind</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
N/A										
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools 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.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

Teachers have a shared responsibility for improving student achievement; one of the ways we are continuously striving for student improvement is through our Teacher Teams. Teacher Teams meet continuously to share research based strategies to support better-informed planning that result in effective and highly effective instruction. Analysis of the School Quality Guide 2013-2014 and the 2014 NYS ELA Item Skills Analysis Tool indicate that our students struggle in making their thinking visible. Our students need to make greater progress on the NYS ELA Assessment; also, our early grade ELA progress needs to deepen.

Our Teacher Teams are engaged in data driven instruction that encompasses implementing and revising rigorous tasks and assessments that engage students in critical thinking and developing viable arguments. Our priority is for students to successfully master the Common Core ELA Learning Standards at a deep comprehension level and be able to transfer their knowledge through discussions and writing.

Based on the item analysis of past State ELA assessments, grade teams, and vertical teacher teams have identified that our students struggle with using text evidence to support their thinking in extended responses, rarely receiving full credit on any extended response. As a school, our instructional focus is to have students develop the skills of using text evidence to support arguments and opinions in discussion and writing.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of our teachers will engage in weekly collaborative professional learning opportunities to analyze student work and data to modify curriculum in order to deepen the level of instruction as evidenced by 40% of our students performing on grade level when citing text evidence in written responses.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Continue to support our instructional focus to infuse evidence based responses in all subject areas</p> <ul style="list-style-type: none"> <li>• NYS ELA Item Skill Analysis Tool, MOSL data and Beginning of Year Baseline Data is analyzed to set goals for teachers</li> </ul>	<p>School Community</p>	<p>September 2015- June 2016</p>	<p>School staff, students, parents/guardians</p>
<p>Participate in professional learning opportunities each Monday and Tuesday, and on Chancellor 's conference days in November and June, to share best practices</p> <ul style="list-style-type: none"> <li>• Lucy Calkin's Writing Pathways is used as a resource to support teachers in the writing process; use of checklist and rubrics are used by students to self-assess</li> <li>• John Hattie's formative assessment and feedback research is used by Teacher Teams to norm and create feedback when analyzing student work; teams will monitor for the evidence of the effect of the feedback given to student; teams revise feedback using Writing Pathways as a resource</li> <li>• Writing Next's Self-Regulation Assessment is used by students to self-assess their writing</li> <li>• ESL provider and IEP teacher collaborate on research based strategies to support ELLs and SWDs in the classroom; word banks and phrases of desired academic vocabulary is distributed for ELLs, SWDs and at-risk students; Graphic Organizers partially completed are used in the classroom to model for at-risk students comprehension of relevant text</li> </ul>	<p>All teachers</p>	<p>September 2015- June 2016</p>	<p>Administration, Teachers, ESL provider, IEP teacher, Lead Teachers</p>
<p>Teachers will use data protocols to analyze school wide data during vertical teacher teams to identify areas of celebration and focus</p> <ul style="list-style-type: none"> <li>• Teacher Teams will collect samples of student writing at each performance level; these samples will serve as models of expectations / results at each level. Teams will also include</li> </ul>	<p>All teachers</p>	<p>September 2015- June 2016</p>	<p>Administration, Teachers</p>

sample next steps that should be given to the student to move their learning forward			
<ul style="list-style-type: none"> <li>• Teacher Teams revise tasks to align to ELA CCLS</li> </ul>			
<p>School leaders will develop and implement a schoolwide intervisitation plan in order for teachers to collaborate on best practices</p> <ul style="list-style-type: none"> <li>• Teacher Teams prepare and present monthly writing family workshops; teams share exemplary grade level work; share strategies such as word / phrase bank and graphic organizers with families</li> <li>• Student progress is shared on-going</li> <li>• Guidance Counselor prepares and distributes monthly attendance list for staff of students with more than 6% absenteeism rate; staff contacts families on Tuesdays to stress the importance of being in school</li> <li>• Monthly award ceremonies to families with students that have more than 95% attendance</li> </ul>	Administration, Teachers, Families	September 2015- June 2016	Administration, Teachers, Guidance Counselor, Teacher Teams

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human resources: District support staff, data specialist, lead teachers, administrators											
Instructional resources: NYC DOE intervisitation booklet, EngageNY videos, data and looking at student work protocols											
Scheduling Adjustments: Common planning time during the instructional day, Monday and Tuesday PLOs, Grade level Lunch and Learns											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2017, 100% of our teachers will engage in weekly collaborative professional learning opportunities to analyze student work and data to modify curriculum in order to deepen the level of instruction as evidenced by 25% of our students performing on grade level when citing text evidence in written responses.
Collegial Review of teacher team resource binder by administration with agendas and handouts
Collection and review of teacher reflections on intervisitations

Bi-Monthly review of student growth specifically aligned with the citing of text evidence in written form

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5D – Framework for Great Schools 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.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

Based on review of ADVANCE data in June 2015 it was determined that while 85% of all teachers observed received an overall rating of effective and highly effective in component 3b (Questioning and Discussion) this was one of the lowest of any of the components in the framework. The need was established to maintain our school’s instructional focus emphasizing the need to strengthen student’s discussions incorporating textual evidence which is an integral part of Danielson’s Component 3b.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 100% of the teachers observed using the Danielson Framework for Teaching will receive high quality feedback resulting in 30% of teachers rated highly effective for component 3b. Using Questioning and Discussion Techniques and at least 50% of the teachers rating effective in the same component.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>
<p>All teachers will receive low inference observations based on their option choice in the beginning of the year initial planning conference and receive feedback from</p>	<p>Administration, All Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal</p>

administration to improve student outcomes and student discussions in the classroom.			
All teachers will collaboratively engage in Professional Learning Opportunities in Components 3b and 3c to improve their HEDI score and thus further impact student outcome.  <ul style="list-style-type: none"> <li>• Profession Learning Opportunities address the effectiveness of feedback to students. John Hattie’s research of formative assessment supports Professional Learning around crafting rigorous questions that leads to rich discussions that yield deeper understanding.</li> </ul>	Administration, All Teachers	September 2015-June 2016	Principal, Assistant Principal, Lead Teachers
Professional Learning Opportunities are provided by the ESL provider and IEP teacher to address scaffolding support for at-risk students; modeling of questioning scaffolds to support academic achievement is on-going.  <ul style="list-style-type: none"> <li>• Use of graphic organizers to support high order thinking questions and encourages rich discussion is on-going.</li> </ul>	All teachers, para-professionals	September 2015 – June 2016	Administration, ESL provider, IEP teacher
Family workshops are conducted to model strategies of to support students in comprehending rigorous texts. Future texts in class are the resources for the workshops	Families	September 2015 – June 2016	Administration, ESL provider, IEP teacher, Lead Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human Resources: Administration, Teachers, data specialists, AIS providers											
Instructional Resources: ADVANCE data, professional development materials on DOK, Hess Matrix, training on Danielson’s Framework for administration from NYC talent coach											
Schedule Adjustments: Schedule Professional Learning Opportunities arranging for intervisitions											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Monitoring of schedules of low inference observation cycles developed by school administration to ensure timely observation and actionable feedback to teachers.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5E – Framework for Great Schools 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.

**Part 1 – Needs Assessment**

<ul style="list-style-type: none"> <li>Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>Summarize your school’s strengths and needs relative to this element (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 trends and sources.</li> </ul>
N/A

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
N/A

**Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>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).</li> <li>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
N/A			

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

N/A

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

N/A

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**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 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.)
<b>English Language Arts (ELA)</b>	State Test Scores Classroom Performance	<ul style="list-style-type: none"> <li>• Comprehension Strategies aligned with CCLS (Literary and Informational Texts)</li> <li>• Writing aligned with CCLS</li> <li>• Great Leaps – (phonics fluency)</li> <li>• Foundations – K &amp; 1</li> <li>NY Ready</li> </ul>	<ul style="list-style-type: none"> <li>• Reader’s Workshop (direct explicit instruction: large group, small group, independent practice)</li> <li>• Writer’s Workshop (direct explicit instruction: large group, small group, independent practice)</li> <li>• small group, Independent practice</li> <li>• large group and small group</li> <li>small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>• during the school day</li> <li>during the school day and after school</li> </ul>
<b>Mathematics</b>	State Test Scores Classroom Performance	<ul style="list-style-type: none"> <li>• Go Math</li> <li>• NY Ready</li> <li>• Number Star Facts &amp;</li> <li>Skills Tutor</li> </ul>	<ul style="list-style-type: none"> <li>• push-in services, alternate setting, small group</li> <li>• small group instruction</li> <li>• small group and individualized instruction for diagnostic and prescriptive learning</li> <li>computer assisted skills development program for</li> </ul>	<ul style="list-style-type: none"> <li>• during the school day</li> <li>• during the school day</li> <li>• during the school day</li> <li>during the school day and after school</li> </ul>

			individualized instruction	
<b>Science</b>	State scores	Content area reading aligned with CCLS (informational text and inquiry work)	small group instruction – a component of Academic Intervention Literacy Strand	during the school day
<b>Social Studies</b>	Classroom Performance	Content area reading aligned with CCLS (informational text and inquiry work)	push-in services, small group instruction – a component of Academic Intervention Literacy Strand	during the school day
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Referral to SBST	<ul style="list-style-type: none"> <li>● Discussions (class and small group)</li> <li>● Crisis Intervention (counseling) as needed</li> <li>● Counseling one-to-one</li> <li>● Family counseling</li> </ul> <p>Behavior Modification – meeting with Teachers to write BIP’s</p>	<ul style="list-style-type: none"> <li>● large and small group class discussions on a rotational basis to support respect and dignity for all</li> <li>● small group and one to one sessions</li> <li>● one to one sessions as needed</li> <li>● one to one sessions as needed</li> </ul> <p>one to one and small group sessions</p>	<ul style="list-style-type: none"> <li>● during the school day</li> </ul> <p>during the school day</p>

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

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

#### 2b. High Quality and Ongoing Professional Development

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

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

N/A

### **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).

N/A

## **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.).

Conducting observations and providing guidance for parents on the referral process- (School Psychologist)

- Workshops for families on topics such as transitioning into Pre-K, transitioning into kindergarten, helping your child enjoy reading (Pre-K/Kindergarten teachers and administration)

- Kindergarten open house in June for Pre-K families (Pre-K/Kindergarten teachers and administration)

Curriculum aligned to the Foundation for the Common Core for Pre-Kindergarten (Classroom teachers

### **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 will meet during common planning periods to discuss CCLS and implementation of lessons

- Teachers will discuss what differentiation strategies are successful to support students in meeting and exceeding the ELA and Math standards

Various teacher teams are involved in the gathering of information and analyzing data for improvement purposes- Teacher Teams, School Leadership Team, Vertical Teacher Teams and Administration

### **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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated<sup>2</sup>. **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	360,847.00	X	See action plan
Title II, Part A	Federal	143,752.00	X	See action plan
Title III, Part A	Federal	11,200.00	X	See action plan
Title III, Immigrant	Federal	0	X	See action plan
Tax Levy (FSF)	Local	2,592,424.00	X	See action plan

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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 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 an 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.
- **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:** 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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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 CEP 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’s Title I Parent Advisory Council (PAC) 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 (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 194** 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** 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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 (SPC) Template

**P.S. 194**, 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 on assessments.

### **I. School Responsibilities:**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**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: <u>Raoul Wallenberg PS 194</u>	DBN: <u>22K194</u>
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: <u>27</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>0</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>2</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_\_\_\_\_ In examining our student's results in the four modalities (listening, speaking, reading and writing) of the NYSESLAT we noticed that our ELLs perform well in the modalities of listening and speaking and poorly in reading and writing. This information correlates with our analysis of the New York State English Language Arts assessment. We noticed that the majority of our ELLs were performing below the state standards in reading. Their lack of ability to read and write in English is making it very difficult for them to score levels 3 and 4 on the NYS ELA. We address their needs by strengthening their reading skills with particular emphasis on decoding skills, phonemic awareness, comprehension, fluency, vocabulary development, and modeled and guided writing activities. In review of our data for ELLs performance in two content areas, we noticed that ELLs in grades 3-5 on an intermediate and advanced level were performing on a level 1 and level 2 as per State Math assessments. The implication for our instructional program in reference to this information is to continue to assist and develop vocabulary skills to help in mathematical problem solving. The implication for instruction for our ELL/ELA program is to assist our students in developing their decoding skills, phonemic awareness and comprehension skills. We must strengthen their fluency by deepening their vocabulary and building large stable sight word recognition. Therefore, the Title III funds allocated to P.S. 194 will be used to provide supplementary services to further develop our students reading and writing skills. We are planning for our ELLs to participate in the following program.

Project Excellence: a program whose goal is literacy and that provides additional intervention and support services for ELLs. Our ELLs in grade 2,3 ,4 and 5 (total of 27 students) participating in the Title III program will be grouped into two groups of students. A group of 2 and 3 graders (total of 14 students) and a group of 4 and 5 graders (total of 13 students). A licensed/certified ELL teacher along with a licensed common branch teacher will teach students. The teachers will be grouping the students according to their specific needs, e.g. grade and proficiency levels reading and writing. The group instruction will be in English and aimed to help ELLs in their reading and writing abilities. They will be using research based programs such as Language Power and Reading by Teacher Created Materials to build upon their reading, writing and comprehension skills . The Language Power program helps ELLs build language proficiency with highly differentiated and rich instructional resources. The Reading program will help strengthen student comprehension skills. In order to prepare them for the NYSESLAT as well as the NYS ELA the teachers will be incorporating testing sophistication strategies through the use of Empire State NYSESLAT materials. On Wednesdays the ELL Teacher will use the Language Power program with the 2/3 grade students and on Thursday with the grade 4/5 students. The content teacher will work for the 4/5 students on Wednesdays and on Thursdays with the 2/3 grade students using the Reading program deepening their comprehension. On Wednesdays and Thursday mornings from 7:20 am to 8:20 am a grade 4 teacher will work with the same grade 4/5 students that are being serviced by the ELL teacher during the after school program using Finishline Writing program to help develop and strengthen the students writing skills. In analyzing the NYSESALT results we noticed that our ELLs struggled with the short and extended writing components. This additional program will help students become better writers. The morning program teacher and ELL teacher will be servicing the same students and sharing best practices and strategies to help the students succeed. The Title III will be held during our Assistant Principal's normal work hours so no supervisor expenses will be allocated. This will be a 24-week program beginning mid December and ending in early June. Our goal is to help our ELLs achieve the same level of proficiency in reading and writing as our mainstream students. By offering this additional service we are giving ourselves an opportunity to achieve our goal.

### Part C: Professional Development

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

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

Begin description here: \_\_\_\_\_ We at PS 194 realize there is always a need for additional development of best practices by teachers of ELLs. All instruction personnel participating in the Title III program at PS 194 will be provided professional development to build upon their knowledge and skills. Including standard based instruction and improvement of language proficiency instruction of ELLs. This professional development will be only for teachers with students involved in the Title III program and will not be combined with their regular PD hours (this professional development will be above and beyond teachers regular school assigned PD hours). Staff will attend workshops and professional conferences to sharpen and update skills throughout school year. They will attend a series of 2 PD sessions. The professional developments will be given by a licensed/certified teacher for example: our math AIS teacher and ELL Teacher will provide PD for the teachers of ELLs in the Project Excellence program they will also be receiving per session pay for the PD provided. They will conduct 2 PD sessions concentrating scaffolding ELL students learning during math content. A total of 2 teachers will participate in these sessions and they will run 1 Monday a month from 4:00 pm- 5:00 pm beginning mid January and mid February. Topics to be discussed will be the integration of math contents with ESL instructional strategies. PD session titles will be: How do we modify math strategies for our ELLs? and How do we incorporate ESL strategies within our math content? These professional developments will be given in English and will concentrate on teaching the English language. The teacher giving the professional development (Math AIS Teacher) will be paid per session and the teachers receiving the training (2 teachers of Title III students) will be paid at training rate. The professional development will be held after school for a minimum of 2 hours in addition to all the other staff developments mandated by the state. We at PS 194 strongly believe in our staff and their dedication to our student. With this in mind we believe that in order for our teachers to keep up with the on going curriculum changes and standards they need to be properly trained especially when teaching ELLs. We are trying to achieve this by providing our teachers with staff development meetings that will give them the opportunity to learn new strategies and new teaching methods. Through the help of the professional development the teachers are adding to their experiences and become better resources for their students.

### Part D: Parental Engagement Activities

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

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

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

- \_\_\_\_\_ ELL/Special Education Parent Workshop December 2014
- \_\_\_\_\_ ELL/Math Day and Evening Workshop December 2014
- \_\_\_\_\_ ELL/Science Workshop December 2014
- \_\_\_\_\_ ELL/ELA Parent Workshop February 2015

**Part D: Parental Engagement Activities**

These workshops will be to expose our ELL parents to the different assessments that their children will be participating in as well as to help them familiarize themselves with the various websites available. These workshops will be available for parents of students involved in the Title III and will run from 5 pm- 6 :30 pm. There will be a total of 2 teacher presenting for each workshop. For the ELL/ELA Parent Workshop (early February) the ELL/AIS Reading teacher will be presenting. For the Family Math night (early December) our math teacher will be presenting, the special education workshop will be presented by our School Intervention Team and our science workshop by our science teacher. Flyers notifying the parents in their native language of the upcoming parent workshops will be translated through the translation and interpretation unit. These flyers will be sent home to encourage parent attendance.

**Part E: Budget**

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

Allocation Amount: \$0

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

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>22</b>	Borough <b>Brooklyn</b>	School Number <b>194</b>
School Name <b>Raoul Wallenberg</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Mary Zissler Lynch</b>	Assistant Principal <b>Lillian Benezra</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Ruth Garcia</b>	School Counselor <b>type here</b>
Teacher/Subject Area <b>Debra Sullivan- Math</b>	Parent <b>Ashely Catanese</b>
Teacher/Subject Area <b>Heather Iacoviello- SS/Dance</b>	Parent Coordinator <b>Keisha Stevens</b>
Related-Service Provider <b>Monica Kalfur</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	491	Total number of ELLs	48	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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### This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	48	<b>Newcomers</b> (ELLs receiving service 0-3 years)	31	<b>ELL Students with Disabilities</b>	6
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	16	<b>Long-Term</b> (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	31	0	2	16	0	4	1	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

\* EP=English proficient student

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

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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### Freestanding English as a New 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		2	1	2	3	2								0
Chinese		1	4	4		2								0
Russian		2												0
Bengali	1													0
Urdu	6	3	6	1	3	4								0
Arabic														0
Haitian					1									0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	1	3	1	1	1	1								0
<b>Emerging</b> (Low Intermediate)	1	1		1										0
<b>Transitioning</b> (High Intermediate)			1	1	2	1								0
<b>Expanding</b> (Advanced)	4	2	4	4	2	5								0
<b>Commanding</b> (Proficient)	1	2	5		2	1								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	2	1								0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	1	2	5	0	2	1								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	3			0
4	4	2	1		0
5	4	2	1		0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	1		3		2		1		0
4	3		4						0
5	4		1		2		1		0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 

We assess the early literacy skills of our ELLs with the Fountas and Pinnell Reading assessment. Our school understands the need for our early grades to develop a strong foundation in reading in order for our upper grade students to succeed. That is why we emphasize the importance of our early readers to be able to decode and develop good phonics skills. We collect the data obtained through our Fountas & Pinnell assessments to drive instruction and grouping. As a result of reviewing our data we noticed that our ELLs in grades K-2 are below their expected levels in reading, only 30% of ELLs in grades K-2 are approaching or on grade level in reading based on Fountas and Pinnell assessments. So we decided to incorporate ReadyGen word study into our early grades literacy units and use the Foundations phonics program as a supplement. Our ELLs are below the expected levels in listening comprehension and writing expression. The use of listening centers and books on tapes are helping us strengthen our students listening abilities. The incorporation of the CCLS writing standards and development of rubrics will help our teachers address our students needs in writing. This school year we are implementing the Fountas and Pinnell reading assessments for all our grades. This change will help us create a clear portrait of the our school's strength and areas of need.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 

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

In examining our student's results in the four modalities (listening, speaking, reading and writing) we noticed that our ELLs perform well in the modalities of reading and writing and poorly in listening and speaking. We noticed that the majority of our ELLs were performing below the state standards in reading. Their lack of ability to read and write in English is making it very difficult for them to score levels 3 and 4 on the NYS ELA. We address their needs by strengthening their reading skills with particular emphasis on decoding skills, phonemic awareness, comprehension, fluency, vocabulary development, and modeled and guided writing activities. We are also addressing their needs by providing support in reading and writing through our Title III After-School program. All

teachers providing services to ELLs work closely with the ENL teacher to ensure that they incorporate ELL strategies into their small group instruction.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Using the data collected from the AMAO tool helped the ELL teacher and Data specialist identify students who are close to meeting their target. It has also helped identify students who have not made progress and will be targeted with additional interventions. The AMAO data revealed that 81% of our ELLs made progress in English Language Acquisition and 23% of students attained proficiency on the NYSESLAT. Our school met AMAO 1 target in 2013-2014 and has met AMAO 2 target in 2014-2015

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

In review of the New York State Math results, we noticed that 63% of our ELLs in grades 3, 4 and 5 were performing on a level 2 and level 3 in Math. Based on this information we plan to continue to assist and develop vocabulary skills to help in problem solving. Continue to support classroom teachers and AIS providers with ESL strategies and methodologies.

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

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

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

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

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

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

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

7. For dual language programs, answer the following:

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

Paste response to questions here:

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

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

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

Parents of newly admitted ELL students meet with the in-take team, which consist of the Principal, ENL teacher and Parent Coordinator when they arrive. A Home Language Survey, in their native language, is issued to the parent to help identify if there's a second language spoken at home. As the parent is completing the survey the ELL teacher, Mrs. Garcia (who is fluent in English/Spanish) conducts an informal oral interview with the student and parent to gather additional information on the student. Mrs. Sullivan, an AIS teacher, who has been trained by our ENL teacher, will conduct the interview if Mrs. Garcia is not available. If the parent requires an interpreter to communicate with we have staff members available in the languages of Spanish, Russian, Chinese and Hebrew. When a parent whose language is not represented at our school we turn to either a parent volunteer or the Translation and Interpretation Unit's Interpretation hotline for help. Once the parent completes the HLIS the ENL teacher then reviews the survey if the students language is not English the school administers a more in depth interview with the student, review his/her schoolwork (if available), and review the Individualized Education Program (if applicable) in order to determine NYSITELL eligibility. If the student is eligible the ENL teacher informs the parent that the student will be assessed within 10 days of their registration to determine proficiency in the English language and in Spanish using the Spanish LAB to Spanish speaking students who do not meet proficiency in English given by our Spanish speaking ENL teacher. Based on their overall score they will be identified as an ELL and be eligible for additional services. To ensure that all our students are assessed within 10 school days the pupil account secretary and Mrs. Garcia (ENL teacher) are in constant communication. In addition, the ENL teacher provides the parent orientation and completes the required ELPC (ELL Parent Choice Updated) screen in ATS within the 10 days as well.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Our process begins with the completion of the Home Language Identification Survey when the parents indicates if the student has had prior schooling. Once we identify that there is a possibility of interrupted Formal Education within 30 we administer the oral interview questionnaire in English and their native language. In addition for students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish we administer the Literacy Evaluation for Newcomer SIFE (LENS).

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).

If the student has an IEP and the Home language is other than English. Our Language Proficiency Team is brought together (Assistant Principal, IEP Teacher, ENL Teacher, parent/guardian and a SIT committee member) and review evidence of the student's English language development such as student work (if available) and student interview data. If parent/guardian is need of interpretation services we will contact the over the phone interpretation hotline for assistance. If the LPT recommends that the student take the NYSITELL then the student will be administered the assessment and the ELL Identification process will continue as with all students. If the LPT team recommends that the student does not take the NYSITELL then the recommendation is sent to the principal for review, the principal has 20 days to accept or reject LPT recommendations. If upon the principal's review she determines that the student should take the NYSITELL the student will take the assessment. If the principal agrees with the LPT then the principal's determination is sent to the superintendent for review. Parent/guardian is notified within 3 days of the decision. If superintendent determines that the student should not take the NYSITELL, the parent is notified and the ELL identification process terminates. If the superintendent determines the student should take the assessment then the ELL Identification process continues.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
Entitlement and Non Entitlement letters in the parents native language are sent home within five school days after the NYSITELL is scanned and scored by our ENL teacher. The letter informs the parent that their child was administered the NYSITELL and are entitled or not entitled to receive additional services. Mrs. Garcia keeps copies of the letters and well as a record of when these entitlement letters were sent home.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section).  
During our Parent orientation meeting which are held throughout the school year as needed, the ENL teacher facilitating the meeting will inform parents of the re-identification process and of their right to appeal ELL status within 45 days of enrollment.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
Parents of students who fall below the cut off scores in the NYSITELL are invited to participate in a Parent Orientation to discuss program options for their child. The Parent Orientations are held throughout the year as needed, the first orientation always being in September within 10 school days. Additional Parent Orientations are held during the school year depending on the dates we receive newly admitted students. All parent orientations whether they are in September or December are held within 10 school days from when the student is registered. Parents are sent invitations to the orientation in their native language and a follow up phone call is made remembering parents of the upcoming orientation .At the orientations, the ENL teacher, Mrs. Garcia presents the Parent Orientation video in the parents native language by accessing it through the New York City Department of Education website. After viewing the orientation video the parents are presented with pamphelts in their native language that describes the various programs available to their child. An English/Spanish orientation is held with our ENL teacher Mrs. Garcia, an English/Chinese with our Chinese speaking classroom teacher Mrs. Valoria and ENL teacher Mrs. Garcia, an English/Russian orientation with our Russian speaking para Ms.Miller and ENL teacher Mrs. Garcia and an English/Urdu orientation with our ENL teacher Mrs. Florian and a contracted vendor or over the phone interpretation.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
Along with the orientation invitations an Entitlement letter in their native language is sent home. The letter informs the parent that their child was administered the NYSITELL and are entitled to receive additional services. Mrs. Garcia keeps copies of the letters and well as a record of when these entitlement letters were sent home. Parents who do not attend the orientation are contacted by phone and a make up session is scheduled. Once the parent views the video, then reads and understands all the information on the various programs, they are given a parent selection form for them to fill out and return the next day with their selection. A reward is given to the students who return the forms the next day to serve as an incentive. The completed Parent Survey and Selection forms are photocopied-the original is placed in the student's cumulative record and the copy is held with the ELL teacher. Mrs. Florian keeps a list of all the ENL students, on that list she verifies that all the students have submitted a completed Parent Survey and Selection form. Copies of the Parent Survey and Selection forms are kept in Mrs. Garcia ELL Binder. In addition, Mrs. Garcia obtains a copy of the ATS report RLER which lists the students eligible to take the NYSITELL and NYSESLAT exams.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
Our ENL teacher Mrs. Garcia keeps an ongoing log of all the Parent Survey and Program Selection forms that have been completed and returned and those that have not been completed and returned. Using her log as reference she is in constant contact with parents/guardians to ensure that the forms are returned and completed.
9. Describe how your school ensures that placement parent notification letters are distributed.  
The ENL Teacher Mrs. Garcia maintains a log of all eligible ELLs. This log helps her monitor that all mandated parent notifications are distributed and returned (if applicable).
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All ELL student documentation is maintained by our ENL Teacher and our office staff. The HLIS is photocopied and the original placed in the students cumulative folder while copies are maintained in the school office and with the ENL teacher. Parent Survey's and Program selection forms are photocopied and originals are placed in the students cumulative folder and copies maintained by our ENL teacher. All entitlement, non entitlement and continued entitlement letters are distributed to the parents with copies maintained by our ENL teacher in her ELL binder.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
In addition to the newly admitted ELLs, Mrs. Garcia takes steps to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT). She runs the ATS report RLER which provides her with a list of student names that are eligible to take the NYSITELL and NYSESLAT. She then cross references the ATS report with her student roster and creates a schedule for the

administration of the NYSESLAT. Once a schedule of the days and times the NYSESLAT has been created, Mrs. Garcia distributes a letter to all the ELL parents in their native language informing them of the days and times their child will be taking the NYSESLAT. She also sends a NYSESLAT Pamphlet that she downloads from the New York City Department of Education English Language Department website that entails information on the NYSESLAT. To ensure that all the ELL students are tested, Mrs. Garcia creates a student roster and keeps a record of which students were tested and not tested. Any student not tested during the initial testing window is tested during the make up period. Before the NYSESLAT testing window is complete, Mrs. Garcia reviews her roster and certifies that all eligible ELL students in P.S. 194 are tested in all four modalities of the NYSESLAT.

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

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

All ELL student documentation is maintained by our ENL Teacher and our office staff. All transitional support and continued entitlement letters are distributed to the parents with copies maintained by our ENL teacher in her ELL binder.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The trend in program choices that parents have been requesting through the parent survey and program selection forms has been English as a New Language. In order to monitor our school's trends in parent choice. The ENL teacher Mrs. Garcia analyses all the parent surveys and selection forms. She reviews all the forms from all the current and newly admitted ELL students and verifies that our school is honoring our parents choices. We currently have 48 ELL students, out of the 48 students a total of 42 parents requested that their child participate in an ESL program. We aligned our program model with parent requests. We currently have a Free Standing ENL program that is designed to assist ELL students achieve the Common Core State Standards for their grade level. Through academic subject area instruction in English, using Balanced Literacy methodologies and instructional strategies of ENL, we target their specific needs by strengthening their reading skills with particular emphasis on decoding skills, phonemic awareness, comprehension, fluency, vocabulary development and writing.

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

- a. Freestanding ENL program.

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

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

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

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

As part of the CR Part 154 requirements for English as a New Language our program delivers a total of 360 minutes for students in the Entering phase consisting of 180 minutes of standalone ENL and 180 minutes of integrated ENL/ELA. Students in the Emerging phase are provided with a total of 360 minutes of services consisting of 180 minutes of standalone ENL and 180 minutes of ENL/ELA. Students in the transitioning phase are provided a total of 180 minutes consisting of 90 minutes of standalone ENL and 90 minutes of ENL/ELA. Our students in the expanding phase are provided with a total of 180 minutes consisting with 180 minutes of integrated ENL/ELA. Students who reach the commanding phase are provided with 90 minutes of ENL/ELA service.

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

We align our ENL program with the Common Core State Standards and with classroom core curriculum. Students have access to a leveled and genre organized classroom libraries in English. ENL Instruction will focus on reading/writing skills and meaningful content so that students understand why they need to learn details of language use. Integration of reading and

math content, with emphasis on problem solving will incorporate ENL strategic instruction that is aligned with grade level math curriculum and Common Core Standards. ELL students are supported through small group math instruction and math AIS push-in grades 3,4,and 5. The integration of technology to support math concepts help our entering and emerging level students attain a deeper understanding. The use of math glossaries assist the students in expanding their knowledge of vocabulary needed to solve math problems. The ENL teacher collaborates closely with math, science and social studies content teachers to ensure that content lessons support and scaffold ELL learning. In addition, the ENL teacher plans thematic units based on content area subject that include science and social studies themes. ENL teacher refers to the CCLS when planning and identifies in her lesson plans the CCLS that apply.

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

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

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

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

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

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

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

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

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

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

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

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.
- To ensure that the students' academic progress has not been adversely affected by the determination, the principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of the qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provided additional support services to the student.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
- ELL-SWDs students are provided with a coherent and rigorous curriculum aligned to CCSS. The integration of Treasure Chest for English language learners as a reading program for our students help scaffold and accelerate their learning. In addition, the implementation of Foundation and Wilson phonics program help develop strong phonemic and phonetic awareness in our students. These programs develop and strengthen students decoding skills and fluency abilities helping promote their reading confidence. With the new CCLS all students are required to interact with text that are very complex. The ability to read fluently and decode accurately help the ELLs deepen their reading comprehension and focus on the meaning of the text rather than struggle with the decoding of the text.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
- To ensure that we meet the diverse needs of ELL-SWDs within the lease restrictive environment our ELL-SWDs are grouped along with GE English language learners. They both participate in heterogeneous group work with students with varied proficiency levels and abilities. In addition, some SWDs are mainstreamed during content area study to maximize time spent with non disabled peers.

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.

\*Note “other approved services” does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study per week (540 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

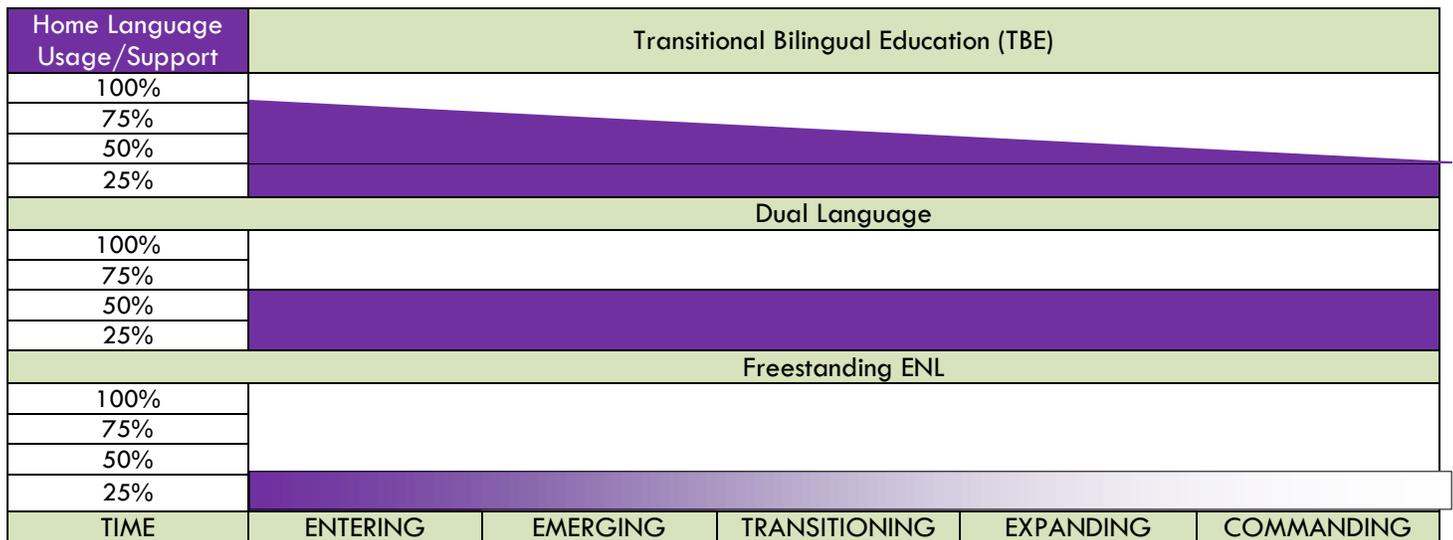


\*: Chart “r approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Through the use of manipulative and ENL strategies we will deepen the students understanding of key math terms and number facts. Lesson plans include all four components of literacy listening, speaking, reading and writing. All ELLs are expected to participate in small group activities to help in the development of oral and written language. Our ENL teacher follows the writer's workshop model to guide students in writing activities. ELLs produce persuasive, informative and narrative writing pieces following an author's writing process: prewriting, drafting, revising and publishing and aligned Common Core State Standards. Computers are available in our ENL classroom and regular classrooms for our students to use. Teachers are encouraged to integrate the use of such computers in their lessons.

In analyzing the New York State English Language Art assessment and the New York State Math assessments we noticed that our Grade 4/5 students needed additional support in their reading and writing skills and they needed to receive continued support in math. The majority of our ELL students are level 1 and 2 in ELA and Math. As a school, we decided to continued support by providing AIS reading and math support for all our grades 4/5 ELL students. The ENL teacher, AIS Math and AIS ELA teachers engage in many collegial conferences discussing students progress with the additional AIS support.

Our plan on continuing transitional support for ELLs that achieve proficiency in English are during the day push in small group services in reading and math for a total of 90 minutes. Former ELLs also receive testing accommodations for two years after their exit of the program. These testing accommodations include:

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

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

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

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- In analyzing the current data pertaining to our ELLs performance on both NYS ELA and Math assessment our ELLs out performed ELL students in the state and city in both areas. ELL students at PS 194 performed 10% for ELA and 27% for Math on State assessments.
- The assessments used to review the effectiveness of our current ELL program are NYSESALT results, NYS ELA and Math assessments, Fountas & Pinnell assessment ( which are conducted twice/three times a year). We also use Rigby ELL assessment kit twice/three times a year to determine growth and areas of need in all four modalities.
12. What new programs or improvements will be considered for the upcoming school year?
- Improvements that we are currently working on this school year is getting our ELLs college and career ready. Our ENL teacher along with our monolingual classroom teachers are aligning their curriculum with the Common Core State Standards. The integration of technology within their lessons helps our students equip themselves with the resources needed to succeed in the future.
13. What programs/services for ELLs will be discontinued and why?
- Unfortunately, due to budgetary constraints we had to discontinue the additional AIS during the day support for our grades 1 and 2 ELL students in reading and math. They continue to receive mandated services in ENL and participate in RTI services if applicable.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Our ELLs participate in all the curricular and extracurricular activities offered at our school. Such as the Math Initiatives "Star Facts," AIS services are provided for long term ELLs and ELLs who have recently exited out of the ELL program, Music and Art. After

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

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

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

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

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

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

Our ENL teacher attends off site workshops, seminars and conferences related to ELLs.. She attends monthly ENL professional development meetings within our district to enhance her teaching techniques and to be up to date with ongoing ENL policies and changes. Our teachers participate in inter-visitations, mentoring and participation in professional conferences. These professional development activities will deepen the teacher's understanding of scaffolding skills. Teachers also participate in conferences and workshop aimed at increasing parent involvement in our school community, especially with the immigrant community. The mainstream classroom teacher participates in workshops with the ENL teacher to assist in extending teaching skills to support ELLs in the classroom. Our clerical staff will also participate in mini workshops throughout the school day with our ENL teacher to provide information on how to interact with our ELL Parents and procedures in obtaining translation and interpretation services. Our ELL teacher meets with our guidance counselor on a one to one session to review ENL student NYSESLAT data and parent selection surveys to ensure that the students receive the services they are entitled to when transitioning to JHS. Our entire teaching staff participates in Teacher Team Meetings as well as monthly Grade Conferences. Our ENL teacher participates in a Core Teacher Team where she gathers with principal, assistant principal, AIS math and reading teachers, and a grade leader from grades 2-5 once a month. During scheduled Grade Conferences monolingual classroom and cluster teachers will participate in teacher team meetings that help them incorporate ENL strategies and methodologies with content area. Such strategies will include the use of cooperative learning activities and the use of scaffolding techniques integrated into their balanced literacy. Teachers will be encouraged to keep observation logs of their ELLs to assist in identifying their learning habits and abilities. In October the ENL teacher will provide a professional development session for all staff members on "Teaching ELLs in Content Areas." In late September all new teachers will participate in a professional development session concentrating on differentiating instruction during their ELA periods using ELL strategies. These professional development sessions will assist teachers in creating multiple entry points and differentiation within their lesson plans that help scaffold ELLs engage in CCLS.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Teachers of ELLs participate in weekly professional developments that incorporate the use of different strategies that help support all learners in their classroom including ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

In order to support our staff in assisting our ELLs transition from elementary to middle school our ELL teacher meets with all the Fifth grade teacher, our School Guidance Counselor and Pupil Personnel secretary to make sure that all ELLs are transitioned to the appropriate school program. They assure themselves that all documents needed for the student is organized and completed to follow the student to his/her new school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

All teachers will participate in professional development that will focus on language acquisition and best practices for co teaching strategies and integrating language and content instruction for English language learners for a total of 15% of their hours. These sessions will be provided by our ENL teacher/ ENL instructional support liasion/ online webinars etc. Agendas and attendance sheets will be maintained by the teacher in their professional development folders. In addition our ENL teacher will participate in monthly professional developments provided by Borough Support Centers. She will also participate in webinars and professional readings that align to ELL specific topics. She will maintain all agendas and attendance will be maintained by her and our payroll secretary when applicable.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Our ENL teacher will be providing individual meetings with parents of ELLs to discuss their language development progress and NYSESLAT assessment results during 15 minutes one on one meetings scheduled during our Family engagement days. On site or over the phone interpreters will be provided to facilitate the meetings.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [\*ELL Policy Reference Guide, Parent Selection and Program Placement\*](#) section.

Our ENL teacher will maintain a file of all the letters sent home to parents inviting them to the individual parent meetings in addition a copy of the sign in sheets will be maintained. A log of the parent contact will be kept identifying if the meeting was an in person meeting, email or phone call.

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

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

Parents of ELLs are invited to participate in all of our parent outreach programs such as: ELL/ELA/Math day workshop in October this workshop help parents familiarize themselves with our schools instructional focus and our new curriculum (ReadyGen and Go Math), Family Science Night in November, this workshop help our parents become aware of different scientific terminology and experiments that their child will be exposed to during the school year. They are also invited to our September Welcome Back breakfast which was held on September 22, 2015 this workshop allowed our parents to meet their child's teacher and visit the classroom observing a lesson. A Title III parent workshop in April will be held to inform them on upcoming assessments and how to further assist their children to prepare for the exams. Interpreters will be present to assist in interpreting with our parents during these workshops.

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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
n/a
5. How do you evaluate the needs of the parents?

On going parent involvement and support is provided through the parent coordinator's availability to meet and discuss concerns. Our parent coordinator, Ms. Stevens, meets all new students including ELLs. The parent coordinator helps establish a welcoming environment for our parents, she helps educate the parents on the importance of each school members role and their child's educational process. She maintains communication with all parents including parents of ELLs through written and oral forms

6. How do your parental involvement activities address the needs of the parents?

Our parent coordinator helps organize parental involvement workshops and events based on parents needs and requests. Parents are invited to participate in PA monthly meetings and freely discuss their concerns and needs.

#### **D. Additional Information**

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

**Paste response here:**

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

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

**DBN: 22K914      School Name: Raoul Wallenberg**  
**Superintendent: Ms. Bova**

**Before you begin, please check the following:**

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

**Part A: Identification and Assessment of Limited-English-Proficient Parents**

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Based on parent responses we identified at least 9 different languages throughout our school: Uzbek, Arabic, Chinese, Haitian Creole, Spanish, Urdu and Punjabi, Russian and Bengali

## Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Welcome back letters, school hours, parent bill of rights, Emergency Blue Cards, dismissal forms, Parent Conference Letters, ENL Parent Meetings, Title III afterschool letters. These letters are mostly distributed in early September and some when the dates of the events are near.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Four parent teacher conferences (September, November, March and May), curriculum night ( September ), Monthly Parent workshops scheduled for Tuesdays during our Family Engagement afternoons, and Bimonthly evening workshops . We also have IEP meetings for annual reviews.

## Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

We currently have Spanish, Chinese, Hebrew and Russian speaking staff members who are willing to assist us in translating our school letters and memos. For the additional languages we will recruit the Translation and Interpretation Unit and/or outside vendors provided by the Department of Education Translation Unit such as The Big Word. Our school secretary along with our Parent Coordinator and ELL teacher have had experience in contacting the Translation and Interpretation Unit for assistance in translating our school letters. They submit the school's request to the unit when needed. Many of our school letters have been submitted to the unit prior to distribution, some being submitted during the summer to ensure translations are distributed at the same time as English documents. We also provide our parents with a translated version of the Parents' Bill of Rights and Responsibilities. These forms are sent home to the parents and additional copies are maintained in our main office. In addition, we make use of the available templates that are found in the Translation and Interpretation units intranet site. At P.S. 194 we make sure to be in compliance with the Chancellor's Regulation A-663. Our school provides our parents whose language is a covered language and who requires language

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

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

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

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Our LAC will provide training to all our staff including office staff during the month of September to make them aware of all the translation and interpretation services that are available. In addition our ENL teacher created a step by step guide for teachers and staff to use so they can use to help them request school letters to be translated. We also will ensure that all teachers and staff members receive a copy of the "I Speak" card with the phone number of the interpretation hotline.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

At P.S. 194 we make sure to be in compliance with the Chancellor's Regulation A-663. Our school provides our parents whose language is a covered language and who requires language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages, and instructions on how to obtain such services. We have posted in our primary entrance a sign in each of the covered languages indicating the office where a copy of the Bill of Rights is available. In addition, we have signage in our main entrance notifying parents to see a staff member for interpretation services in Chinese, Spanish and Russian. An additional sign is posted informing parents of the available interpretation services in any other language through the Translation and Interpretation Unit and hotline. Through the ELL Parent Orientation Workshop and our Welcome Back breakfast, which are held in September, we plan to notify our parents of the translation and interpretation services that are available. Letters in their native languages will be sent home at the beginning of the school year informing them of the availability of these additional services. Our Parent Coordinator will also assist in notifying parents and all family members. We will display flyers and posters by the main entrance promoting the service.

### **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

During our parent workshops parents will be encouraged to provide verbal and written feedback regarding the quality and availability of services.