



**2015-16**  
**RENEWAL SCHOOL**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(RSCEP)**

<b>DBN: (i.e. 01M001):</b>	<b>05M194</b>
<b>School Name:</b>	<b>P.S. 194 COUNTEE CULLEN</b>
<b>Principal:</b>	<b>JOSEPHINE BAZAN</b>

## Renewal School Comprehensive Educational Plan (RSCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Ps 194 Countee Cullen School School Number (DBN): 05M194  
Grades Served: Pre- K through 5<sup>th</sup>  
School Address: 244 West 144<sup>th</sup> Street New York, NY 10030  
Phone Number: (212) 690-5954 Fax: 212-690-5743  
School Contact Person: Josephine Bazan Email Address: jbazan@schools.nyc.gov  
Principal: Josephine Bazan  
UFT Chapter Leader: Michelle Cruz  
Parents' Association President: Tiffany Bond  
SLT Chairperson: Josephine Bazan  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Nikita Agare  
Student Representative(s): N/A  
N/A  
CBO Representative: Kecia Hayes

**District Information**

District: 05 Superintendent: Gale Reeves  
Superintendent's Office Address: 425 West 123 Street NYC, NY 10027  
Superintendent's Email Address: [greeves@schools.nyc.gov](mailto:greeves@schools.nyc.gov)  
Phone Number: 212-769-7500 Fax: 212-769-7619

**Borough Field Support Center (BFSC)**

BFSC: Manhattan Director: Yuet Chu  
Director's Office Address: 337 7<sup>th</sup> Ave New York, NY 1001  
Director's Email Address: [ychu@schools.nyc.gov](mailto:ychu@schools.nyc.gov)  
Phone Number: 646-470-0721 Fax: 917-339-1765

## **Section 2: Executive Summary and Organizing Principles**

### **The Objective**

The intent of this Renewal School Comprehensive Educational Plan (RSCEP) is to continue to frame a three-year process for each Renewal school and design a comprehensive plan that outlines a strategic path to a paradigm shift in each school at every level. The motivation driving this work is our commitment to providing every child with a school that meets their academic and social-emotional needs. Closely accompanying this imperative is our belief that every school can be renewed and foster a community based culture of learning. The job of the district is to use our position to provide the systemic vision, strategies, and resources to facilitate school renewal through a collaborative effort including all stakeholders.

### **The core values held as essential for the success of the School Renewal Program:**

- A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
- A “theory of action” must guide the work to ensure clarity and coherence.
- Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal
- Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
- Strong professional development/learning is a fundamental part of our work.
- The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three year period of renewal.

### **The organizing Theory of Action that guides the [School Renewal Program](#) strategy:**

*By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.*

### **The arc of the School Renewal Program strategy:**

In order to attain high levels of achievement for all students in Renewal schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and expanded learning time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

### **Structure of the Renewal School Comprehensive Educational Plan (RSCEP)**

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the [Framework for Great Schools](#), including the following:

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.
- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students.
- Additional, focused strategies to increase parent and family engagement.

## Information on the Framework for Great Schools and the DTSDE

### 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 RSCEP 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 Renewal School Comprehensive Educational Plan (RSCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.

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 and Renewal Committees are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans in response to the first five (5) 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.

<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.
<b>Collaborative Teachers:</b> 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.
<b>Effective School Leadership:</b> 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.
<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

### **Accountability Tools and the 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 informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the American Institute of Research (AIR) Needs Assessment, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

### **NYSED’s Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Education Plans also will use the tool.

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

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

### **NYCDOE’s Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 RSCEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Create a summative vision for the elements of the Framework for Great Schools.
- **Step 5:** Revisit your school's current goals, and 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 have identified, and will let your school community know when you have reached your goal.
- **Step 6:** 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 7:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School sections.
- **Step 9:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust practices 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 3: School Leadership Team (SLT) Signature Page

**Directions:** All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members' signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan's alignment with the school-based budget to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, 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.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an "X" if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk\*.
4. 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 RSCEP, not approval.
5. 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.

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Josephine Bazan	*Principal or Designee	
X	Michelle Cruz	*UFT Chapter Leader or Designee	
X	Tiffany Bond	*PA/PTA President or Designated Co-President	
		DC 37 Representative (staff), if applicable	
X	Nikita Agard	Title I Parent Representative (or Parent Advisory Council Chairperson)	
X	Choumika Simonis	Community School Director (staff)	
		Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
		Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
X	LaShawn Brown	Parent	
X	Estefania Pena	Parent	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Patrice Lewis	Staff	
		Staff	
		Staff	
		Parent	
		Staff/Parent/Other Contributor	

#### Section 4: Renewal School Narrative

In a brief narrative, describe the current state of the Renewal school addressing the following:

1. Provide 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. What are the school's beliefs about student learning?
3. Identify any special student populations that the school has and what their specific needs are.
4. Describe the elements of the Framework for Great Schools in which the school made the most progress over the past year, and which elements remain most challenging. Be sure to include the historical progress the school has made with establishing family and community partner engagement.
5. List strong partnerships that currently exist with CBOs and or indicate whether this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

P.S. 194 Countee Cullen is an elementary school, located in Harlem, New York with a population of approximately two hundred students from grades pre kindergarten through five. The school population is comprised of fifty percent African American, forty five percent Hispanic, two percent White, and three percent other. The student body consists of eighteen percent English Language Learners and twenty nine percent students with disabilities. Boys account for fifty five percent and girls account for forty five percent. The average attendance rate for the school year 2014-2015 was 90.6% (as May 15, 2015), which represents a 2.1% increase from the 2013-2014 school year. Ninety eight percent of our students are eligible for free lunch, and thirteen percent of our students live in temporary housing.

Our mission statement reads "The P.S. 194 community is committed to working together to build a strong teaching and learning community. Through collaboration, research and inquiry, our goal is to develop effective instructional practices, build community and develop socially responsible individuals to be able to participate and compete in a global community." Our vision is to be an integral part of a global community of learners where everyone is valued and respected. The P.S. 194 community is a place where everyone will participate in the educating and nurturing of our children. Also our vision is to create an environment where all of our children will have a place to grow, cultivate a love for learning and be acknowledged for their positive qualities. P.S. 194 will provide this environment so that all of our children will have an opportunity to develop into the best they can be, have a sense of who they are, as well as prepare and give them direction to become college and career ready.

P.S. 194 has a variety of programs that develops and fosters our students' academic, social, and emotional well-being. We have partnerships to support the school community such as, CookShop, Doing Art Together, Young Road Runners, Harlem Hospital, Harlem Children's Zone, and Asphalt Green's Recess Enhancement Program and Waterproofing Program. Our staff continues to utilize strategies and supports that were built from Turn Around For Children, such as: the Kagan Structures and the Behavior Coordination Team. This team is comprised of the Guidance Counselor, Social Worker, School Psychologist, Math Coach and Administration. During the Behavior Coordination Team (BCT) meetings, recommendations and strategies are shared with teachers to support them with implementing interventions for students. The school also utilizes the School Wide Behavior Matrix that has been developed and posted throughout the building by this team. The Guidance Counselor celebrates classes that exhibit positive behaviors during lunch and recess. When classes are recognized for positive behaviors, the students select from a menu of activities and receive an extra recess. The Social Worker does outreach to families when needed.

P.S. 194 has made the most progress in the area of Developing Strong Family-Community Ties. Families are invited to monthly assembly programs where classes hold performances and awards are given to students with perfect attendance and at the same time parents are recognized. "Students of the Month" are honored at the assembly along with other students for improved attendance, behavior, academic achievement and citizenship. Other ways we have made progress in establishing family and community engagement is by increasing the number of parent workshops and events. This has led to an increase of family and community engagement. During family engagement time, both children and their parents are able to engage with other community school members which include P.S. 194 staff. Some of our school events have been "The Million Father March", costume parade, community resource fair, winter and spring festivals, art exhibitions and trips. The Parent Coordinator coordinates workshops covering a variety of academic and social topics. Workshops to improve students' academic achievement include: attendance, NYS Common Core

Assessments, the process for identifying students with disabilities, and supporting English Language Learners. Workshop topics that promote family well-being include: educational and community resources for parents such as housing, counseling, and employment; Fresh Air Fund summer camp; and CookShop for Families. We have also improved our student attendance, recruitment of new families, and retention efforts for existing families. Monthly, grade level curricula newsletters, the school's monthly calendar of events, weekly homework sheets, phone calls and face to face meetings keep families informed and opportunities to engage with the school community.

P.S. 194 has made the further promote school and family ties, administration greets parents and students each morning thus presenting a welcoming environment for families and visitors when they arrive at the school. The principal holds informational parent meetings monthly. In addition administration has an open door policy to all constituents of the community where they give voice to their ideas and students' needs. The assistant principal has a bi-monthly book club with students in grades three to five. We have made positive strides in the area of family engagement, and we are working equally as hard in developing our instructional practices and working collaboratively.

Additionally, P.S. 194 offered several Expanded Learning Time (ELT) opportunities to students this past 2014-2015 school year. We have a Foundations program for students in grades K and 1, which provides foundational skills for reading and spelling, emphasizing phonemic awareness, phonics word study, and fluency. P.S. 194 After school Test Preparation for students in grades three to five helped students to prepare for the New York State English Language Arts and Mathematics Test by further developing their ELA and math skills, providing them with test taking strategies, and supporting students in building stamina and persevering in problem-solving. Doing Art Together (DAT) is an arts education program where students experimented with different mediums to express their ideas and feelings, which helps to develop their imagination, observation, and creative problem-solving skills. Throughout the school year, the students' art projects were both aligned to the ReadyGen Program and Science, Technology, Engineering, Art, and Math (STEAM). The Young Runners is a program for our third, fourth and fifth grade students. This program is designed to introduce children to cross country running and sportsmanship. Students participate in the program, during the school day, and attend track meets and special events on the weekend. CookShop is our school-wide nutrition and cooking program for students. Students learn what goes into a nutritious diet and how to transform healthy foods into a delicious snack through hands-on exploration. Our second grade students have the opportunity to take swimming lessons every Friday through Asphalt Green's Waterproofing program. Harlem Children Zone offers after school homework help for students that attend this Beacon program that is house at P.S. 194 Countee Cullen.

As we make the transition into a community school, we will continue with our existing partnerships and expand our partnerships and services for the 2015-2016 school year. P.S. 194 will be working with Columbia University's Raising Educational Achievement Coalition of Harlem program to enhance our Expanded Learning Time opportunities by adding academic and enrichment programs, to our students. Our Expanded Learning Time (ELT) program will be Social Studies themed project-based learning (PBL) model that addresses literacy skills, based on the AIR data and aligned to the Common Core Learning Standards. The PBL units will target students who demonstrate academic needs in their coursework and interim assessments. The offering will be an eight-week PBL cycle. The first four weeks will be an exploration of a phenomena or challenge situations in a real-world context with a focus on the development of skills or exploration of content needed to address the challenge. The following four weeks are spent on a performance task that responds to the proposed challenge or problem, demonstrating the content and skills acquired through the experience. The sessions will be led by PS 194 teachers who will identify problems or challenges for exploration within a content area of expertise or interest; create lessons or activities that push on identified literacy skills needed to deepen student understanding of the PBL unit, resulting in a culminating task that highlights the following: addresses the problem or question; remains authentic to the real world context; reflects student voice and choice; highlights student reflection; receives critique and revision; and remains a public product.

Our school community are working together to develop Rigorous Instruction, which remains a challenge at our school. Systems and structures have been put in place for teachers to become effective to help students make progress. On Mondays, teachers meet for Professional Development for eighty minutes. During the 2014-15 school year, teachers participated in a book study, Learning Targets: Helping Students Aim for Understanding in Today's Lesson . As a result, teachers learned strategies for designing learning targets that promote higher-order thinking and foster students' goal setting, self-assessment, and self-regulation. By applying the insights in the book to their own work, teachers are given

the opportunity to improve their teaching practice and students are given the opportunity to become empowered in their own learning. Other Professional Development topics included: sharing best practices in ELA and Mathematics, which highlighted teacher practices, guided reading and conferencing, and Understanding What Rigor Looks Like and How to Use Your Smartboard. Teachers have common planning periods where they meet for ninety minutes once a week, to analyze student work to inform their lesson planning. Teachers identify students' strengths and areas of improvement, identify trends in students' responses and/or misconceptions, and plan next steps to address students' instructional needs. We have also visited several neighboring schools for inter-visitation to observe their instruction, systems and structures, classroom environments, and school culture. Teacher leaders have emerged and become essential in sharing information and instructional next steps with the school community. Two early childhood teachers have been trained to facilitate the Foundations program for grades K and 1. Six teachers from grades K through five received Professional Development in writing the curriculum in alignment with the new Social Studies Scope and Sequence. Two teachers, a lower and upper grade teacher attend monthly Professional Development with Teachers College on the implementation of Independent Reading and Writers Workshop. Immediately following their Professional Development, these teachers turn-key their learning to their grade bands, K-2 and 3-5 during common planning and professional development time. Teachers have opened their classrooms as **labsites** to observe instruction using Foundations, ReadyGEN and Independent Reading. They have worked together to create child centered, cohesive libraries with the support and Professional Development received from our Pearson Consultant. Also, teacher leaders have visited and observed other schools' initiatives (i.e., stamina charts, enhancing our classroom environments to make them more child-centered, and reading buddies) that have been implemented at P.S. 194, such as Stamina Charts and Reading Buddies.

Columbia University's Teachers College Raising Education Achievement Coalition of Harlem (REACH) program aligns with our mission and vision. REACH's vision embraces a theory of change based on the Comprehensive Educational Opportunity mode, which emphasizes that children living in poverty need additional services to strengthen their capacity for success. It includes a coherent and comprehensive set of services across teaching and learning, expanded learning opportunities, physical and mental health services, and family support and engagement to enhance children's overall development and success. Through activities across these areas, it achieves a holistic approach to student support by intentionally focusing on the mind and body. They will be working closely with the P.S. 194 school community (teachers, parents, students and Administration) to address the schools needs and support us in meeting our goals in this renewal process.

For the 2014-15 school year, P.S. 194 has undergone a comprehensive needs assessment across all six elements of the Capacity Framework (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties, and trust) externally and internally, to inform the development of our School Renewal Plans for the 2015-16 school year. The American Institute for Research (A.I.R.) compiled our schools data from a variety of sources and worked with us to create a school improvement plan. Our participants included members of our School Leadership Team, the Superintendent, Principal, teachers and our School Renewal Director. We analyzed and co-interpreted our data, identified and prioritized our key findings, and developed next steps for our school's improvement plan. Next, we met with the entire school community for further feedback and input. P.S. 194 teachers completed an internal needs assessment. The assessment outlined the characteristics of effective schools and teachers rated the levels of effectiveness levels (not yet, beginning, developing, or effective) at P.S. 194. Then, they prioritized the importance of each characteristic. Administration analyzed the data and found correlations with other data sources. Overall, we have worked collaboratively with all stakeholders in the P.S. 194 school community to ensure that everyone's needs are considered as we formulate our Renewal School.

As a school community, we are working earnestly to address our areas in need of improvement. In the 2012-2013, the school received an ineffective rating on the DTSDE report stating that the school needs to improve in sharing data in a way that empowers and encourages families to use and understand data and promote dialogue between parents, students and school constituents centered on student learning and success. Since then, the principal holds monthly meetings to inform parents of school-wide data and sends home interim progress reports. Weekly homework sheets and monthly newsletters are sent home which include units of study and current content being taught. In addition, teachers meet weekly with parents to keep them informed of students' progress. These changes had an impact on our 2014-15, Quality Review. The school received a proficient rating stating that the school establishes a culture for learning

that communicates high expectations to staff, students and families and provides support to achieve those expectations. Also, P.S. 194 is working to improve the consistency of pedagogical practices across classrooms. This will ensure that classroom instruction and learning activities provide appropriate challenges to students in order to maximize learning. Teachers need support in designing rigorous instruction, tasks and assessment practices that are aligned to the Common Core Learning Standards to gauge student learning. Furthermore, as per the 2014-2015 Quality Review, we need to expand the process of the refinement of the standards aligned curricula across all grades and subject areas.

**Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	I
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	I
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>The school received a HEDI rating of ineffective in areas 3.4 and 3.5 on the 2012-2013 DTSDE report. The debriefing statement for this Tenet reads: “The school is in the beginning stages of developing curricula that supports the Common Core Learning Standards (CCLS) the school uses some unit plan materials that supports the CCLS in ELA and Mathematics. However, the tasks and lesson plans based on these materials do not consistently promote higher order thinking and conceptual understanding.” Teacher grade teams meet ninety minutes weekly with the Principal, Assistant Principal, Instructional Coach, Teacher Development Coach and or network support staff for professional development and for collaborative discussions and planning. This increases opportunities for teachers to share and replicate strong practices and learning from one another. The American Institutes for Research (AIR) data shows that teachers do not spend enough instructional time and did not teach at the cognitive demand levels to advance critical reasoning, vocabulary development, writing applications, and elements of presentations in grades three to five.</p> <p>We are making progress in creating interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities. As a part of our Doing Art Together partnership, the art instructor meets with teacher teams to collaborate about bridging art projects into the ELA curriculum. We received a \$50,000 grant to purchase ELMOs and interactive whiteboards for classrooms. In an effort to improve the use of formative assessments and strategic planning, teachers collectively look at student work during our common planning meetings. This work was driven as a result of <u>The Learning Targets</u>, book study. At the beginning of the 2014-15 school year, an outside instructional liaison worked</p>		

with second and third grade teachers to look at students' work in cycles to strategically plan lessons to meet the needs of students and track their progress. Also, a Teacher Development Coach facilitated professional development with fourth and fifth grade students about formative assessments. However, developing and implementing next steps based on student work remains an area of in need of improvement and a priority of focus.

## **Part 2 – Summative Vision for Rigorous Instruction**

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident?
2. What rigorous learning experiences will students engage in through Expanded Learning Time?
3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?
4. How do the teachers use multiple entry points to ensure the success of every child?
5. How will consistency be supported across school faculty and community educators and across a longer learning day?
6. What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?
7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)
8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)
9. What graduation rate do you aspire to achieve by year two? (High Schools)

P.S. 194's vision and focus is to provide rigorous instruction to meet the instructional needs of all of our students, particularly our students with disabilities and our English Language Learners. Our focus is both to develop the content knowledge of teachers and develop questioning and discussion techniques that will require students to enhance their critical thinking skills. Teachers are beginning to create curriculum maps that integrate all of the content areas into cohesive units to immerse students in their learning through scaffolding and enrichment opportunities. Teachers will continue their implementation of ReadyGEN, Go Math, Teachers College Writers Workshop, and the Science and Social Studies Scope and Sequence. These programs are aligned to the Common Core Learning Standards and address the instructional shifts. Throughout the upcoming school year, teachers will refine their lessons during common planning meetings in grade bands (K-2 and 3-5) to plan coherent lessons. During these meetings, teachers will analyze students' work to inform their practice with the goal of raising student achievement. Also, teachers will embed the use of technology into their units, which will enable students to conduct research and publish their writing. Additionally, the newly formed Expanded Learning Team will plan and implement rigorous learning experiences using project based learning that is aligned with the Science and Social Studies Scope and Sequence during ELT for students. Every six weeks, teachers will analyze students' work to monitor students' progress and develop instructional next steps for individual students, groups of students, and/or whole student groups. Teachers will also analyze diagnostic and summative assessment data in all content areas (ELA, math, writing, science, and social studies). P.S. 194 will receive in depth support from Columbia University's Teachers College to move our instructional practices. All of these actions will enable us to increase the average ELA Proficiency Rating from 2.07 to 2.18, and increase the average Math Proficiency rating from 2.16 to 2.26. Upon completion of the Renewal Program, at the end of the 2016-17 school year, P.S. 194's attendance will increase; the average ELA proficiency will increase to 2.18; and the average Math proficiency will increase to 2.26.

## **Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, all teachers will use Common Core aligned curricula to implement rigorous instruction by incorporating multiple access points during their instruction with a focus on developing higher order thinking tasks, critical reasoning skills, questioning and discussion techniques for all students as measured by the ELA Performance Index growth from 44 to 51.

**Part 4 – 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? (include school, educational consultants and/or CBO staff)</b></p>
<p>All teachers will participate in at least two periods a week of common planning with their grade band to create lesson plans and design coherent instruction for all students (general ed, English Language Learners (ELLs), and Students with Disabilities (SwDs). Classroom teachers will deepen their knowledge in creating a coherent Common Core aligned curriculum, which includes the Ready GEN program by embedding the NYC Social Studies and Science Scope and Sequence.</p>	<p>Classroom Teachers and students</p>	<p>June 2015 - June 2016 (weekly common planning meetings)</p>	<p>Administration, Teachers, Teachers College Instructional Coach, PD Team, Director of School Renewal</p>
<p>Teachers will utilize protocols to analyze student work products in ELA, writing and math for students in all subgroups (ELLs, gen. ed, SwDs, etc.) to identify students' strengths and needs and provide next steps.</p>	<p>Teachers</p>	<p>June 2015 - June 2016 ( weekly common planning meetings)</p>	<p>Administration, Teacher Leaders (1 per grade band; K-2 and 3-5), and Teachers College, Instructional Coach</p>
<p>The ELT (Expanded Learning Time) Team will create Project Based Learning opportunities aligned to the Social Studies and/or Scope and Sequence for student and parent participation during ELT, which will enable all students to engage in real-world tasks. Parents will participate in ELT to bridge the home-school connection. Teachers' College will provide the school community with after-school programs which will include the performing arts. Additional after-school programs include: a test preparation program, which will be offered to students in</p>	<p>Students and Parents</p>	<p>June 2015 - June 2016 (Daily, Monday-Friday)</p>	<p>Administration, Teachers, Director of School Renewal; Teachers College</p>

grades 3 to 5, and an ESL program that will be offered to all English Language Learners			
Students and teachers will use the Internet and Microsoft Word to research and publish writings in various genres (i.e., informational books, narratives, and how-to) using the Teachers College Writers Workshop curriculum.	Teachers and students	October 2015- June 2016 (Monthly)	Administration, Teachers

**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teacher team meetings( 1 additional period scheduled to allow common planning time), School Leadership Team, Principal Meetings, TC Professional Development (teachers are out learning each month for PD to improve teacher practice), substitute teachers (needed when teachers attend full day PD), technology equipment (Equipment Funds), Expanded Learning Time Partners (TC), per session for teachers (teachers participate in professional learning communities (PLC) to plan instruction, analyze student work, etc.)											
<b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 6 – Progress Monitoring**

<b>Part 6a.</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.
Progress monitoring will occur monthly, following each unit of study using the following student work:  Common Core aligned end of unit assessments for ELA, math, social studies, and science; F& P data; published writing pieces from TC Writers Workshop (using Common Core aligned writing rubrics); math performance tasks; students’ writers notebook and Curriculum maps.  By February 2016, all teachers will use Common Core aligned curricula to implement rigorous instruction as measured by 60% of all students increasing at least one Fountas and Pinnel level.
<b>Part 6b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul> <p>The school received a HEDI rating of effective in areas 5.2 through 5.5 on the DTSDE report The debriefing statement for this tenet states: “The school has systems and partnerships that support social and emotional health. As a result, the school promotes a safe and respectful environment for all constituents.” The 2014-2015 American Institutes for Research (AIR) data further supports this finding stating, “All respondents, except for one teacher reported on how P.S. 194 promotes safety and order.” We have been on an upward trajectory in the area of supportive environment. As of June 24, 2015, the Online Occurrence data shows a decrease of 41% from the 2013-2014 to the 2014-2015 school year. As of May 2015, student attendance showed an increase of 2.1% from the 2013-2014.</p> <p>P.S. 194 staff will address the social and emotional needs of our students and families. According to the AIR report, “the primary challenge noted was the poverty level or economic needs of some to the families that can be stressful for the students.” These needs impact student attendance; therefore, we will be directing our efforts on increasing student attendance and decreasing tardiness.</p>		

**Part 2 – Summative Vision for Supportive Environment**

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How would you want school stakeholders to describe the school?
2. What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?
3. How is student voice and leadership supported?
4. What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?
5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?
6. How will your school team measure social-emotional development?
7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

The vision is for P.S. 194 to be a community school that serves the community. The principal is passionate about meeting the needs of all students and ensuring that all students are provided with quality education in a safe, welcoming environment. Columbia University's Teachers College was specifically selected as our partner for their strong academic supports. We foster our safe, welcoming school environment by using our school-wide behavior matrix as our social-emotional framework. We are restructuring our Behavior Coordination Team into a Social Emotional Learning (SEL) Team to continue our work to implement interventions, and track and monitor students' progress. Additionally, we will continue to incorporate Kagan's Cooperative Learning structures to promote student engagement, improve social skills, reduce discipline problems, and increase academic achievement. Our new social emotional learning initiatives include: Sean Covey's "Leader in Me" program, our Expanded Learning Time (ELT), and our Attendance Team. These initiatives will provide intervention, support, and enrichment to promote student voice and leadership. We will also offer an array of clinical, mental, dental, and social services on site. We have new and existing partnerships to support the social and emotional needs of the community. They include: Harlem Hospital, Smile New York, New York Foundling, Harlem Children's Zone, Asphalt Green, and NY Roadrunners. To track and monitor attendance and the effectiveness of our services and programs, we will use data from the SEL and Attendance Teams. The Attendance Team will monitor at risk students' weekly attendance, and the SEL Team will monitor the number of referral provided to families.

### **Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, student attendance will increase by three percent as a result of implementing social emotional growth supports for all students in grades K to five as measured by Automate the School (ATS).

### **Part 4 – 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>Engage families and expand their understanding of a supportive environment 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? (include school, educational consultants and/or CBO staff)</b></p>
<p>The school community will continue to use a school-wide behavior matrix and Kagan structures to promote positive behaviors throughout the school day. All students (general education, ELLs, and SwDs) will continue to learn how to develop social skills while engaging in structured social and physical activities provided by Asphalt Green’s Recess Enhancement Program (REP) , NYC Roadrunners Club, Sean Covey’s “Leader in Me” program.</p>	<p>Teachers and students</p>	<p>September 2015 through June 2016  (bi-monthly review of OORS data)</p>	<p>Administrators, Teachers College Instructional Coach, school staff and students</p>
<p>The Social Emotional Learning (SEL) Team will develop, implement and monitor behavioral management protocols for staff to follow. They will: identify students with SEL issues, follow-up with teachers to monitor the effectiveness of the written plan, and communicate with families.</p>	<p>High needs students, parents</p>	<p>September 2015 through June 2016  (monthly review of SEL data at SEL meetings)</p>	<p>Administrators, Instructional Coach, Guidance Counselor, Classroom teachers, SEL Team</p>
<p>The Attendance Team will review attendance from the 2014-2015 school-year to identify students and classes with low attendance and chronic tardiness. Once we identify students, the team will meet with parents to identify, implement, and monitor systematic interventions such as, making phone calls, visiting homes, rewarding students with perfect attendance and improved attendance on a bulletin board, and providing workshops to families linking attendance and academics.</p>	<p>Hi needs students, parents</p>	<p>Ongoing (monthly award system, weekly home visits, daily phone calls)</p>	<p>Attendance Team, Administration, and Parent Coordinator, Community School Director</p>
<p>Create a community school through partnerships with organizations equipped to provide services to meet the social, emotional, and health needs of the community. Partnerships to address the social and emotional needs of our community include: NY Foundling, Asphalt Green, NY Roadrunners, Covey’s “Leader in Me” program, and Teachers College Summer Bridge program. Our health partnerships include: Harlem Hospital, Smile New York, and CookShop.</p>	<p>Students and parents</p>	<p>September 2015 through June 2016 (bi-monthly review of participation data)</p>	<p>Administrators, Instructional Coach, Guidance Counselor, Classroom teachers, Dentist, Physician, Columbia University’s Teachers College</p>

**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teachers College (Community School Director), Asphalt Green's Recess Enhancement Program (Recess Coach 2x per week and schedule adjustment for training of recess staff 4x per year), Harlem Hospital, Smile New York, NY Foundling Center, Covey's "Leader in Me" program (per session for teachers attending PD), NY Roadrunners (per session for afterschool and weekend activities), Cookshop; supplies for parent engagement activities											
<b>Part 5b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 6 – Progress Monitoring**

<b>Part 6a.</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, student attendance will increase by at least three percent as measured by tracking students monthly average attendance rates and monthly class attendance rates using ATS.											
<b>Part 6b.</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, Summative Vision, 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	I
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	I
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul> <p>The school received a HEDI rating of Ineffective in Tenet 4.5 on the DTSDE. The statement for this reads: “Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation. There is limited evidence that teachers consistently engage in strategic practices to inform decision making in order to provide multiple points of entry geared towards meeting the needs of diverse learners.” According to the 2014-2015 American Institutes for Research (AIR) data, “Teachers have common planning time (inquiry) once a week for one or two periods by grade bands, and they discuss a multitude of instructional activities. Responses on the usefulness of the common planning time were mixed.”</p> <p>This school year our Quality Review rating improved from developing to proficient in “engaging in structured collaboration on teacher teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.” This improvement was made through our weekly vertical grade band team meetings where we look at student work, use backward planning to develop students’ writing, and use protocols for looking at student work. However, teachers need to further improve providing coherent instruction that leads to multiple points of access for all students and fostering student participation in their learning using formative assessments.</p>		

**Part 2 – Summative Vision for Collaborative Teachers**

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Questions to consider:

- How is the school organized to promote teacher collaboration?

2. What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams?
3. How are teachers providing opportunities for to deepen learning for higher achieving students?
4. What system do teachers use to ensure that every child is safe in their class?
5. What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?
6. How do you intend to use community educators / partners to support a collaborative teaching approach?

P.S. 194 will promote teacher collaboration in a multitude of ways: professional development and common planning meetings, lesson studies, and data review systems. Teachers will participate in Professional Development with Teachers' College on an array of topics, such as using an inquiry model to look at student work, and an Instructional Coach to develop teacher's classroom practice. Professional development opportunities will be also be planned by our new Professional Development Team, which is comprised of P.S. 194 teachers, to develop teachers' content knowledge and instructional practices to improve student achievement for all students (general education, ELLs, SwDs). We have scheduled common planning time, every week for teachers to plan, prepare, and share best instructional practices. The teachers meet in grade bands to build cohesiveness and align pedagogy, and they have begun creating ReadyGEN ELA units and lesson plans and will continue to refine them as they look at students' work and develop lessons. Also, data reviews of student work and assessments will be refined through our development and implementation of a data collection system, and the use of Scantron grading system, which will expedite the process of accessing and analyzing quantitative student data.

Teachers will also collaborate about the social emotional needs of students as well as the academic needs of their students, to ensure that every child is safe in their classrooms using the school's cohesive classroom behavior matrix. Our goal and action plan addresses this area, enabling teachers to collaborate about and implement best practices as a part of their learning from professional development. P.S. 194 will be also be supported by Columbia University's Teachers College

### **Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, 100% of teachers that were rated ineffective and/or developing will increase by one HEDI rating as measured by the Danielson's Framework observation data in Domain 1 (Components1A and 1E) rating, as a result of taking ownership and planning collaboratively, a minimum of 50 minutes per week, to ensure implementation of a cohesive and coherent instructional plan to improve teacher practice.

### **Part 4 – 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? (include school, educational consultants and/or CBO staff)</b></p>
<p>The Professional Development (PD) Team will meet at least once a month to create a professional development plan that enhances and develops teachers' content knowledge and instructional practices to improve student achievement for all students (general education, ELLs, SwDs).</p>	<p>All Teachers and all students</p>	<p>Ongoing (monthly meetings)</p>	<p>Teacher Leaders, Administration, Professional Development Team</p>
<p>Teacher leaders will turnkey professional development provided by Teachers College Writers Workshop, Teachers College Reading and Writing Project, This began in December 2015 and will be ongoing for the upcoming school year.</p>	<p>All Teachers and students</p>	<p>December 2015- June 2016 (2-3 times per month during PD with TC and common planning)</p>	<p>Teacher Leaders, Instructional Coach, Teachers College Coach, PD Team  Teacher Leaders, PD Team, TC Instructional Coach</p>
<p>All classroom teachers will participate and collaborate in lesson study cycles during their common planning periods by demonstrating lessons with teachers in their grade band; giving and receiving feedback to help develop their practice; and implementing feedback into their instructional practice. Each teacher will rotate in the cycle at least one time. Also, teachers will participate in inter-visitations, labsites and observe videos to improve their practice.</p>	<p>Teachers and students</p>	<p>October 2015- May 2016 (a minimum of 5 times per year)</p>	<p>Administration, Teachers' College, Teacher Leaders (1 per grade band; K-2 and 3-5), and Instructional Coach</p>
<p>All classroom teachers will: develop and adhere to a data collection and data review system using GradeCam, use a standardized grading policy; and calibrate students' levels in writing through the use of rubrics and checklists from the Teachers College Writers Workshop to inform parents of student achievement. Teachers will have attractive, child-friendly libraries to build their interest in reading and use stamina charts, independent reading logs and conference notes to build teacher collaboration and cohesiveness.</p>	<p>Classroom Teachers, parents, and students</p>	<p>April 2015- June 2016 (monthly)</p>	<p>Administration, Instructional Coach, Teachers</p>

**Part 5 – Budget and Resource Alignment**

**Part 5a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Teacher Team Meetings (scheduling of additional common planning period), Teacher’s College (per diem substitute teachers when teachers attend PD), Student Work Products, GradeCam grading system (purchase of system), Instructional Coaches to support improving teacher practice and analysis of data

An after-school program for Grades 3-5 to develop testing skills and strategies - Per session for teachers, purchase of testing materials

An after-school ESL Program - per session for ELL teachers; purchase of ELL resource materials

**Part 5b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 6 – Progress Monitoring**

**Part 6a.** 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.

Ongoing review of lesson plans, teacher reflection sheets, PD agendas, and student work (i.e., writing samples, reading logs, conference sheets).

In February 2016, 60% of all teachers that were rated ineffective and/or developing will increase by at least one HEDI rating as measured by the Danielson’s Framework observation data (1A and 1E).

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul> <p>The school received an HEDI rating of developing throughout this Tenet on the DTSDE report. The recommendation for 2.5 reads: "Use student data, feedback from formal and informal observations, and Professional Development Opportunities to develop individual staff improvement plans." The 2014-2015 American Institutes for Research (AIR) data states, "Most teachers reported that the principal conducts formal or informal classroom observations using the Charlotte Danielson's Framework for teaching." Additionally, seventy five percent of teachers responded positively about Instructional Leadership on the AIR Preliminary Survey Report for Renewal School. To improve in the area of effective school leadership, the principal is working closely with Teacher Leaders, the School Leadership Team, parents, and the entire school community so that everyone is taking part in the School Renewal process by collaboratively giving input into the needs, wants and action plan as we move P.S. 194 forward</p>		

**Part 2 – Summative Vision for Effective School Leadership**

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Consider the following questions:

- How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students' academic and social-emotional needs are being met?

2. What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like?
3. How would the leader organize student and teacher programs to ensure students' needs are met? Fiscal capital?
4. What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?
5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?
6. What and how will the leader delegate to assistant principals and the community school director?

The school leader will articulate a shared vision and mission to the entire school community-staff, teachers, partnering organizations, and the community at large. The school vision will be shared at staff meetings, parent meetings, in the Staff Handbook, on bulletin boards and through letters to staff and parents. Staff receives weekly letters from the Principal that highlights instructional best practices and new teacher learning to be implemented. The Principal will ensure that P.S. 194 pedagogues improve their instructional practice by: conducting "snapshot" walkthroughs, formal and informal observations, and providing timely, effective feedback; providing professional development in collaboration with TC, the PD Team; and being active participants in lab-sites, inter-visitations and intra-visitations. The Principal and Instructional Team will communicate instructional needs and progress of P.S. 194M, with our community based partner, Columbia University's Teachers College at monthly meetings. The Principal, Instructional Team, and Professional Development Team will track and use student data, teacher reflection sheets, and Advance data (Domain 3) to track progress and determine next steps for teacher practice and student achievement. Our newly developed teams are: the Social Emotional Learning Team, the Professional Development Team, and the Attendance Team. Each team will be accountable for fulfilling their role in supporting teacher development and student achievement. The SEL Team, formerly known as the Behavior Coordination Team will be restructured to identify, implement, and monitor school-wide behavior management systems. The PD Team is responsible for creating professional development that enhances and develops teachers' content knowledge, instructional practices, and pedagogy to improve students learning and achievement. The Attendance Team will improve student attendance by expanding and monitoring a preventative tiered system that provides supportive solutions students with attendance issues. The Assistant Principal will oversee the Social Emotional Team and the population of students with special needs. The Community School Director will meet at least once a week to discuss the school's progress and next steps for teacher practice and student achievement. We will work collaboratively to share and communicate data and refine our practices collectively as a school community to propel P.S. 194 forward.

### **Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, 60% of all teachers will receive a final rating of effective in Domain 3 as measured by the Danielson Framework as a result of receiving support from both the Instructional and Professional Development Teams, which includes clear and timely administrative feedback and next steps.

**Part 4 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</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)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>A minimum of four classroom intra-visitations and inter-visitations and use videos (i.e., The Teaching Channel and EngageNY) to observe best practices in Domain 3. Also, all teachers will participate in a minimum of two lab-sites per grade band to develop, observe, and debrief best practices.</p>	<p>Teachers</p>	<p>May 2015 to June 2016  (a minimum of 5 per year)</p>	<p>Administration, Professional Development Team</p>
<p>Columbia University’s Teachers College (TC) will provide inquiry based meetings and professional development for classroom teachers to look at student work and develop instructional practices to meet the needs of all students. TC will offer workshops to parents to support students’ academic and social-emotional growth.</p>	<p>Teachers, parents and students</p>	<p>October 2015 to June 2016  (monthly)</p>	<p>Administration, Columbia University’s Teachers College, PD Team</p>
<p>The Professional Development Team and outside consultants will plan and implement differentiated professional development (i.e., Supporting ELLs in Your Classroom, Meeting the Needs of SwDs, Using Technology to Engage All Students) for teachers.</p>	<p>Teachers, students, and parents</p>	<p>October 2015 to June 2016  (monthly)</p>	<p>Administration, Professional Development Team, Parent Coordinator, Columbia University’s Teachers College</p>
<p>Administration will conduct “snapshot” walkthroughs, formal and informal observations and provide timely, effective feedback.</p>	<p>Teachers, students, and parents  All Teachers</p>	<p>October 2015 to June 2016  Ongoing-  weekly</p>	<p>Administration, PD Team, and Effective teachers  Administration, PD Team, and Effective teachers  Administration</p>

**Part 5 – Budget and Resource Alignment**

**Part 5a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Common Planning by Grade Band (K-2 and 3-5) - once per week allows teacher leaders to hold turnkey professional development and/or develop lessons
2. TC Instructional Coach plan 1 per month for 2 hours for common planning sessions
3. Scheduled Meetings with Administration
4. Weekly Professional Development sessions focusing on Domain 3
5. Columbia University's Teachers College Professional Development
6. Substitute Teachers

**Part 5b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 6 – Progress Monitoring**

**Part 6a.** 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.

- Monitor teacher Danielson's ratings in Advance for Domain 3.
- Teacher reflections
- Student Data (end of unit tests) and Student Work Products (reading logs, writing, projects)
- Meeting Agendas

By February 2016, 40% of all teachers that have been rated ineffective or developing in Danielson's Framework in rating in 3b, 3c, and 3d for 2014-15, will increase one HEDI level as measured by the Danielson Framework.

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	I
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>The school received a HEDI rating of Ineffective on 6.5 on the DTSDE report. The recommendation for 6.5 reads; the entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on learning and success. The 2014-2015 American Institutes for Research (AIR) data states, “Parent engagement has improved in the 2014-2015 school year and there are opportunities for parents to be involved in the school.” Our strengths in this area are that we are offering more social events for our parents to participate in and the events are well attended by our school community to build family and community ties. Also, we are communicating with families through our monthly class newsletters, Principal’s meetings, phone blasts, and progress reports. The priority area is to promote dialogue among parents and the school community on student learning and empowering them to use data. To specifically address data sharing among parents, students, and school community members, Teachers College REACH program will offer a variety of programs and supports to develop and monitor this process. P.S. 194 staff, REACH Staff, our Community Director and Parent Coordinator will implement an array of strategies to ensure that families are empowered and proactive in supporting their children's educational success.</p>		

**Part 2 – Summative Vision for Strong Family and Community Ties**

In a narrative, outline the Renewal school’s vision for this element, upon completion of the Renewal Program. Questions to consider:

1. Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment?

2. How does the school provide support to families so that they understand and can take an active role in what their child is learning?
3. How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?
4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

P.S. 194's vision is to build strong family and community ties which includes creating a community school that welcomes the community by offering a wide variety of services to students and families to develop the whole child – emotionally, socially, and academically. We will partner with various community based organizations and Columbia University's Teachers College to provide dental and health services, after-school programming that includes homework and academic support, and art and recreation programs through Expanded Learning Time (ELT). ELT will be developed, implemented, and monitor by the Extended Learning Time Team to oversee the project based curriculum that will be specifically designed to target the needs of all of our students (general education, ELLs, and students with disabilities). Parents will continue to be invited to monthly student performances, classroom celebrations, and award ceremonies. Each month, we will host parent workshops and student celebrations to empower parents to be active partners in their child's education. Parent workshops will be primarily geared to communicate the academic needs of students and how parent can support their children's learning. For example, the Principal has monthly meetings such as Understanding the Common Core Learning Standards in ELA and Math, Supporting Our English Language Learners, Supporting Our Students with IEPs, and more. Also, we communicate student data and progress with our families through progress reports and "open door" parent engagement sessions on Tuesdays. Other initiatives to foster family and community ties include: organizing special events such as Spirit Days, beautifying our school to make it student centered, and communicating with students through newsletters, calendars, and surveys.

### **Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, the school will increase parent engagement by at least 10% through the design, implementation, and monitoring of a comprehensively responsive family engagement plan that addresses parents' multifaceted needs as measured by parent workshop agendas and/or sign in sheets.

### **Part 4 – 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 stronger family and community ties and to increase parent involvement in support of improved student outcomes.</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? (include school, educational consultants and/or CBO staff)</b></p>
<p>Parents are invited to student performances which are held in alignment with monthly award ceremonies to celebrate student success, which will enable them to better understand the curriculum and student expectations. Parents are also invited to classroom writing celebrations. Partnerships are developed with Pre-K parents.</p>	<p>Parents, teachers, and students</p>	<p>October 2015 through June 2016 (monthly)</p>	<p>Principal and Teachers, Columbia University's Teachers College, <b>CBO</b></p>
<p>Host frequent parent workshops and conferences so that families can learn more about their children's education (general education, ELLs, and SwDs) and invite parents to participate in the classroom during ELT with their children during parent engagement time on Tuesdays.</p>	<p>Parents and teachers</p>	<p>September through June 2016 (monthly)</p>	<p>Administration, Parent Coordinator, Teachers, and Parents</p>
<p>Students (general education, ELLs, and SwDs) will participate in Expanded Learning Time (ELT) programs emphasizing academics, the arts, and recreation.</p>	<p>Students</p>	<p>September through June 2016 (daily)</p>	<p>Administration, Columbia University's Teacher's College, CBO staff</p>
<p>All families will receive additional social services through our various community partnerships (i.e., NY Foundling, Smile New York, Harlem Hospital)</p>	<p>Students and parents</p>	<p>September through June 2016 (monthly)</p>	<p>Administration, Guidance Counselor, and Social Worker</p>

**Part 5 – Budget and Resource Alignment**

<p><b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ol style="list-style-type: none"> <li>1. General Supplies for monthly student award assemblies</li> <li>2. Awards for students</li> <li>3. Parent Engagement materials for monthly parent meetings</li> </ol>

4. Schedule Parent trainings

**Part 5b.** 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	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 6 – Progress Monitoring**

**Part 6a.** 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.

Parent sign in sheets from workshops, special events, class events; parent surveys to track progress and needs;

In February 2016, the school will increase parent engagement by at least 7% as measured by parent attendance to school community events.

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 6: Expanded Learning Time (ELT) Program Description

**Directions:** Expanded Learning Time (ELT) activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environments, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

### **Part 1 – ELT Program Goal(s)**

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
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By June 2016, ninety five percent of students in grades K through five will participate in expanded learning time programs that integrate academics, the arts and recreation as measured by student attendance in ELT programs.
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### **Part 2 – ELT Program Type**

Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
The first hour of the ELT is compulsory, and the second hour is voluntary. Teachers College and P.S. 194 staff will communicate with parents through fliers, meetings, and letters. In September, an informational table will be set up during afterschool dismissal to recruit families. TC will work Administration and Social Emotional Learning Team to identify targeted students and families for the students in the voluntary program.				

### **Part 3 – ELT Program Description**

<b>Target Population:</b> The ELT program for a Renewal School will be offered to <b>all students</b> in the school.
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<p>Describe how the school will meet the following SED requirements for an ELT program:          How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging?          How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?</p> <ul style="list-style-type: none"> <li>• Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.</li> <li>• Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.</li> <li>• What new content areas and opportunities will be offered to students?</li> <li>• Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.</li> <li>• Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.</li> <li>• How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?</li> <li>• How will outreach be made to families?</li> </ul>
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The ELT program reflects a focus on academic skills. All students in grades pre-kindergarten through five will participate in project based learning (PBL) for the first hour of programming TC staff will plan six week cycles to expand learning in reading, literacy, mathematics and science as an extension to their everyday learning. PBL opportunities offer hands on project based learning that are not typically offered in the traditional classroom setting. In addition, the school will offer enrichment in areas of interest such as dance and art, as well as Homework Help. Students will have the opportunity to engage in these opportunities each day. For the second part of programming, Harlem Dowling Westside Center (HDWC) is the CBO partnership that implements the various programs. Our English Language Learners, students with disabilities and general education population will benefit from these experiences.

Other new expanded learning opportunities include a Summer Bridge program for our students entering fifth grade. Students regularly participating in the program will show continuous improvement on measures such as school attendance, classroom performance, and decreased disciplinary actions. Other ELT opportunities that will include Foundations, Test Preparation for grades 3 to 5, and a program for ELL students and their parents.

**Part 4 – ELT Program Implementation and Oversight**

**Part 4a.** Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

Key personnel responsible for implementing and overseeing the ELT program are: REACH liaison, the Community School Director, the HDWC Site Director and Harlem Children's Zone Director (HCZ). They will work with collaboratively together to implement and oversee the program. The project based learning will be led by REACH and HDWC staff, with support by HCZ staff. REACH will track attendance, behavior, and academic progress of students. The Expanded Learning Time programs will be designed, implemented, monitored, and refined through collaborative efforts of PS 194 and TC. TC's Expanded Learning Opportunities Associate will lead the collaborative work. Community-based partners that likely will be leveraged to support the work include: Young Audiences New York (YANY), Tribeca Film Institute (TFI), and Harlem Dowling Westside Center (HDWC). HDWC and HCZ will support the daily ELT programs with a particular focus on homework help and some arts-based activities. TC also oversees the Summer Bridge program as well as provide tutors to support students in need of additional individual support throughout the year. We will evaluate the impact of the programming on student achievement by monitoring students' progress in mathematics, science, and ELA based on their assignments, assessments, and performance tasks.

**Part 4b.** Timeline for implementation and completion, including start and end dates.

The ELT program will begin in September 2015 will school based teacher support and recruitment of TC REACH staff; October – programming for students begin with TC REACH; HDWC and HCZ; October to June – programming for students with all partners

**Part 5 – ELT Budget and Resource Alignment**

**Part 5a.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Columbia University's Teachers College REACH (Community Director, REACH Liaison), P.S. 194 Tutors, Harlem Dowling Afterschool Program (Tutors), per session (HCZ Beacon program on site)

**Part 5b.** Indicate using an "X" the fund source(s) that will be utilized to support the ELT Program.

*Note: If the program is funded by 21<sup>st</sup> Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.*

	<b>21<sup>st</sup> Century</b>		<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>C4E</b>
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	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>	X	<b>Other</b>
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**Part 6 – ELT Progress Monitoring**

**Part 6a.** 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.

In February 2016, student attendance data review for the ELT programs using the Kinolved attendance system. Attendance should be at 95% or higher. We also will evaluate the impact of the programming on student achievement by monitoring students’ progress in mathematics, science, and ELA based on their assignments, assessments, and performance tasks.

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 7: Community School Description

**Directions:** The Community School program is directly aligned to the Framework for Great Schools element – Strong Family and Community Ties.

### **Part 1 – The Community School Program Goal(s)**

Indicate the summative goal(s) of the Community School program for the 2015-16 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2016, the school will increase parent engagement by at least 10% through the design, implementation, and monitoring of a comprehensively responsive family engagement plan that addresses parents' multifaceted needs as measured by parent workshop agendas and/or sign in sheets.

### **Part 2 – Community School Program Description**

**Part 2a.** Identify the target population(s) to be served by the Community School program and the scope of the services provided.

The target population to be served includes our students, families, and residents of the community. Our school community demographics that are to be considered includes: English Language Learners; families residing in temporary housing, and families receiving free lunch. The scope of services provided through the Community School program ranges planning and programming to supporting and implementation. The Community School program will provide personnel support, instructional support to staff to impact student achievement, as well as data collection and analysis support to monitor the progress of our community school model in meeting the needs of our students, families, and community. Support will be implemented based on our needs assessment data and collaborative work in planning action steps to meet goals by working closely with teachers and looking closely at timely student data, and tracking their academic and social progress.

**Part 2b.** Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

1. Renewal Schools are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.
2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.
3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly Forums engaging families and community stakeholders will be a critical part of this parent engagement strategy. Describe how you will implement this aspect of the work.
4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students.

Data tools and training will be available for schools to use. Indicate how you will implement this aspect of the work.

P.S. 194 will partner with Columbia University's Teachers College (TC). We have worked closely with the School Leadership Team to analyze our school data; prioritize the school's needs and next steps; and strategically plan the activities and supports provided by our partner organization. The partnership with Teachers College and our school will be multi-faceted and will support P.S. 194 in our transformation into a Community School.

The strands of work are: Teaching and Learning Leadership and Pedagogical Practices; Expanded Learning Opportunities; Physical and Mental Health Programming; and Family Support and Engagement.

As a part of their Teaching and Learning Leadership: Leadership, TC will support Administration in developing, implementing and monitoring an effective strategy for change and continuous improvement that involves the use of structures, resources and practices to create a coherent set of actions that continuously cultivate each element of the instructional core as well as the surrounding elements in order to achieve greater learning outcomes for all students and adults. To develop Pedagogical Practices, TC will retool instructional leadership and practices within the school to improve student learning outcomes through research-based professional development interventions designed to simultaneously build the sustainable instructional capacity of teacher and teacher teams around the elements of effective teaching through use of teacher leaders and turnkey learning. Also, TC will partner in our work to engage student in high quality expanded learning time programs that are responsive to students' specific needs as evidenced by the data on their learning outcomes, expose them to new and diverse experiences, complement the teaching and learning of students' classrooms, and support their academic, social, and physical development. As a part of our Family Support and Engagement, TC will cultivate the knowledge, skills, and confidence of families to engage with schools in more consistent, coordinated, and meaningful ways to support the academic, social and physical development of their children.

### **Part 3 – Community School Program Implementation and Oversight**

**Part 3a.** Who will implement the Community School program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the Community School program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured with the Community Based Organization (CBO).
3. Explain how you will evaluate the program to assess its impact on student achievement.

Key personnel that will be working together to implement the program are school administration, the Teachers College REACH liaison, TC's Expanded Learning Opportunities Associate, the Harlem Dowling Westside Center liaison, and the HCZ Director. However, the Community School Director will be responsible for overseeing the program. The Community Director will work closely with the Attendance Team, and will submit weekly data for the Attendance Team meetings to develop interventions, and progress monitor. The Community Director helps to identify parents' and community needs to develop responsive programming and plan effective, interactive workshops. The Community School Director fosters the philosophy of being lifelong learners, and identifies other community supports available to our families to grow our community school model.

TC's Expanded Learning Opportunities Associate will lead the collaborative work. Community-based partners that likely will be leveraged to support the work include: Harlem Dowling Westside Center (HDWC), HCZ, Hands Are for Holding, etc.. Our programs will be evaluated by student attendance data for the ELT programs using the Kinvoled attendance system. We also will evaluate the impact of the programming on student achievement by monitoring students' progress in mathematics, science, and ELA based on their assignments, assessments, and performance tasks. The REACH team will continuously collect and analyzes data for all strands of work across P.S. 194. Quantitative and qualitative data is used to evaluate work both to inform decisions on how specific interventions might be improved and to measure the progress toward our final outcomes.

**Part 3b.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.

Columbia University's Teachers College, K-5 Teachers, TC Instructional Coach, Community School Director

**Part 3c.** Timeline for implementation and completion, including start and end dates.

September 2015 through June 2016. The Renewal Hour will begin in September. Additional expanding learning after the Renewal Hour will begin in October.

**Section 8: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<p>Fundations Assessment.</p> <p>AIS provider will work with small groups of students that are performing in the bottom 1/3 as a push in model in grades K- 5</p> <p>IReady Assessment.</p> <p>Afterschool program- Title I Afterschool Program small groups of students in Grade 3, 4 and 5 that scored a Level 1 or Level 2. Grouping for instruction for this program is based on formative and summative assessment data such as, Fountas and Pinnell, IReady and the NYC Performance Assessments and ReadyGen Unit Assessments.</p>	<p>The K and 1 reading intervention program provides a structured, sequential and cumulative phonics/spelling program.</p> <p>Guided reading</p> <p>The program will assist students in acquiring individualized strategies and skills needed to become proficient in reading.</p>	<p>Small group</p> <p>Small group</p> <p>Small group</p> <p>Small group</p>	<p>School day</p> <p>School day</p> <p>School day</p> <p>Afterschool</p>

<b>Mathematics</b>	<p>AIS</p> <p>IReady</p> <p>AIS –All students that in grades 3-5 that scored a Level 1 or Level 2 on the New York State Math Assessment.</p> <p>Afterschool program- Title I Afterschool Program small groups of students in Grade 3, 4 and 5 that scored a Level 1 or Level 2. Grouping for instruction for this program is based on formative and summative assessment data such as, Go Math I-Ready and the NYC Performance Assessments.</p>	<p>The program will assist students in acquiring strategies and skills needed to become proficient in both mathematics.</p> <p>Strengthen grade appropriate number sense and review essential basic math skills.</p> <p>The program provides the students with opportunities to become effective problem solvers, learn to model with math, and construct viable mathematical arguments</p>	<p>Small group</p> <p>Small group</p> <p>Small group</p>	<p>Day school</p> <p>Day school</p> <p>Afterschool</p>
<b>Science</b>	<p>All students are receiving science instruction both in the classroom and from a from a certified science Instructor a minimum of once per week. Small group instruction is based on assessment data and grade level material.</p>	<p>All classroom teachers utilize FOSS to develop exploratory hands on learning aligned with the Science Scope and Sequence.</p> <p>Skills and strategies based on assessment data and grade level material.</p>	<p>Small group, whole class</p>	<p>School day</p>
<b>Social Studies</b>	<p>All students are receiving Social Studies instruction in the classroom by</p>	<p>Skills and strategies based on</p>	<p>Small group, whole class</p>	<p>School day</p> <p>Expanded learning time</p>

	<p>their classroom teachers. The School Librarian will provide resources and differentiated support to all classes.</p> <p>The Expanded Learning Time will be project based learning that will be aligned to the social studies scope and sequence.</p>	<p>assessment data and grade level materials.</p>		
<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>At-risk and Mandated services provided by Guidance counselor, psychologist and Social worker. Health services provided by the nurse.</p> <p>SEL Team will meet monthly to implement and monitor student with both academic and behavior issues for both students and teachers.</p>	<p>Strategies are used to counselor students with emotional needs such as role playing, peer remediation, and referrals .</p> <p>Strategies are used to counselor students with emotional needs such as role playing, peer remediation, and referrals</p>	<p>Small group</p> <p>Small group</p>	<p>School day</p> <p>School day</p>

## Section 9: 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.			
X	<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.
Columbia University's Teachers College will provide teacher leaders in grades PreK through 5 with professional development, which primarily focuses on the collaborative inquiry process, rigorous instructional planning and delivery, and effective teacher teaming. TC will deliver eight monthly full-day PD sessions and a week-long Summer Institute for teacher leaders. Also, TC will provide on-site, job-embedded PD for teacher leaders to refine their instruction and support them in the turn-key of learning to their teacher teams.

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

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• All teachers are highly qualified. We are utilizing Danielson's Framework for Teaching to improve teacher practice.</li> <li>• The principal is working closely with the office of Teacher Recruitment to hire Highly Qualified staff. One of the strategies is to conduct a school tour to those teachers that have shown an interest through Teacher Finder. After the tour candidates are invited back to conduct demo lessons and interview with a committee of teachers and administration.</li> <li>• Teachers are collaboratively working to create and revise curriculum to align with CCLS and meet the differentiated needs of all learners including ELLs and SWDs.</li> <li>• Administration will attend hiring fairs.</li> <li>• School team will check for certification requirements within school based staff.</li> <li>• The school partnership with Columbia University's REACH staff will provide weekly professional development to staff to enable all students to meet Common Core Standards.</li> </ul>

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
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NOT A TARGETED ASSISTED NOT APPLICABLE

**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).

**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/information, early intervention services, etc.).

Our PreK-Teacher and paraprofessional are included in all professional development that is provided to all members of the school community. All PreK parents and students are included in all school activities to support the transition into the school community. At the end of the school year all PreK parents will be provided with an orientation that will provide assistance for the transition to kindergarten.

**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.

**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 enables, a Schoolwide Program school must identify in its Schoolwide plan (RSCEP) 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	113,776.00		pg. 17, 18, 21, 25, 29, 40, 43, 48-51
Title I School Improvement 1003(a)	Federal	16,979.00		pg. 17, 25, 29, 33

Title I Priority and Focus School Improvement Funds	Federal	42,806		pg. 17, 18, 21, 25, 29, 33, 40, 43, 44
Title II, Part A	Federal	105,580.00		pg. 17, 21, 25, 29, 33, 40, 43, 44
Title III, Part A	Federal	11,200.00		pg. 17, 18, 29,
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,165,417.00		staff salaries, MyLibrary NYC program

**<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 School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/RSCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**Section 10: 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 RSCEP 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.

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**Parent Involvement Policy (PIP)**

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. 194M - Countee Cullen, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. P.S. 194 Countee Cullen will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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)**

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

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

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- offering parent engagement hours on Tuesdays from 2:40 p.m. to 3:20 p.m.
  - 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:

- organizing workshops based on parent survey responses
  - monthly schoolwide newsletters to communicate academic, and social information and events
  - creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

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

### **III. Student Responsibilities:**

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

**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 OTSPS.

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>P.S. 194 Countee Cullen</u>	DBN: <u>05M194</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>26</u>
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input 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>1</u> # of certified ESL/Bilingual teachers: <u>1</u> # of content area teachers: <u>1</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: \_\_\_\_\_

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

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

The ESL After School Academy will focus on English language development for speaking, listening, reading, and writing. Students will be actively engaged in learning how to navigate a computer, type reports, and enhance reading fluency, comprehension, and vocabulary through various online programs such as Brainpop ESL, Starfall, and Imagine Learning. The schedule for the students in grades 3 through 5 will be on Wednesdays and Fridays from 2:40 pm to 4:40 pm and the instruction will be provided by the ESL teacher. In addition, through small group instruction we will focus on Reading and Writing during the sessions on Wednesdays and Fridays since our students in grades 3 through 5 scored lower in these two modalities. The ESL teacher will be utilizing the Time for Kids Exploring Writing program which consists of high-interest nonfiction texts, fiction stories, and poetry to help students develop nonfiction and fiction writing skills to help our ELLs become better writers. For those students in grades 1 through 5 that struggle with listening comprehension, we will use Title III funds to purchase some listening and reading devices to use in the listening center during the After School Academy. For students in grades 1 through 5 who struggle with speaking and verbal expression in English, we will use the Reader's Theater program to help build fluency. This program uses plays to introduce fables so that students can act out what they read enabling them to practice their speaking and listening skills as well as help develop oral language. Students in grades 3 through 5 will work in small groups with the ESL teacher based on their NYSESLAT, ELL periodic Assessment, and Independent reading levels on Wednesdays and Fridays.

### Part C: Professional Development

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

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

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

In addition, teachers and staff attend various workshops related to classroom management, best practices , and working with CLD (Culturally and Linguistically Diverse) families. Some of these workshops are provided by the NYC Dept. of Education Office of ELLs. All teachers also receive ongoing training and learn how to differentiate instruction for English Language Learners in the classroom. Some of the workshop topics will be: Using Writing Journals and Reading Logs, Sharing Best Practices for Math and ELA Instruction, Designing Learning Targets, Analyzing Lesson Plans, The New Common Core Standards, How to Effectively Teach Inferencing, Looking at Student Work and Using Data to Drive Instruction. These Professional Development workshops will be provided by the the Principal, Assisstant Principal as well as the Instructional Team on Mondays beginning October 20, 2014 and ending on June 8, 2015 from 2:50 pm to 4:00 pm. The Professional Development will take place on the following tentative scheduled dates in 2014: October 20th, October 27th, November 10th, November 24th, December 8th, December 15th, December 22, 2014. The tentative dates for 2015 are as follows: January 12th, January 26th, February 16th, February 23rd, March 2nd, March 9th, March 16th, March 23rd, April 13, April 20, April 27th, May 4th, May 11th, May 18th, May 25th, June 8, 2015. In addition, teachers and staff attend various workshops throughout the year related to classroom management, classroom instruction, and working with CLD (Culturally and Linguistically Diverse) families which are provided by the New York City Department of Education.

### Part D: Parental Engagement Activities

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

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

### Part D: Parental Engagement Activities

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

The Parental Engagement Activity Workshops will take place in 2015 on the following tentative Scheduled dates: January 7th, February 2nd, March 4th, April 1st, May 6th and May 29, 2015 from 2:45 pm to 4:00 pm. Additional workshops will be provided by the Principal, the Parent Coordinator and other staff members such as the ESL teacher, and the Math Coach to name a few, on the last Thursday of every month from 8:30 am to 9:30 am. Some of the topics that will be covered during these meetings are: How English Language Learners are Identified and the Services They Receive, ELA and Math Curriculum and it's alignment to the Common Core Standards, Special Education, Promotional Policy, Kindergarten Open House, Transitioning to Middle School, and Educational Summer Activities. The tentative dates for these workshops are: December 18th, January 29th, February 19th, March 26th, April 30th, May 28th, and June 18, 2015 from 8:30 am to 9:30 am. The final culminating family celebration will be a Multicultural Day which will take place on May 29th, where students, teachers, and parents will share their cultural traditions through food, apparels, history, flags, and art. Parents are notified of these activities via the monthly ESL newsletter, the school calendar and our phone messaging system. Letters are translated into the native language which is usually done by our Parent Coordinator. When our Parent Coordinator does not know the native language of the family, she reaches out to other staff and members of the community for support. At times our Parent Coordinator reaches out to the Translation and Interpretation Unit for phone interpretation when necessary.

### Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <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> </ul>	_____	_____

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"><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>05</b>	Borough <b>Manhattan</b>	School Number <b>194</b>
School Name <b>Countee Cullen</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Josephine Bazan</b>	Assistant Principal <b>Joseph Di Crescento</b>
Coach <b>Patrice Lewis</b>	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Mary Su</b>	School Counselor <b>Xiomara Rivera</b>
Teacher/Subject Area <b>Michelle Cruz/Social Studies</b>	Parent
Teacher/Subject Area	Parent Coordinator <b>Clara Pena</b>
Related-Service Provider <b>Kiyamara VanDuyne</b>	Borough Field Support Center Staff Member <b>Hong Ying Shen</b>
Superintendent <b>Gale Reeves</b>	Other (Name and Title) <b>Aurora Quipit, Speech Teacher</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 <b>not</b> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
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	0
Number of certified ENL teachers <b>not</b> 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)	211	Total number of ELLs	39	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	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

### 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	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	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>	39	<b>Newcomers</b> (ELLs receiving service 0-3 years)	36	<b>ELL Students with Disabilities</b>	7
<b>SIFE</b>	1	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	3	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									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	0	0	0	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	36	1	1	3	0	3				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	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE 0														0
<b>TOTAL</b>	<b>0</b>													

**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																		
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	<b>0</b>																			

\* 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								
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
<b>TOTAL</b>	<b>0</b>									

**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: _____
--	---

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	4	4	3	4	3	6								0
Chinese														0
Russian														0
Bengali	1	2		1	1									0
Urdu														0
Arabic						1								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	2	1	2	1	1								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)	0	4	3	2	2	2								0
<b>Emerging</b> (Low Intermediate)				3	1	2								0
<b>Transitioning</b> (High Intermediate)	2	4	1											0
<b>Expanding</b> (Advanced)	5			2	2	4								0
<b>Commanding</b> (Proficient)														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

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														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	2	1			0
5	6				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									0
4	3								0
5	4		2						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	2		1		2				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.  
 At P.S. 194 we use the Fountas and Pinnell Benchmark Assessment kit to assess the literacy skills of all our students across the grades. We use the Fountas and Pinnell assessment twice per year, in the Fall and Spring. We administer the assessment so that we can use the data to drive and direct individualized learning plans for our ELLs. The students are assessed in four modalities and the plan indicates how the student performed in each modality and how to support the student. The plans are used to target instruction and support English language development and acquisition.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 According to the data patterns across proficiency levels and grades on the NYSITELL and NYSESLAT, our ELLs consistently score higher in the listening and speaking modalities, while many of our ELLs continue to struggle in the reading and writing modalities.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 NYSED developed an Annual Measurable Achievement Objective (AMAO) Self-Evaluation Plan form to assist our district in reviewing our current implementation plan and goals relative to strengthening programming and improving academic outcomes for English Language Learners (ELLs). We are in the process of completing the data analysis and AMAO Estimator Tool to generate our AMAO 1 and AMAO 2. After this information is finalized, we will align our results with the Spring 2015 NYSESLAT and/or NYSITELL results.
- 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?

ELLs are not administered assessments in their native languages. Fall ELL periodic assessment results are pending. We are awaiting the results of the ELL periodic assessments. School leadership and teachers are formulating classroom assessments based on questions that align with the ELL standards. The home language is not used in language instruction.

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](#).] At P. S. 194 we use data to guide instruction for ELLs within the RTI framework. For each English language learner who scores below specified levels of performance on the annual English language proficiency assessment, our school provides additional support services to provide the student, taking into consideration the following criteria:
- Number of years of instruction in an English as a new language program
  - English and home language literacy
  - Content area and socio-emotional support needs of students with inconsistent/interrupted formal education (SIFE)
  - English and home language literacy needs of long-term ELLs
  - Results on the annual English language proficiency assessment exam
  - English as a second language teacher recommendation
  - Content area teacher recommendation
  - Parent or guardian request
  - Sample of student work in English
- These extra support services, including the aim of prevention and early intervention through a tiered system of instructional support, are provided by collaboratively working together (teachers, administrators, and service providers) to create an instructional plan for supporting our ELLs. General Education classroom teachers and the ENL teacher provide differentiated learning through small group scaffolded instruction. Teachers are provided with best practices ESL methodologies that are research-based and appropriate for linguistically diverse learners to help get content across to students.
6. How do you make sure that a student's new language development is considered in instructional decisions? Targets of Measurement in Listening, Reading, Writing, and Speaking in English are used in planning for new language instructional decisions. The NYSESLAT Targets of Measurement on the [engageny.org](#) website describe what students should be able to do at each grade band level, linked to specific targets of measurement and their linguistic purposes. Resource files are provided by each modality so teachers can use this resource to ensure their instruction and formative assessment are aligned with these targets. According to the NYSESLAT data, our ELLs struggle in the modalities of Reading and Writing. We are using data-driven instruction to meet the needs of our ELL population.
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?
- Our school does not implement a dual language program because we do not have the minimum number of students whose home language is in another language to plan for dual language programs. In addition, according to the Spring 2015 NYSESLAT results, our current ELL students did not score commanding/proficient in English. All of our students will continue to be instructed in the Freestanding English as a New Language Program.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). The success of our ENL/ELA program is largely based on the NYSESLAT scores and the AMAO results. Success on the NYSESLAT is measured when the student moves up 1 or 2 levels. The AMAO results provide a closer look at increases and decreases in achievement. Additional evidents also includes ELL Periodic Assessments, program assessments (ReadyGen, Fountas & Pinnell, Wilson Foundations, GoMath, Science and Social Studies Scope & Sequence, and Imagine Learning Computer Program), and teacher created performance 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. When a new student is admitted to P.S. 194, the ENL teacher either assists parents while filling out the Home Language Information Survey and/or reviews it to determine eligibility. If the survey indicates a language other than English spoken at home, the ENL teacher interviews the student in English to further determine eligibility. Finally, the ENL teacher will administer a formal assessment (NYSITELL and/or Spanish LAB) to the student within the first 10 days of enrollment. Entitlement of ELL services is determined by the NYSITELL assessment results. Parents/families are contacted via school letter.

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).  
When a student who is a newly identified ELL, in grades 3 to 5, and assessed at the beginner/entering or low intermediate/emerging level of proficiency is admitted to P.S. 194, then they will be interviewed with an oral questionnaire by the ENL teacher. In addition, for those SIFE students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the ENL teacher will administer the Literacy Evaluation for Newcomer SIFE (LENS) within 30 days of enrollment.
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).  
Newly enrolled students with IEPs must be identified as ELLs based on the determination of the Language Proficiency Team. The LPT is comprised of
  - Ms. Josephine Bazan, Principal
  - Ms. Mary Su, ENL teacher
  - Ms. Kiyamara VanDuyne, service provider
  - The student's parent or guardian
 The Bilingual Parent Coordinator or Bilingual Guidance Counselor will assist with interpretation.  
The LPT members decide if the student is eligible to be administered the NYSITELL.  
LPT recommendation will be accepted or rejected within 20 days.
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.  
The ENL teacher maintains organized, current records of all ELL information. Entitlement and non-entitlement parent notification letters are distributed in the parents' preferred language according to the blue information contact cards. All documents are copied and filed in the school's ENL binder which can be located either in the ENL teacher's room or in the principal's office. The ENL teacher is responsible for consistently updating and maintaining records, as well as communicating with parents.
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).  
Parents of students will be given information in their preferred language that they have the right to appeal ELL status (either as an ELL or non-ELL) within 45 days of enrollment. The ELL Identification Process can be administered a second time. The school will initiate a review of the ELL status determination upon receipt of a written request from any of the following:
  - A student's parent or guardian
  - A student's teacher (if the teacher's request includes written consent from the parent or guardian)
 Copies of letters are maintained in the ENL binder.
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 newly enrolled and current ELLs are invited via school letter in their preferred language to attend a Parent Orientation/Workshop within 10 days of enrollment. At this workshop, parents are provided with information about all three program choices through letters, a parent orientation, and the NYCDOE parent orientation video in several native languages explaining all three program choices. These ongoing parent orientation/workshops are conducted during the Meet the Teacher Night in the Fall and/or during the parent engagement outreach throughout the year on Tuesday afternoons between 2:45 to 3:45pm. Parents are given the opportunity to sign the Parent Program and Selection Form indicating their program choice. After indicating their program choice, placement is immediately made for their child. If parents do not return parent surveys, they are informed that the bilingual program is the default placement. However, because our school does not have a bilingual program at this time, their child will be placed in a Freestanding English as a New Language Program.
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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.  
Our school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner by sending out second notices and/or phone calls to the parents. The ENL teacher will also communicate with the students about the importance of their parent/guardian filling out the parent program choice. If the form is not returned, parents will be sent letters in their preferred language, that the default program for ELLs is bilingual education. However, because our school does not have a bilingual program at this time, their child will be placed in a Freestanding English as a New Language Program. Copies of letters will be in the ENL binder to monitor parent program choice.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
The ENL teacher monitors the Parent Survey and Program Selection forms that have not been completed by keeping a checklist or tally sheet of the ELL students that have completed and returned the letters. For those students who have not completed and returned

the letters, the default program selection form letter in the parents' preferred language will be sent out to inform them that our school currently has a freestanding English as a New Language program and their child will be placed in this program.

9. Describe how your school ensures that placement parent notification letters are distributed.  
The ENL teacher will ensure that placement parent notification letters in their preferred language are distributed because copies of the letters will be made and kept in the ENL binder that is located in the principal's office.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
The ENL teacher will maintain original/copies of ELL documentation for each student in the ENL binder located in the principal's office.
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.

The ENL teacher prints out the RLER report from ATS for a list of NYSESLAT-eligible students. The ENL teacher and testing coordinator create a schedule to administer each modality (Listening, Speaking, Reading, and Writing) within the administration window in order to track student completion, allotting ample time for make-ups for each section of the test. All students are accounted for and tested within grade bands. Students with Individualized Educational Plans (IEP) are provided with the appropriate testing accommodations. A checklist is created to ensure that all ELLs are tested on each modality. Students who are absent during initial testing dates are scheduled to make up the exam. The writing portion of the NYSESLAT is scored by a team of teachers in the school appointed by the principal. All scores are transferred onto the appropriate grid and packaged for scanning. NYSESLAT testing scheduling will allow for students who missed a subtest to have ample time to make up the subtest within the testing window.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
The ENL teacher will send out continued entitlement and transitional support parent notification letters in the parents' preferred language by giving the letters to the students' classroom teachers to distribute to their students. Copies will be maintained in the ENL 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 ENL teacher collects the Parent Survey and Program Selection forms to observe and monitor trends in parent choice. Most of the parents have chosen the Freestanding English as a New Language Program. Out of the 7 letters that were sent to newly enrolled Kindergarten parents, 2 parents selected the Freestanding ENL Program. In addition, the SIFE student's parent also chose the Freestanding ENL program. The Aspira Consent Decree offers bilingual education to all students. The Parent Survey and Program Selection forms align with this decree because it states that children have a right to bilingual education. If our school has the number of students in one home language, our school would be required to offer bilingual education to those parents.

## 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.  
The ELL program at P.S. 194 implements the stand alone and integrated ENL model of instruction. Students are placed in groups according to their grade levels (K-2 or 3-5) and their English proficiency levels (Entering/Emergent/Transitioning/Expanding/Commanding). The ENL teacher along with the General Education teacher provides students with the mandated units of study as per CR Part 154. The standalone ENL component is provided by the ENL teacher. The integrated ENL component is provided by the ENL teacher collaborating with the General Education teacher.
  - b. TBE program. *If applicable.*
  - c. DL program. *If applicable.*

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
 The ENL teacher collaborates with all classroom teacher with ELLs and service providers to create a schedule that allots for the mandated amount of instructional minutes per student per proficiency level. The ENL teacher and administration keeps records and ensures that the schedule is followed and that students are receiving the mandated amount of instructional minutes. Entering students are programmed to receive 180 minutes of stand alone ENL and 180 minutes of integrated ELA. Emerging students are programmed to receive 180 minutes of stand alone ENL and 180 minutes of integrated ELA. Transitioning students are programmed to receive 90 minutes of stand alone ENL and 90 minutes of integrated ELA. Expanding students are programmed to receive 180 minutes of integrated ELA. Commanding students are programmed to receive 90 minutes of integrated ELA.
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.  
 At P.S. 194, the content areas are delivered in English in and out of the classroom by the General Education teachers and the ENL teacher. Best practices methodologies are applied using the Sheltered English Instruction model. Content, instruction, and assessments are differentiated, scaffolded, and supplemented with Higher Order Thinking Skills aligned to NYS ESL standards and Common Core learning standards. We use the Ready Gen ELA curriculum and the Go Math math curriculum, and both are aligned to the Common Core ELA and Math learning standards. The ENL teacher supports ELLs by scaffolding curricula and instruction to make content comprehensible to ELLs.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
 Students are not evaluated in their home languages because students are instructed in a stand alone ENL or integrated ELA program.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
 ELLs are evaluated in all four modalities (speaking, listening, reading, and writing) or English acquisition throughout the school year through Fountas and Pinnell, ReadyGen program assessments, ELL Periodic assessments, teacher created assessments, and the NYSESLAT. In addition, teachers keep running records and other conferencing notes to observe when students begin to self correct use of English. In the writing modality, teachers monitor students' progress in drafting and self editing a writing piece. Students are observed when they ask for clarification of an oral question or statement as well as when they are able to paraphrase information in class.
6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
  - Newcomer
  - Developing
  - Long Term
  - Former ELLs up to two years after exiting ELL status
- SIFE students are provided with support via the Bridges Core Instructional Elements.
    - Newcomers are supported with scaffold support and literacy/math strategies to meet their individual needs.
    - Developing ELLs are provided support in vocabulary learning and writing scaffolds.
    - Long Term ELLs will be provided with extra support in reading and writing.
    - Former ELLs will be supported up to two years after exiting ELL status with scaffolding their metacognitive development.
 All ELLs and former ELLs for up to two years after testing out are eligible for ELL testing accommodations, in addition to any accommodations on their IEPs or 504 Plans, if applicable. A list of NYS-approved accommodations may be found in the School Administrator's Manual (SAM) for each respective test (i.e., mathematics, science and social studies).
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.  
 Between 6 and 12 months, from the date of the superintendent's notification to the principal, parent, guardian, and/or student, the student's academic progress will be reviewed by the principal to ensure that the student's academic progress has not been adversely affected by the determination. This will be determined by the Instructional Coach, classroom teacher, and/or ENL teacher who monitor the student's progress through informal and formal assessments. The principal will consult with the ENL teacher in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified teachers and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the student must be provided with additional support services. The principal may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she will consult with the

superintendent or his/her designee. Final decision notification will be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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?
- The classroom teachers, special education teachers, and the ENL teacher articulate and collaborate to ensure that the individual needs of ELLs with learning disabilities are addressed in their IEP goals and ESL goals based on various ELL assessment data. The ENL teacher uses the SIOP model of instruction which employs the best practices for sheltering instruction to ELLs with special needs. SIOP lesson features include the following: adaptation of content, links to background, links to past learning, strategies, modeling, guided practice, independent practice, comprehensible input, hands-on learning, meaningful and rigorous learning tasks that promote engagement, integration of all 4 language processes, varied and flexible learning group options, and ongoing assessment procedures.
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?
- ELLs who are also students with disabilities (SWD) receive accommodations that apply both to ELLs and SWDs, as appropriate. ELLs with disabilities are not exempted from the NYSESLAT, and may use the test modifications and accommodations as detailed on their IEP when taking the NYSESLAT (and as permitted in the School Administrator's Manual for the test). Response to Intervention (RTI) approaches will be applied to ELL students who enter with lower levels of proficiency in the home language, or if anticipated progress is not noted after a reasonable time period.

**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 <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (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 <u>per week</u> (540 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (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.

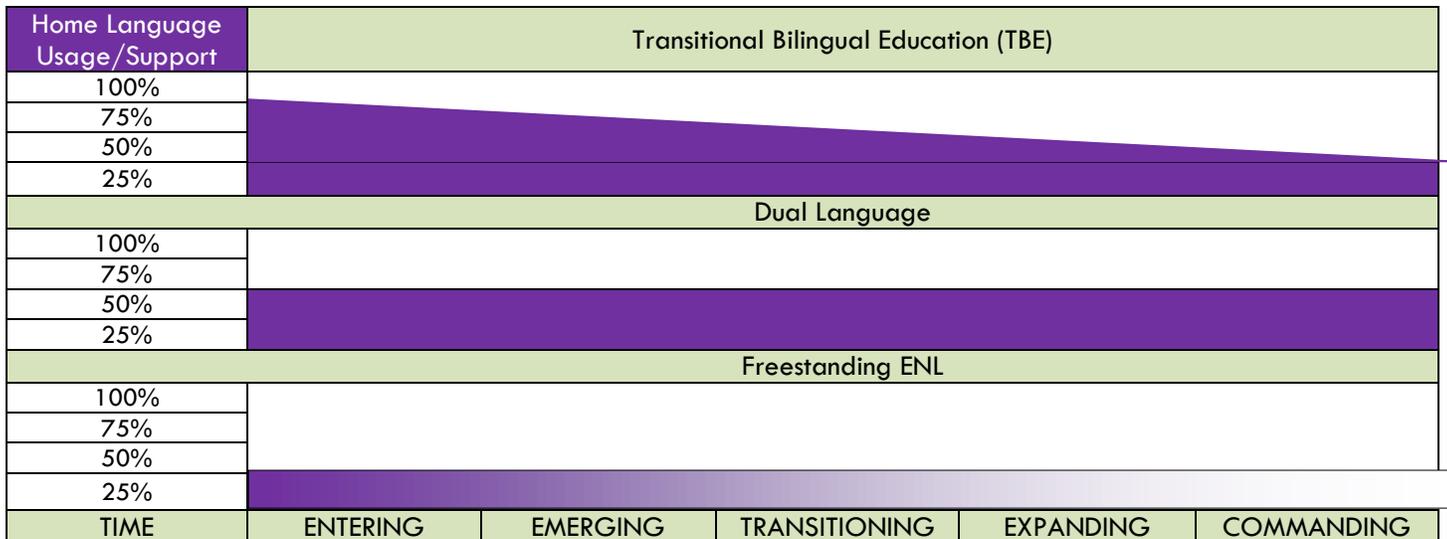


\*Note: “other approved services” does not apply to New York City at this time.

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. Our ELLs are held to the same high standards and expectations promoted and signed with the Common Core Learning Standards. Developing rigorous lessons assessing their needs while maintaining high performance standards and expectations is the core of the Principles of Learning, guided and organized by the NYCDOE, which ensures a learning environment of differentiated instruction. All ELLs are invited to attend our after school program whose focus is academic intervention in literacy and mathematics. During the school day, classroom teachers, cluster teachers, and support service providers will work with ELLs in small group scaffolded instruction.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. Our current program meets the needs of our ELLs in both content and language development by utilizing different types of instructional strategies and scaffolding necessary for ELLs, including various and creative vocabulary instruction, modeling, activating and bridging prior knowledge and/or experiences, text representation, metacognitive development, contextualization, building schema, guided/shared reading and writing. All teachers are made aware that they are teachers of ELLs by consulting and collaborating with the ENL teacher. Reading records and writing pieces will be assessed to promote the effectiveness of ELL instruction in both content and language development. Data in ELA, social studies, math and science will be reviewed on a routine basis on a school-wide level to ensure that all teachers are informed of ELL student progress.
12. What new programs or improvements will be considered for the upcoming school year? Imagine Computer Learning Program is a computer program that will be considered for the upcoming school year. Imagine Learning provides strategic first-language support in 15 languages to facilitate and enhance ELL learning. As students become more proficient in English, this language support gradually fades, preparing students for English-only environments. In addition to strategic translations, the program also uses peer modeling to illustrate concepts more clearly. Same-age peers explain what words and phrases mean in rich, contextualized examples. By seeing real kids use key vocabulary in real-life settings, ELLs are more engaged, enabling them to understand each concept more fully. Imagine Learning also provides scaffolded practice—with front-loaded vocabulary, graphic organizers, and clickable glossary words with translations—to support English language learners every step of the way.
13. What programs/services for ELLs will be discontinued and why? No ELL programs/services will be discontinued for ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. ELLs are afforded equal access to all school programs, curricular and extracurricular by letters sent home to parents in their preferred language. All students including ELLs are invited to participate in Extended Learning Time instruction, Special Education Teacher Support Services (SETTS) if applicable, School Psychologist, Guidance Counselor and Social Worker support as needed. ELLs fully participate in these programs as evidenced by the attendance records in after school and supplemental services.
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. Foundations/Wilson Program is a multi-sensory language approach for language development. Foundations serves as a prevention program to help reduce reading and spelling failure. It is integral to a Multi-tiered System of Supports (MTSS) or Response to Intervention (RTI) framework, providing research-based instruction in Tier 1 as well as early intervention (Tier 2) for students at risk for reading difficulties. To support the implementation of an MTSS or RTI framework, progress monitoring is built into Foundations. This allows students requiring a more intensive program to be identified early before undergoing years of struggle. Instructional materials include:
- Hardcover teacher manual per Foundations® Level with explicit day-by-day learning plans
  - Extensive collection of durable and consumable materials to demonstrate and practice concepts
- Math manipulatives are used in content area instruction. Guided reading books are used for teaching reading in subgroups.
16. How is home language support delivered in each program model (DL, TBE, and ENL)? Our school provides bilingual dictionaries and glossaries in the student's home language. Some classroom libraries contain home language titles.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade 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).

Before the beginning of the school year, newly enrolled ELLs are invited to attend summer school, if space is permitted. In addition, there is a Meet and Greet Opportunity for families. The school counselor and parent coordinator conduct workshops for parents to become familiar to a new learning environment. Classroom teachers provide homework help workshops for parents.

19. What language electives are offered to ELLs?
20. For schools with dual language programs:
  - a. 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.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Our school does not have a dual language program.

## 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.)

Administration strongly supports ESL professional development. The ESL teacher is encouraged to attend at least one workshop per month. Administration asks that the ESL teacher turnkeys the information with all staff members, including classroom teachers, content area teachers, paraprofessionals, parent coordinator, and secretaries. Calendar of PD dates for the current year is to be determined.
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?

There are resources for ELL educators on the Division of English Language Learners and Student Support (DELLSS) website.

  - The ELL Policy and Reference Guide
  - Native Language Arts
  - Response to Intervention
  - A video library
  - Professional development
  - Literacy and math development
  - And more
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

There is Middle School workshop conducted by the Parent Coordinator to transition ELLs and parents from elementary to middle 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.

Our school provides professional development to all teachers and administrators that specifically addresses the needs of English Language Learners. Fifteen percent (15%) of the required professional development hours for all teachers will be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For English as a new language teachers, fifty percent (50%) of the required professional development hours will be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. Professional development activities will be recorded through the use of agendas and attendance.

### 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?

The Tuesday parent engagement and outreach afternoon is provided for annual meetings with parents of ELLs. Interpretation services will be provided by the parent coordinator or through the over-the-phone translation services through the NYC Translation and Interpretation Unit.

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 school provides weekly sign-in sheets to record individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated. Meetings are conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of ELLs meet with teachers to discuss their child's progress in behavior and academics. Parent phone calls also foster parental involvement of ELL students.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school partners with a Community School Director through Columbia University Teacher's College to provide workshops and services to ELL parents.

5. How do you evaluate the needs of the parents?

The needs of parents are evaluated by communication through letters in the parents' preferred language. In addition, phone calls are made to speak to parents about their needs.

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

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

Parent/Family involvement at school is encouraged by inviting parents to join the PTA, the School Leadership Committee, volunteer in classrooms or in the school in general, attend school conferences and special events. All teachers and faculty, including the parent coordinator, reaches out to parents and family members and communicates via school letters, phone calls, and/or in person during conferences. Translation is provided by the parent coordinator or through the NYC Translation and Interpretation Unit.

### 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.

## Part VI: LAP Assurances

School Name: <u>P.S. 194</u>		School DBN: <u>05M194</u>	
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)
Josephine Bazan	Principal		10/29/15
Joseph Di Crescento	Assistant Principal		10/29/15
Clara Pena	Parent Coordinator		10/29/15
Mary Su	ENL/Bilingual Teacher		10/29/15
	Parent		1/1/01
Michelle Cruz	Teacher/Subject Area		10/29/15
	Teacher/Subject Area		1/1/01
Patrice Lewis	Coach		10/29/15
	Coach		1/1/01
Xiomara Rivera	School Counselor		10/29/15
Gale Reeves	Superintendent		10/29/15
Hong Ying Shen	Borough Field Support Center Staff Member		10/29/15
Aurora Quipit	Other <u>Speech Teacher</u>		10/29/15
Kiyamara VanDuyne	Other <u>Service Provider</u>		10/29/15
	Other _____		1/1/01



## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **05M194** School Name: **Countee Cullen**  
Superintendent: **Gale Reeves**

### 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.learndoe.org/tiu/lac](http://www.learndoe.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.

P.S. 194 asks parents or guardians to fill out a Home Language Identification Survey (HLIS) form when their child is admitted to the school. Parents or guardians are surveyed and interviewed about what language they prefer written and oral communication with the school. Student Emergency Contact cards also have a choice for the parent to indicate the language they prefer letters to be sent home or the spoken language through phone calls. After parents are surveyed with the HLIS, the pupil accounting secretary uploads the Home Language onto ATS so that the school community can access the language information of the students.

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.

Parents' preferred languages for both written and oral communication are English, Spanish, Bengali and Wolof.

## 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.)

The Parent Coordinator translates flyers to students informing parents about Middle School, Forums about the DOE, Cool Culture Pass to Pre-Kindergarten and Kindergarten students, Learning Leaders, Parent-Teacher Conference announcements, After-School Program Information, Testing Information/Calendar, and Community School Newsletter. Our school also disseminates letters to ELL students. These include Parent Survey and Program Selection Form, Placement letters, Entitlement letters, and Continuation letters.

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.

The Parent Coordinator and the guidance counselor who are bilingual translate and interpret during IEP meetings, parent meetings, parent workshops, parent professional development workshops. Some examples of parent professional development workshops are homework help and cooking workshops for families.

## 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.

P.S. 194 ensures timely provision of translated documents to parents by following the NYC Department of Education calendar. Written translation services in Spanish are provided by in-house school staff, usually the Parent Coordinator. Documents in other languages will be provided by the Translation and Interpretation Unit.

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.

P.S. 194 meets the identified interpretation needs of the school in Spanish by in-house interpreters, usually the Parent Coordinator. Students who speak languages other than Spanish will be provided over-the-phone interpretation services via the Translation and Interpretation Unit.

## **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 school will ensure that all staff members are aware of how to use translation services and over-the-phone interpretation service via staff meetings and/or teacher professional development meetings. Flyers regarding Translation and Interpretation services are put in teachers' mailboxes so they can refer to the Translation and Interpretation website and phone number throughout the schoolyear.

## **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

The Welcome Poster is in the front of the school building on the left side so parents can be informed. School safety officers and the main office has Language ID Guides and cards that parents can point to indicating their language so they can be assisted. Parents' Bill of Rights and Parents' Guide to Language Access was disseminated at the beginning of the schoolyear in languages as indicated on their HLIS.

## **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)

At the beginning of the schoolyear, parents are asked what language they prefer to receive information. Parent Survey and Selection forms are disseminated to parents of ELLs asking them to indicate their choice of English learning program.