

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

**DBN: (i.e. 01M001):**                    **11X194**

**School Name:**                         **PS/MS 194**

**Principal:**                                **ROSA SIFUENTES-ROSADO**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: PS/MS 194 School Number (DBN): 11X194  
Grades Served: Kindergarten through 8  
School Address: 2365 Waterbury Avenue Bronx, New York 10462  
Phone Number: 718-892-5270 Fax: 718-892-2495  
School Contact Person: Rosie Sifuentes-Rosado Email Address: rsifuentes2@schools.nyc.gov  
Principal: Rosie Sifuentes-Rosado  
UFT Chapter Leader: Lisa Chiapetta  
Parents' Association President: Tanya Carrion  
SLT Chairperson: Rosie Sifuentes-Rosado  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Tanya Carrion  
Student Representative(s): NA  
NA

**District Information**

District: 11 Superintendent: Maria Lopez  
Superintendent's Office Address: 1250 Arnow Avenue Bronx, New York 10469  
Superintendent's Email Address: mlopez9@schools.nyc.gov  
Phone Number: 718-519-2647 Fax: 718-519-2646

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: 1230 Zerega Avenue Bronx, New York 10462  
Director's Email Address: jruiz2@schools.nyc.gov  
Phone Number: 718-828-7776/(718)741-8895 Fax: 718-828-6280

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Rosie Sifuentes-Rosado	*Principal or Designee	
Lisa Chiappetta	*UFT Chapter Leader or Designee	
Tanya Carrion	*PA/PTA President or Designated Co-President	
Lillian Sevilla	DC 37 Representative (staff), if applicable	
Tanya Carrion	Title I Parent Representative (or Parent Advisory Council Chairperson)	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
Jayne Zanelotti	Member/ Teacher	
Valerie Vanacore	Member/ Teacher	
Rena Young	Member/ Paraprofessional	
Elissa Aleman	Member/ Parent	
Sunita Gir	Member/ Parent	
Rosemary Colon	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Denise Tirado	Member/ Parent	
Milagros Saez	Member/ Parent	
	Member/	

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

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

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

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

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

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



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

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

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The instructional focus of PS/MS 194 is, "To promote divergent thinking, increase access across the curricula and improve student engagement, all teachers will use multiple methods of presentation and provide multiple points of entry in all content areas." This instructional focus was developed collaboratively between the administration and staff and speaks to our shared belief that, with strategic differentiation for struggling and advanced learners alike, all students can achieve academic success. Our mission continues to be to provide every student with a quality education that prepares them for the rigors of high school, college and life by challenging students to think critically and become active participants in the learning process. We do this in the spirit of collaboration with educators and parents through our professional learning community.

PS/MS 194 is located in a Northeast Bronx neighborhood that is a combination of industrial, commercial, and residential areas. The building boasts a newly renovated gymnasium and technology lab, an upgraded auditorium, and SMARTBoards in every classroom. A walk through the wide corridors reveals alcoves in which tables and white boards have been placed for instructional use by Academic Intervention Service (AIS) providers with targeted students. The school also has laptop and iPad mini technology carts for use in instruction and as rewards. Through a partnership with the Trust for Public Land we are awaiting the development of a new playground.

We are very proud of our successes and, in particular, the growth our school has made in the NYSED Diagnostic Tool for School and District Effectiveness (DTSDE) Tenet 5 (Student Social, Emotional, and Developmental Health). The 2013-2014 Learning Environment Survey results indicate that 95% of parents are satisfied with the education their child receives at PS/MS 194, and 87% of students feel safe in our school. This data indicates that we are meeting the educational, social and emotional needs of our diverse student body. Through a school-wide emphasis on the implementation of the PBIS system with fidelity, we were able to improve school culture and create a supportive environment built upon trust. This is evidenced by a significant reduction in suspensions; from 216 to 60; during the 2013-2014 school years. This is further evidenced by our annual celebrations of learning which include: The Art Expo, Science Fair, and Career Day as well as ongoing class assemblies and parent events.

Our efforts to create a positive and rigorous learning environment have resulted in our identification as a School in Good Standing in August 2014 and the recognition of several outside agencies. During the 2013-2014 school year, these included the naming of our school as a Super School by Imagine Learning English for our work with ESL students, the awarding of a \$12,000 First Place prize by the Solar One Green Design Lab for our efforts to reduce our energy consumption, and the designation of our Math Olympiad as third place finishers in the MoMathalon. During the 2014-2015 school years, our 6<sup>th</sup> and 8<sup>th</sup> grade Math Olympiad teams placed first in the New York City Math Project 6<sup>th</sup> Annual Mathematical Tournament. Our Art Department also continues to strengthen our collaboration with Fresh Artists; a non-profit organization (501 3-c) designed to promote our emerging student artists.

Every school community has its challenges. Our two most significant ones have been over-crowding and the continued influx of students identified as English Language Learners and Students with Disabilities. PS/MS 194's student population has exceeded its capacity in nine out of the past ten years; with a current population of almost 1400 students in a building created for 950-1000. This has caused difficulties during lunchtime and with scheduling use of the gym and auditorium. This condition has brought about the conversion of office spaces into classrooms, and moreover, has caused our class sizes to swell to over 30 students.

Our second challenge is to meet the needs of two growing populations; English Language Learners and Students with Disabilities; who each comprise nearly 20% of our student body with many of these students falling into both sub-

groups. Meeting the needs of our ELLs is particularly demanding because they speak languages (Bengali, Arabic, and Urdu) that are less prevalent within our staff and the DOE. As a result of the Special Education Reform, we have seen an increase in the number of autistic students, a population with whom we have had limited experience, admitted to our school. While these sub-groups are inherently challenging, we are committed to providing high-quality, rigorous instruction to all of our students.

We will build upon last year's work and will continue to focus on DTSDE Tenet 6 (Family and Community Engagement) as our area of emphasis. Through the DOE-initiated Parent Engagement Time on Tuesdays, we now have the opportunity to improve our practice with more frequent interactions with families developed around deeper understanding of core content. This will allow us to continue to strengthen school-home connections, encourage families to be more actively involved in the school community, provide more timely feedback to parents regarding students' progress and performance, and foster a culture of trust and mutual support. In addition, based upon feedback from our 2014-2015 Quality Review, we will focus on Tenet 4 (Teacher Practices and Decisions) with a specific lens on organizing Teacher Teams around inquiry practice. This approach will enable us to examine student work, generate timely data, and use actionable performance information to drive instructional practices and improve student outcomes.

## 11X194 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01,02,03,04,05,06,07,08	Total Enrollment	1378	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	5	# SETSS	N/A	# Integrated Collaborative Teaching
				13
Types and Number of Special Classes (2014-15)				
# Visual Arts	11	# Music	11	# Drama
# Foreign Language	6	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	83.6%	% Attendance Rate		94.2%
% Free Lunch	69.4%	% Reduced Lunch		1.2%
% Limited English Proficient	14.5%	% Students with Disabilities		14.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.4%	% Black or African American		8.7%
% Hispanic or Latino	55.2%	% Asian or Native Hawaiian/Pacific Islander		29.5%
% White	4.8%	% Multi-Racial		0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.17	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	1.1%	% Teaching Out of Certification (2013-14)		4.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		7.15
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	25.3%	Mathematics Performance at levels 3 & 4		40.7%
Science Performance at levels 3 & 4 (4th Grade)	92.3%	Science Performance at levels 3 & 4 (8th Grade)		46.9%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	NO	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Pending the written results of the 2014-2015 Quality Review, we are referring to our most recent PFQR for recommendations.

#### 3.3 PFQR Findings

During our PFQR review, our strengths included:

- Collaborative planning across grades in all content areas
- Aligning lesson plans to the CCLS
- Providing instruction that stimulates higher-order thinking and builds deep conceptual understanding

#### 3.3 PFQR Recommendation

In order for the school's strategy and practices to align with the concepts in the Highly Effective column of Tenet 3 the school should:

Use unit and lesson plans across all grades, content areas, and classes that incorporate a progression of sequenced and scaffolded skills for groups of students, including students with disabilities and English language learners, and use a variety of complex materials appropriately aligned to the CCLS to engage the lowest- and highest-achieving students.

#### 3.5 Self-Assessment

Tenet 3.5 was given a rating of Developing because in ELA, teachers have developed the ability to utilize IRLA data to create targeted action plans to address student deficiencies and/or goals. This practice is not as widespread in the other content areas, and therefore is a focus for the school. Additionally, review of current curriculum maps revealed that although teachers differentiate for struggling students, enrichment activities were not as prevalent.

This needs assessment informed the development of the annual goal listed below.

### Part 2 – Annual Goal

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

Through a continued implementation of rigorous curricula in ELA (ReadyGen in K-2, EL in 3-8) and Math (GoMath! In K-5 and CMP3 in 6-8) there will be a 3% gain by Students with Disabilities (SWDs) and English Language Learners (ELLs) on the NYS summative assessments in ELA and Mathematics by June 2016.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Instructional Programs/Strategies/Activities</p> <ul style="list-style-type: none"> <li>• Professional Learning provided by the Special Education Supervisor and IEP Teacher, focusing on Creating a Quality IEP, Use of Performance Indicators, Integrated Co-Teaching, Differentiated Instruction, Multiple Intelligences, Universal Design for Learning, Autism, Paraprofessional Professional Learning and Support</li> <li>• Professional Learning provided by ESL department on scaffolds, supports, and differentiation for ELLs</li> <li>• Data Inquiry on SWDs and ELLs</li> <li>• Layering of support in self-contained classes</li> <li>• Self-Contained Teachers will pilot the new online RtI program, MaxScholar, for reading support</li> <li>• Kindergarten Teachers use the online PebbleGo! Program for Science, Social Studies, and ELA interactive and visual support</li> <li>• The SETSS teacher in grades 6-8 uses i-Ready</li> <li>• Imagine Learning English computer program for in-class ELL support</li> </ul>	<p>Special education students and their teachers</p>	<p>September 2015-June 2016</p>	<p>Teachers and administrators</p>

<ul style="list-style-type: none"> <li>• ESL After-School program</li> <li>• ESL Title III Summer Enrichment Program</li> <li>• Push-in model for SETSS, ESL and AIS</li> <li>• Implementation of Flexible Programming to align with the Shared Path to Success and to support the Continuum of Services</li> <li>• Developed an ELA and Math Intervention Program for students who performed at a Level 1 in both ELA and Math</li> </ul> <p>Student interest inventories/surveys</p>			
<p>Professional Development</p> <ul style="list-style-type: none"> <li>• PL plan addresses improvement of parental involvement</li> </ul>	The entire school staff	September 2015-June 2016	Teachers and administrators
<p>Systems and Structures</p> <ul style="list-style-type: none"> <li>• Annual Reviews during parent engagement time</li> <li>• Parent workshop on IEPs and special education topics</li> <li>• Parent workshop on ELL programs, topics, and supports</li> </ul>	Parents and staff	September 2015-June 2016	Teachers, CSE Team, IEP Teacher, ESL Department, Parent Coordinator, administrators, Guidance Counselors
<p>Parent Involvement and Engagement</p> <ul style="list-style-type: none"> <li>• Meet the Teacher Night, Parent teacher conferences</li> <li>• Parental engagement time</li> <li>• Parent workshops</li> </ul> <p>Respect for All Week, Anti-bullying, PBIS</p>	Parents and students	September 2015-June 2016	PTA, Parent Coordinator, Deans, Teachers, Guidance Counselors, PBIS Kids Committee

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Human resources:</p> <ul style="list-style-type: none"> <li>• Continued collaboration with ARC</li> <li>• Hiring of an another special education teacher for an additional ICT class on grade 3</li> <li>• Hiring of after-school teachers</li> </ul> <p>Instructional resources:</p> <ul style="list-style-type: none"> <li>• Purchase of materials for after-school program</li> </ul>

Schedule Adjustments:

- Inclusion of 100 Book Challenge periods in Grades K-6
- Parallel programming to facilitate the support of the self-contained classes

Continuation of common planning periods for every grade.

**Part 4b.** 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	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

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

There will be a 1.5% gain by Students with Disabilities on February 2016 mid-year assessments as compared to September 2015 baselines.

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

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

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

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Pending the written results of the 2014-2015 Quality Review, we are referring to our most recent PFQR for recommendations.

#### 5.5 PFQR Findings

During our PFQR review, our strengths included:

- School-wide buy-in to PBIS
- The creation of a Transition Coordinator in order to meet the social, emotional, and developmental needs of students with disabilities in grades 5-8
- A dramatic reduction in suspensions and detentions due to the successful implementation of PBIS.

#### 5.5 PFQR Recommendation

In order for the school's strategies and practices to align with the concepts in the Highly Effective column of Tenet 4 the school should:

Provide frequent and relevant feedback to students based on the analysis of timely data to enable students to draw on the feedback so that they can reflect upon and assess their own progress.

This needs assessment informed the development of the annual goal listed below.

### **Part 2 – Annual Goal**

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

Through continued implementation of the school-wide PBIS structure, we will improve the delivery of Tier II and Tier III supports through the use of a data tracking tool, such as School-Wide Information System (SWIS) and Online Occurrence Reporting System (OORS). We will continue to promote student accountability for behavior choices and family engagement in the school community as evidenced by a 10% reduction in the number of students serving detention and a 5% reduction in principal's suspensions by June 2016.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of 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?</b></p>
<p>Instructional Programs/Strategies/Activities</p> <ul style="list-style-type: none"> <li>• PBIS assemblies and events</li> <li>• Bi-monthly DEAR periods and PBIS store</li> <li>• Distribution of Tiger Bills and Tiger Tokens by entire school staff to reward positive behavior choices (TRUST)</li> <li>• PBIS language and behavior are modeled and encouraged by administrators, staff, students, and families (TRUST)</li> </ul>	<p>The entire school community</p>	<p>September 2015-June 2016</p>	<p>Point Person(s): Assistant Principal and PBIS Committee</p> <p>Implementers: School</p>
<p>Professional Development</p> <ul style="list-style-type: none"> <li>• PBIS Professional Development for staff in September 2015</li> <li>• Professional Learning Plan Goal #3 is to improve school culture with an emphasis on PBIS (TRUST)</li> </ul>	<p>The entire school staff</p>	<p>September 2015-June 2016</p>	<p>Point Person(s): Principal and PL Committee</p> <p>Implementers: Assistant Principal and PBIS Committee</p>
<p>Systems and Structures</p> <ul style="list-style-type: none"> <li>• PBIS system adopted school-wide</li> <li>• Weekly PBIS Committee meetings to plan future events and review data from student and staff surveys</li> <li>• Continuation of our quarterly staff PBIS newsletter</li> </ul>	<p>The entire school community</p>	<p>September 2015-June 2016</p>	<p>Point Person(s): Principal and Assistant Principal</p> <p>Implementers: PBIS Committee and other staff volunteers</p>
<p>Parent Involvement and Engagement</p> <ul style="list-style-type: none"> <li>• Parent assembly in September 2015</li> <li>• PBIS parent letter translated into multiple languages</li> <li>• Family Carnival June 2016</li> </ul>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Point Person(s): Assistant Principal</p> <p>Implementers: Parent Coordinator, PBIS Committee, select</p>

**Part 4 – Budget and Resource Alignment**

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

Human Resources:

- PL provided by Network and Central staff
- Assistant Principal to act as co-chair of the PBIS Committee with staff member
- Teacher volunteers to participate in PBIS Committee after-school meetings and to plan and staff school events
- Student government participants to act as liaisons between the PBIS Committee and student body

Instructional Resources:

- PBIS Matrix
- Grade band specific kick-off lesson plans developed by the PBIS Committee

Schedule Adjustments:

- As needed to facilitate events

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

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

**Part 5 – Progress Monitoring**

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

By February 2016, there will be a 5% reduction in the number of students serving detention and a 2.5% reduction in principal's suspensions as compared to February 2015.

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

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

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Pending the written results of the 2014-2015 Quality Review, we are referring to our most recent PFQR for recommendations.

#### 4.5 PFQR Findings

During our PFQR review, our strengths included:

- Looking at a variety of data sources including chapter/unit assessments, eIRLA data, AIS progress monitoring, low-inference notes, Status of the Class charts and other checklists
- Using data to develop purposeful and specific Action Plans in ELA and to design small group instruction in math, as well as to determine rosters for ELA and math AIS
- Developing and using task-specific rubrics in all content areas
- Providing students with quality and timely feedback.

#### 4 .5 PFQR Recommendation

In order for the school's strategy and practices to align with the concepts in the Highly Effective column of Tenet 4 the school should:

Provide frequent and relevant feedback to students based on the analysis of timely data to enable students to draw on the feedback so that they can reflect upon and assess their own progress.

This needs assessment informed the development of the annual goal listed below.

### Part 2 – Annual Goal

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

Through the development of data inquiry teams, all teachers will engage in the inquiry process by analyzing student work products and developing rigorous lessons and unit plans that meet the needs of the target population(s) and promote self-assessment strategies. This will be evidenced by a 20% growth in teachers rated Effective or Highly Effective in Components 3b, 3c, and 3d by June 2016.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Instructional Programs/Strategies/Activities</p> <ul style="list-style-type: none"> <li>• Adoption of the Atlas Rubicon online curriculum mapping tool to help develop rigorous units and lessons, which can be shared both vertically and horizontally across the instructional community</li> <li>• Continued implementation of new curricula (ReadyGen, EL, CMP3 and GoMath!</li> <li>• Continued implementation of Foundations and Soar to Success in ELA AIS</li> <li>• Student self- and peer- assess using rubrics (TRUST)</li> </ul>	<p>Teachers and students</p>	<p>September 2015-June 2016</p>	<p>Point Person(s): Administration</p> <p>Implementers:  Literacy coach, teachers, AIS staff and students</p>
<p>Professional Development</p> <ul style="list-style-type: none"> <li>• PL Plan Goal #1: To improve teacher effectiveness in Domain 3</li> <li>• Select teachers attend outside PDs and turnkey information</li> </ul> <p>Continued Professional Learning focusing on the Atlas Rubicon online curriculum mapping tool</p>	<p>Teachers and paras</p>	<p>September 2015-June 2016</p>	<p>Point Person(s): Administration and PL Committee</p> <p>Implementers:  Select teacher volunteers</p>
<p>Systems and Structures</p> <ul style="list-style-type: none"> <li>• Continued implementation of weekly common planning periods to collaboratively develop lesson plans and distribute responsibilities (all grades) (TRUST)</li> </ul> <p>Continued implementation of teacher triads for peer inter-visitations and feedback (TRUST)</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Point Person(s): Grade Leaders</p> <p>Implementers:  Teachers</p>

Parent Involvement and Engagement  <ul style="list-style-type: none"> <li>• ARC Bookshelf</li> <li>• Skedula Pupil Path (Parent Portal)</li> <li>• ThinkCentral parent links</li> <li>• Teacher-led parent workshops during Tuesday Parent Engagement time (TRUST)</li> </ul> NYC Schools Account	Parents, students and teachers	September 2015-June 2016	Point Person(s):  Literacy Coach, AIS staff and Parent Coordinator  Implementers:  Teachers and parents
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**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human Resources:  <ul style="list-style-type: none"> <li>• Teacher volunteers to lead workshops</li> <li>• PD provided by Network and Central staff</li> </ul> Instructional Resources:  <ul style="list-style-type: none"> <li>• ReadyGen, Expeditionary Learning, CMP3 and GoMath</li> <li>• Remediation and enrichment materials to support new curricula</li> <li>• Danielson Framework</li> </ul> Schedule Adjustments:  <ul style="list-style-type: none"> <li>• Inclusion of 100 Book Challenge and math small group instruction periods in grades k-5</li> </ul> Continued implementation of semi-departmentalized model in grade 5 to maximize impact on student outcomes.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, there will be a 10% growth in teachers rated Effective or Highly Effective in Components 3b, 3c, and 3d.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.



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

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### **Part 1 – Needs Assessment**

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

Pending the written results of the 2014-2015 Quality Review, we are referring to our most recent PFQR for recommendations.

#### 2.4 PFQR Findings

During our PFQR review, our strengths included:

- The assignment of staff to positions which maximize their strengths (i.e. teachers assigned to ESL classes, teachers moved to different grades)
- Structuring the school’s program to match the school vision (i.e. common planning, additional support in self-contained classes)
- Making budgetary decisions to support the vision of the school (i.e. creating an additional ESL position, implementing after-school and Saturday programs)

#### 2.4 PFQR Recommendation

In order for the school's strategy and practices to align with the concepts in the Highly Effective column of Tenet 2 the school should:

Monitor the plan for observing teachers and use observation data and other measures of teacher effectiveness to assign, counsel, and provide ongoing targeted professional learning opportunities in multiple formats to staff.

This needs assessment informed the development of the annual goal listed below.

### **Part 2 – Annual Goal**

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

At least one third of teachers who received an overall MOTP rating of Developing at the end of the 2014-2015 school year will receive an overall Effective rating by June of 2016, as a result of ongoing support provided through an individualized Teacher Improvement Plan (TIP).

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Instructional Programs/Strategies/Activities</p> <ul style="list-style-type: none"> <li>• Intervisitations (TRUST)</li> <li>• Professional Readings (journals, articles, books)</li> </ul> <p>Meetings with support personnel (TRUST)</p>	<p>Teachers with TIPs</p>	<p>September 2015 - June 2016</p>	<p>Point Person(s): Administration and TIP teachers</p> <p>Implementers: Administration and TIP teachers</p>
<p>Professional Development</p> <ul style="list-style-type: none"> <li>• Self-selected Professional Learning cycles</li> </ul> <p>Network and Central PD opportunities (where available)</p>	<p>Teachers with TIPs</p>	<p>September 2015 - June 2016</p>	<p>Point Person(s): Administration and TIP teachers</p> <p>Implementers: Staff and Central Based Personnel</p>
<p>Systems and Structures</p> <ul style="list-style-type: none"> <li>• Initial Planning Conferences, Mid-Year Conferences, Summative End-of-Year Conferences (TRUST)</li> </ul> <p>Teacher created Danielson Triads (TRUST)</p>	<p>Teachers with TIPs</p>	<p>September 2015 - June 2016</p>	<p>Point Person(s): Administration and TIP teachers</p> <p>Implementers: Administration and TIP teachers</p>
<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

**Part 4 – Budget and Resource Alignment**

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

Human Resources:

- Administration and TIP teachers
- Teacher peers for intervisitations and collaboration

Instructional Resources:

- N/A

Schedule Adjustments:

- Collaboratively planned Initial Planning Conferences, Mid-Year Conferences, Summative End-of-Year Conferences

Common Planning opportunities embedded in teachers' schedules

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

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

**Part 5 – Progress Monitoring**

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

By January 31, 2016, all Mid-Year Conferences will be conducted and any necessary adjustments to Teacher Improvement Plans will have been made.

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

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

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Pending the written results of the 2014-2015 Quality Review, we are referring to our most recent PFQR for recommendations.

#### 6.4 PFQR Findings

During our PFQR review, our strengths included:

- An atmosphere that is welcoming and fosters a feeling of belonging and trust
- Ongoing reciprocal communication with family and community stakeholders
- The provision of professional development across all areas (academic and social and emotional developmental health) to support student success.

#### 6.4 PFQR Recommendations

In order for the school's strategy and practices to align with the concepts in the Highly Effective column of Tenet 6 the school should:

Collaborate with pertinent school staff and community based organizations to enhance plans to ensure that classroom teachers and guidance staff understand how to create and sustain family engagement by teaching a group of parents, representative of student demographics, ways to support student learning and growth.

This needs assessment informed the development of the annual goal listed below.

### **Part 2 – Annual Goal**

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

Improve parental involvement and understanding of core content (ELA, Math, Science, and Social Studies) and its implication for student learning and growth by providing parents with a minimum of two workshops per subject per grade facilitated by teachers, support staff, and/or the Parent Coordinator by June 2016, as evidenced by school calendars, sign-in sheets and agendas.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Instructional Programs/Strategies/Activities</p> <ul style="list-style-type: none"> <li>• PTA staffed sign-in area for Tuesday Parent Engagement time</li> <li>• Teacher facilitation of content specific parent workshops to encourage active parental involvement to foster a stronger school-home connection (TRUST)</li> <li>• Parent workshops offered by PTA and Parent Coordinator</li> </ul>	<p>Parents</p>	<p>September 2015 - June 2016</p>	<p>Point Person(s): PTA and Parent Coordinator</p> <p>Implementers: PTA, teachers, Parent Coordinator</p>
<p>Systems and Structures</p> <ul style="list-style-type: none"> <li>• Family Night September 2015 (TRUST)</li> <li>• Extended Parent-Teacher Conferences in November and March (TRUST)</li> <li>• Family Night (Student Led Conferences) May 2016 (TRUST)</li> </ul> <p>Generate a year-long map of workshops</p>	<p>Parents</p>	<p>September 2015 - June 2016</p>	<p>Point Person(s): Principal</p> <p>Implementers: The entire school staff</p>
<p>Parent Involvement and Engagement</p> <ul style="list-style-type: none"> <li>• Classroom celebrations (TRUST)</li> </ul> <p>Assemblies (TRUST)</p>	<p>Parents</p>	<p>September 2015 - June 2016</p>	<p>Point Person(s): Assistant Principals and teachers</p> <p>Implementers: Teachers and students</p>
<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

**Part 4 – Budget and Resource Alignment**

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

Human Resources:

- PTA to act as liaisons with parents during Parent Engagement time
- Parent Coordinator to organize and facilitate workshops
- Teacher volunteers to facilitate workshops

Instructional Resources:

- N/A

Schedule Adjustments:

- As needed, to facilitate workshops and assemblies/celebrations.

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

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

**Part 5 – Progress Monitoring**

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

By February 2016, there will be at least four Parent Workshops per grade conducted by members of the staff.

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

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<b>English Language Arts (ELA)</b>	Level 1 performance on  <ul style="list-style-type: none"> <li>• Benchmark results</li> <li>• Baseline Assessments</li> <li>• Prior year NYS Assessment scores</li> <li>• Teacher Recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• AIS providers use Soar to Success and Foundations</li> <li>• After-school teachers use NYReady</li> </ul>	<ul style="list-style-type: none"> <li>• A combination of push-in and pull-out services</li> <li>• Small group</li> <li>• One-on-one instruction</li> </ul>	<ul style="list-style-type: none"> <li>• 3-5 times per week outside of the ELA block</li> <li>• 90 minutes per week after school.</li> <li>• Saturday test prep program</li> </ul>
<b>Mathematics</b>	Level 1 performance on  <ul style="list-style-type: none"> <li>• Benchmark results</li> <li>• Baseline Assessments</li> <li>• Prior year NYS Assessment scores</li> <li>• Teacher Recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• AIS providers use GoMath! RTI Tier III and Intensive Intervention materials</li> <li>• After-school teachers use Finish Line</li> </ul>	<ul style="list-style-type: none"> <li>• A combination of push-in and pull-out services</li> <li>• Small group</li> <li>• One-on-one instruction</li> </ul>	<ul style="list-style-type: none"> <li>• 3-5 times per week outside of the ELA block</li> <li>• 90 minutes per week after school.</li> <li>• Saturday test prep program</li> </ul>
<b>Science</b>	Level 1 performance on  <ul style="list-style-type: none"> <li>• Benchmark results</li> <li>• Baseline Assessments</li> <li>• Prior year NYS Assessment scores (if available)</li> </ul>	<ul style="list-style-type: none"> <li>• Non-fiction and informational texts</li> </ul>	<ul style="list-style-type: none"> <li>• A combination of push-in and pull-out services</li> <li>• Small group</li> <li>• One-on-one instruction</li> </ul>	<ul style="list-style-type: none"> <li>• During lunch periods and before school.</li> </ul>

	<ul style="list-style-type: none"> <li>• Teacher Recommendations</li> </ul>			
<b>Social Studies</b>	<p>Level 1 performance on</p> <ul style="list-style-type: none"> <li>• Benchmark results</li> <li>• Baseline Assessments</li> <li>• Teacher Recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• Non-fiction and historical fiction texts, as well as primary and secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>• A combination of push-in and pull-out services</li> <li>• Small group</li> <li>• One-on-one instruction</li> </ul>	<ul style="list-style-type: none"> <li>• During lunch periods and before school.</li> </ul>
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>• Child Study</li> <li>• Teacher Recommendations</li> <li>• Parent Requests</li> </ul>	<ul style="list-style-type: none"> <li>• Advisory programs are built into the master school schedule for the ALC</li> </ul>	<ul style="list-style-type: none"> <li>• Small group or one-on-one setting.</li> </ul>	<ul style="list-style-type: none"> <li>• During the regular instructional day, as needed.</li> </ul>

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
94.35% of our teachers are currently highly qualified. In order to continue to staff our building with Highly Qualified Teachers we frequent DOE job fairs, the Open Market System, and continuously provide professional development opportunities both internally and externally to all teachers.

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

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
All teachers receive professional development both during school and afterschool twice a week. Teachers meet with the PD providers and literacy coach to support the development of rigorous lesson and unit plans.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
N/A

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**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.

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	1,144,330.00	X	12,15,18,21,24
Title II, Part A	Federal	212,609.00	X	12
Title III, Part A	Federal	27,440.00	X	12, 24
Title III, Immigrant	Federal	0	N/A	N/A
Tax Levy (FSF)	Local	6,962,104.00	X	12,15,18,21,24

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

*(Required for All Title I Schools)*

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

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

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

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### **Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS/MS 194**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS/MS 194** will support parents and families of Title I students by:

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

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### **School-Parent Compact (SPC) Template**

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

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

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

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

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

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

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

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

## Application for Immigrant Funding

Requirements: Title III, Part A - Immigrant Funds can be used for activities that provide enhanced instructional opportunities for immigrant students, which include:

- family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
- support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant students
- provision of tutorials, mentoring, and academic or career counseling for immigrant students
- identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
- basic instructional services, including costs for additional classroom supplies, transportation costs, or other costs directly attributable to such services
- other instructional services designed to assist immigrant students to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant students by offering comprehensive community services

Funding follows similar guidelines for Title III funds established by the Division of English Language Learners and Student Support (DELLSS) and can only be used to provide supplementary services to immigrant students (who may or may not be ELLs). Priority areas for the use of Title III, Part A - Immigrant Funds are as follows:

- developing new and/or enhancing programs for immigrant students from the Caribbean countries where English is spoken as a dialect
- developing new and/or enhancing programs for newcomers
- developing new and/or enhancing Transitional Bilingual Education programs and/or Dual Language programs
- improving teaching and learning in core subject areas
- implementing strong student supports to increase graduation rates

For more information on Title III requirements, please see the School Allocation Memo or contact your BFSC's deputy director for English language learners.

Directions: Please complete the Title III - Part A, Immigrant Program application below. Completed applications must be submitted by December 4 via email to your BFSC's deputy director for English language learners. Please refer to the SAM.

<b>Part A: School Information</b>	
Name of School: PS/MS 194	DBN: 11X194
Name/Phone/Email Address of Contact Person: R. Sifuentes/892-5270/rsifuentes2@schools.nyc.gov	
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)
<b>Part B: Direct Instruction Supplemental Program Information</b>	
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____	
Total # of immigrant students (including ELLs) to be served: 60	
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
Total # of teachers in this program: 8	
Describe the direct instruction supplemental program in the space provided below. Description should include: <ul style="list-style-type: none"> <li>• Rationale</li> <li>• Subgroups and grade levels of students to be served</li> <li>• Schedule and duration</li> <li>• Language of instruction</li> <li>• Number and types of certified teachers</li> <li>• Types of materials</li> </ul>	
Begin description here: PS/MS 194 will host a Saturday Program from 9am-12pm, beginning on December 5, 2015 and ending on April 2, 2015. Immigrant students on grades 1-8 will be invited to participate in this language enriching program. On grades 1-3 students will have the opportunity to work in theme-based, learning centers that provides cooperative learning skills for all students. Since these students are new arrivals, this comprehensible input will enhance their experience in speaking, listening, reading and writing English. Students will have the ability to engage with other immigrant students to develop speaking and listening skills through the use of effective communication. Students will also have the opportunity to read non-fiction texts to gain knowledge and factual information that can be applied across all curriculum areas. Our immigrant students on grades 4-8 will have the opportunity to increase their self-esteem by strengthening their reading ability through comprehension, fluency, vocabulary and grammar. Connecting fiction and non-fiction readers and using Vocabulary Links will enhance the skills needed to develop our immigrant populations' academics, in English. These small group interactions provide a safe, comfortable learning environment for those students, who need to gain confidence in order to achieve success in our schools. Program Materials: Teacher Created Materials-Theme Boxes: Family, My Community, Building Things (Grades 1-3) TeacherCreated Materials-Connecting Fiction and Non-Fiction Guided ReadingBoxes (Grades 4-8) Continental Press- Vocabulary Links for English Language Development (Grades 4-8)	
<b>Part C: Professional Development</b>	

Describe the school's professional development program for Title III Immigrant Funds program teachers as well as other staff responsible for delivery of instruction and services to these targeted immigrant students.

Description should include:

- Rationale
- Teachers to receive training
- Schedule and duration
- Topics to be covered
- Name of provider

Begin description here:

At no cost to Title III, teachers will be provided Professional Development related to the teaching of literacy. ESL staff will provide ESL methodologies and best practice Professional Development to the teachers implementing the program, on a monthly basis. The teachers will participate in workshops that enhance vocabulary, oral language development and communication skills as well as, literacy skills.

**Part D: Parental Engagement Activities**

Describe the parent engagement activities targeted toward parents of immigrant students (including ELLs) that will impact higher achievement for these targeted students. Description should include:

- Rationale
- Schedule and duration
- Topics to be covered
- Name of provider
- How parents will be notified of these activities

Begin description here:

The Parent Coordinator, Lois Lombardi hosts a series of Parent Workshops titled:

Literacy Workshop- October 28, 2015

Think Central- November 4, 2015

Fitness Workshop- Held the second Tuesday of each month

Math Workshop- January 8, 2016

Soft Touch Workshop, How to Talk to Your Children about Appropriate/Inappropriate Touching- February

Workshops are held from 8:30-10am

**Part E: Budget**

**FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your budget matches your plan as described in Parts B, C, and D above.

Allocation Amount: \$ 14,420

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>	\$11,448.00	Per Session for 6 Teachers x 3 hours x 12 sessions
Purchased services	_____	_____

<b>Part D: Parental Engagement Activities</b>		
<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:               <ul style="list-style-type: none"> <li>– supplemental</li> <li>– additional curricula, instructional materials</li> <li>– clearly listed</li> </ul> </li> </ul>	\$2,972.00	Teacher Created Materials-Theme Boxes Family My Community Building Things Teacher Created Materials-Connecting Fiction and Non-Fiction Guided Reading Boxes Continental Press- Vocabulary Links for English Language Development
Educational software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	\$14,420	_____

**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>11</b>	Borough <b>Bronx</b>	School Number <b>194</b>
School Name <b>PS/MS 194</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Rosie Sifuentes-Rosado</b>	Assistant Principal
Coach	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher	School Counselor
Teacher/Subject Area <b>Prabhu Jha</b>	Parent <b>Tanya Carrion</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Lois Lombardi</b>
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	<b>6</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>4</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	<b>0</b>	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]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>1366</b>	Total number of ELLs	<b>200</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

### 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>	200	<b>Newcomers</b> (ELLs receiving service 0-3 years)	173	<b>ELL Students with Disabilities</b>	31
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	20	<b>Long-Term</b> (ELLs receiving service 7 or more years)	7

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	173			20			7			0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

## 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
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	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	0	0	0	0	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	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>									

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

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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### Freestanding English as a New Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	13	14	14	13	12	10	5	10					0
Chinese														0
Russian														0
Bengali	10	12	10	9	5	5	6	4	1					0
Urdu		1			1	1	2							0
Arabic	3	3	5	3	2	3	4	2	3					0
Haitian														0
French			2											0
Korean														0
Punjabi														0
Polish														0
Albanian									1					0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	12	6	6	5	8	4	7	5	2					0
<b>Emerging</b> (Low Intermediate)	6	2	4	4	3	2	1	1	3					0
<b>Transitioning</b> (High Intermediate)	4	6	5	2	5	2	4	0	1					0
<b>Expanding</b> (Advanced)	2	14	16	15	5	13	10	5	9					0
<b>Commanding</b> (Proficient)	0	2	7	20	13	14	13	13	11					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	0	0	0	0	0	0	0	0	0	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	2	7	20	13	14	13	13	11					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	16	3	2	0	0
4	16	7	2	0	0
5	15	4	1	0	0
6	10	8	0	1	0
7	16	1	0	0	0
8	12	3	0	0	0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	14	1	5		3	1	2		0
4	13	3	8	1	2	3		1	0
5	18	2	8		3		0		0
6	5	0	2	3	4	2	2		0
7	12	5	1	1	0		0		0
8	10	0	6		2		0		0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	2	2	8	1	10	2	5	2	0
8	5		6		3				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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- 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.
 

When children are admitted to our school they are assessed using the eIRLA. This reading assessment identifies students ability in reading readiness skills such as: reading right to left, identifying letters and sounds and using picture clues. Students are then placed on proper reading levels to begin practicing their literacy skills.

Assessment Tools  
Measures of Student Learning Performance Assessment  
Action 100 IRLA  
Foundations/ Wilson reading program assessments

The data obtained from the assessments above show that many of our ELLs are below grade level in literacy. In order to address this issue, our school has sought out various intervention programs to help close the gap between students' literacy levels and grade levels. The intervention programs that are in place are: Foundations/Wilson, Imagine Learning English, AIS, ENL After-school program, ENL Saturday program and the ESL Summer school program.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 

The data shows that almost half of our ELLs have moved to the expanding level of English Proficiency. Many of our ELLs have become Commanding (proficient) and only a small margin are emerging and transitioning. We continue to register a large amount of newcomers which shows in the data of our entering students. Our ENL program appears to have a positive impact on our ELLs, as indicated by the large segment of the ELL population who have achieved Expanding status on the NYSESLAT.

A significant amount, almost 1/3 of our ELLs have moved on to being Newly English Proficient. We are achieving this success even with the challenge of newly arriving ELLs throughout the grades and the year.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Paste response to question here:

The data reveals that our ELLs are making progress and achieving proficiency on the NYSESLAT. AMAO status 2 shows that we have already exceeded the target for achieving proficiency on the 2015-16 NYSESLAT and beyond. All of our at risk ELLs have been invited to participate in extra academic programs to help strengthen their foundational skills. In addition, they have the opportunity to work in small groups to help fine tune the areas of instruction they struggle with, in order to close the achievement gap.

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

Our ELLs that begin school during the Early Childhood years, tend to score higher on the State exams in English. Naturally, they have the opportunity to acquire academic English and a strong academic vocabulary which helps prepare them for these tests. Our ELLs that arrive in the later grades struggle more to achieve success on standardized tests. even in their native language. These students usually come to our school with limitations in their education, in their home language.

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](#).]

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

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

At PS/MS 194 we make every effort to follow the integrated ENL model to deliver ENL instruction. This allows the ENL instructor and the content area teacher to collaborate to meet the needs of ELL students. When planning lessons, the ENL and content area teachers always consider vocabulary enrichment and comprehension. Alternate materials (e.g. photos, number lines, smart boards/ websites and alternate lessons are planned to help the students access the curriculum.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - How are EPs performing on State and other assessments?

N/A

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

At PS/MS 194 we exceed NYC and NYS percentages for meeting AYP for ELLs. Even in math, which involves a great deal of literacy our students have exceeded the norms. Therefore, we believe our interventions are working.

#### Math Proficiency of ELLs over 2 years

	NYC	PS/MS194
2014	14.0%	8.6%
2015	14.6%	17.7% (up 9.1% from previous year)

#### Math Proficiency of FELLs over 2 years

	NYC	PS/MS194
2014	37.2%	44.6%
2015	38.5%	49.1% (up 4.5% from previous year)

#### ELA Proficiency of ELLs over 2 years

	NYC	PS/MS194
2014	3.6%	0.8%
2015	4.4%	5.1% (up 4.3% from previous year)

#### ELA Proficiency of FELLs over 2 years

	NYC	PS/MS194
2014	22.4%	16.7%

## Part IV: ELL Identification Process

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

- 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.  
Upon registration, parents are given the Home Language Identification Survey. The ENL Coordinator and/or another pedagogue is present to assist with the completion of HLIS to ensure that all information is filled out accurately. An informal interview is conducted to determine English language competency. The ENL Coordinator and/or pedagogue informs the Pupil Accounting Secretary as per the HLIS, of the correct OTELE code. In coming Kindergarteners that require NYSITELL testing are preferably tested in June to determine language needs. The ENL staff sets up appointments for parents to bring their children in for early testing. All remaining students are tested in Spetember, if it is determined that the student needs to be tested by the NYSITELL. Then within the first five days of school the potential English Language Learner is tested using the New York State Identification Test for English Language Learners. The Spanish speaking Ells, who don’t pass the NYSITELL, are then given the Spanish Lab. Parents are informed about ELL eligibility through an Entitlement letter (in their native language), detailing the DOE ELL Programs and inviting them to the ELL Parent Orientation meeting. The following pedagogues administer the HLIS as well as the NYSITELL: Dawn Kuszel-Licensed TESOL Coordinator/ teacher, Prabhu Jha-Licensed TESOL teacher (speaks Hindi and Urdu), Martin Hirsch-Licensed TESOL teacher(speaks Chinese), BJ Son-Licensed TESOL teacher(speaks Korean), Glorimar Reuter-Diaz-Licensed TESOL teacher(speaks Spanish) and Jadeling Chavez(speaks Spanish). In addition, parent volenteeers and office staff help with translations.
- 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).  
Paste response to question here:
- 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).  
The Language Proficiency team consists of the Principal, Assistant Principal who is Head of the Special Education Department and the ELL Coordinator. When students are interviewed at registration, parents are asked if their child has an IEP and what their disabilities are. This information is taken into account when inverviewing the child to determine if they need to be NYSITELL tested. The ELL Coordinator is also in contact with the SBST to gain information about the turing five students.
- 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.  
Letters are sent out back to back in English and the Home Language. Since our staff is comprised of six teachers, one person takes the role of distributing these letters in a timely manner. When letters are returned the ELL Coordinator uses an Excel spreadsheet to log the returned slips.
- 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 will be informed in the Entitlement and non-entitlement letters, given out within the first five days after a student is NYSITELL tested. Letters are sent out back to back in English and the Home Language. In addition, the ELL Coordinator explains this process at the Parent Orientation Meeting.
- 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.  
All parent orientation information is relayed to parents in their native languages. At the Parent Orientation Meeting, Supervisors, ENL Staff and the Parent Coordinator are present. Brochures (translated versions avialable) describing the DOE, ELL Programs are handed out. The ELL Parent Orientation DVD is viewed by the parents in their native languages. We further explain the programs viewed in the DVD and answer any questions the parents might have via a translator. Next, the Parent Survey and Program Selection forms are distributed. Parents are asked to read and complete the survey and select a program for their child. After collecting the parent survey forms, students are placed in ELL programs based on parent choice.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
- Entitlement letters and Parent Survey and Program Selection Forms are sent home with the students in English and the Home Language, If necessary, letters are redistributed and phone calls are made to homes from where forms have not been returned. With the help of the parent coordinator, classroom teachers and ENL staff, and incentives, the timely return of these letters is insured as well as monitored.
- K-1 Glorimar Reuter-Diaz  
 1-2 Dawn Kuszel  
 3-4 Martin Hirsch  
 4-5 BJ Son  
 6-7 Prabhu Jha  
 7-8 Jadeling Chavez
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. All ELL data is organized on a spreadsheet so that accurate records are kept. This allows us to clearly determine which students are up to date on their paperwork. If necessary parent meetings are set up and phone calls are made to ensure completion of paperwork.
9. Describe how your school ensures that placement parent notification letters are distributed. Placement letters are sent home in the home language of the family. Parents are asked to sign the letter acknowledging the placement of their child. In addition, welcome letters are sent home at the beginning of each year to all ELLs.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL documents are filed and stored in an accordion folder with headings for each form. In addition, HLIS forms are stored alphabetically, by school year. Copies of the HLIS and Parent Survey and Program Selection Form are placed in the students cumulative folder.
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 ELL Coordinator, along with administrators devise a plan to include all ELLs, in all four parts of test administration. Grouping students by NYSESLAT band and testing accommodations (SWDs) are always a priority.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. In September, letters (in the native languages) are distributed to ensure parents are informed of their child's ESL status. Again, parents are asked to sign this letter to acknowledge the information.
- K-1 Glorimar Reuter-Diaz  
 1-2 Dawn Kuszel  
 3-4 Martin Hirsch  
 4-5 BJ Son  
 6-7 Prabhu Jha  
 7-8 Jadeling Chavez
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 general trend over the years among parents seems to be the selection of the English As A New Language Program as the preferred choice. Approximately 78% of our parents have chosen ENL as their program of choice. Therefore, the program offered at PS/MS 194 is well aligned with parent requests. The second preference was TBE with 12% and a small segment choose DL (4%). If, however, parents are interested in a bilingual or dual language program, they are informed about the requirement of minimum number of students from the same language, on two contiguous grades needed to open up a program, which at the present time is not available. Parents are given the option of transferring their child to a school with a program of their choice. All accommodations are made to help find that student an alternate placement.

## A. Programming and Scheduling Information

1. How is instruction 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.

ELL students are intentionally placed into one of two ENL classes on the grade. These classes are not self-contained but rather classes that contain ELLs as well as English proficient students. In this way, students have the benefit of working with others who are proficient in English as well as students who may be able to help them clarify ideas in their native language. Students who have scored at the Entering or Emerging levels are grouped together by grade in a pull-out model to hone in on their foundational skills. Our school has purchased a Language Proficiency Program (Language Power, Level A) that is tailored to Beginner ELLs in grades K-8. This helps us maintain uniformity and consistency, to help students acquire the basic language skills.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

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

Content area instructions are delivered primarily through the integrated ENL model by scaffolding the teacher's lesson of the content area and pre-teaching the vocabulary needed to comprehend the lesson. English is the language of instruction, teachers use scaffolding such as videos, realia, TPR, language experience approach as well as explicit instruction.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
N/A we only have an ENL program at our school.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

One of the ways we evaluate our ELLs is to use the baseline, mid-year, end of year and informal assessments. In addition, as ENL teachers we are intentionally using classroom observations to monitor our students' progress.
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status

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

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

Long term ELLs are offered the opportunity to participate in various interventions throughout the school year. Our interventions focus on literacy, ESL and math, as well as prepare the students for the NYSESLAT and the English Language Arts and Math Exams. The ENL After-School program is designed to target instruction addressing all four modalities with differentiated instruction for our Expanding ELLs. Language Power (Level C) is the intervention program we are currently using, in addition to Brainpop.com during these sessions. This is an interactive computer program that is appropriate for all

levels and has a variety of activities to enhance ELLs' vocabulary, grammar, pronunciation, reading comprehension, and writing skills. Our Saturday ENL Program is tailored for our Entering, Emerging and Transitioning ELLs. Students in grades 1-3 are using theme centered kits to spark vocabulary, communication and literacy throughout the content areas. Grades 4-8 are using Non-fiction and Fiction paired readers as well as Vocabulary Links to enhance their literacy skills.

On the lower grade levels, students are receiving phonics instruction through the Foundations program. This program reinforces the letter/sound relationships and explores the beginning stages of writing. Using language to solve complex math problems is also an important way students need to show they can succeed in college and career as they progress through school.

7. 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.  
These students will be closely monitored to ensure linguistic and academic success.
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?  
A variety of instructional strategies and grade level materials are used by the teachers of ELL-SWDs. Some of these strategies and materials include L1 textbooks, 100 Book Challenge leveled books in English as well as Spanish, ILE (Imagine Learning English), and content area push-in supporting and scaffolding ELL-SWDs. ELL-SWDs participate in all activities within the least restrictive environment. First, our school uses Smart Boards to enhance visual, auditory and interactive learning. Secondly, these students are also invited to attend our ENL After-school Program and ENL Saturday Program, where their specific needs are met in smaller groups. Thirdly, Brainpopesl, a web-based ESL program, is used to help ELL-SWDs acquire the important elements of ESL, such as speaking, listening, and reading. In addition, CTT and SETTS instruction helps prepare our ELL-SWDs.
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?  
ELL-SWDs participate in all activities within the least restrictive environment. Our school uses Smart Boards to enhance visual, auditory and interactive learning. These students are also invited to attend our ENL After-school Program and our ENL Saturday Program, where their specific needs are met in smaller groups. Brainpopesl, a web-based ESL program, is used to help ELL-SWDs acquire the important elements of ESL, such as speaking, listening, and reading. In addition, CTT and SETTS instruction helps prepare our ELL-SWDs. Students in multi-grade level classes are split to ensure grade level instruction in mathematics.

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

Chart

**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 <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/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 <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

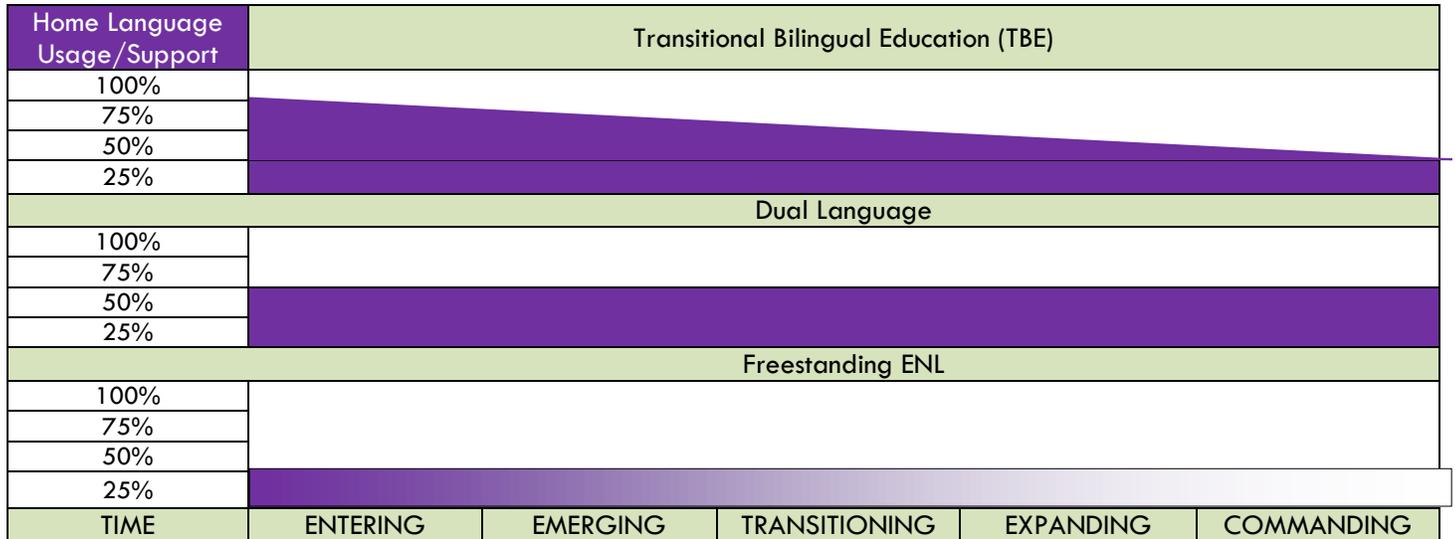


\*Note “other approved services” does not apply to New York City at this time.

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.
- ELA-AIS(English) struggling ELLs
  - Math-AIS (English) any ELL in need
  - Foundations (English) any ELL in need
  - ENL After-School Program, 2x a week (English) for expanding ELLs
  - Test Sophistication Program, 2x a week (English)
  - ENL Saturday Program, 1x a week (English) for Entering, Emerging and Transitioning ELLs, as well as SIFE students
  - Math Program, 1x a week (English) any ELL in need

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

The current ESL program at PS/MS 194 is working effectively. The data shows that our ELLs are progressing through the proficiency levels. Out of 200 ELLs for instance, 90 students have achieved "Expanding" status and 93 students have become "Commanding" on the NYSESLAT. This illustrates the progress being made within the ESL population.

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

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

Our Read 180 program was discontinued.

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 offered the opportunity to participate in various interventions throughout the school year. Our interventions focus on literacy, ESL and math, as well as prepares the students for the NYSESLAT and the English Language Arts and Math Exams. The ENL After-School program is designed to target instruction addressing all four modalities with differentiated instruction. Language Power (Level C) is the program we are currently using. In addition to these materials, students use Brainpop.com during these sessions. This is an interactive computer program that is appropriate for all levels and has a variety of activities to enhance ELLs' vocabulary, grammar, pronunciation, reading comprehension, and writing skills. Our Saturday ENL Program is tailored for our Entering, Emerging and Transitioning ELLs. Students in grades 1-3 are using theme centered kits to spark vocabulary, communication and literacy throughout the content areas. Grades 4-8 are using Non-fiction and Fiction paired readers as well as Vocabulary Links to enhance their literacy skills.

On the lower grade levels, students are receiving phonics instruction through the Foundations program. This program reinforces the letter/sound relationships and explores the beginning stages of writing. Using language to solve complex math problems is also an important way students need to show they can succeed in college and career as they progress through school.

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

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.

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

Long term ELLs are offered the opportunity to participate in various interventions throughout the school year. Our interventions focus on literacy, ENL and math, as well as prepare the students for the NYSESLAT and the English Language Arts and Math Exams. The ENL After-School program is designed to target instruction addressing all four modalities with differentiated instruction for our Expanding ELLs. Language Power (Level C) is the intervention program we are currently using, in addition to Brainpop.com during these sessions. This is an interactive computer program that is appropriate for all levels and has a variety of activities to enhance ELLs' vocabulary, grammar, pronunciation, reading comprehension, and writing skills. Our Saturday ENL Program is tailored for our Entering, Emerging and Transitioning ELLs. Students in grades 1-3 are using theme centered kits to spark vocabulary, communication and literacy throughout the content areas. Grades 4-8 are using Non-fiction and Fiction paired readers as well as Vocabulary Links to enhance their literacy skills.

On the lower grade levels, students are receiving phonics instruction through the Foundations program. This program

reinforces the letter/sound relationships and explores the beginning stages of writing. Using language to solve complex math problems is also an important way students need to show they can succeed in college and career as they progress through school.

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

N/A

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

Imagine Learning English gives all ELLs a pre-test to identify their abilities in terms of knowledge and language development. Based on this information the ILE program selects the set of instructions tailored to their needs. Baseline testing also allows us to assess a student's foundational knowledge in terms of content area in relation to their grade/age. For those students whose reading/phonics levels are below grade, we implement Foundations/Wilson Programs to bring them up to grade level. Our 100 Book challenge/ IRLA reading assessment allows all ELLs to read at their proper reading level with age appropriate content. Our Saturday program uses fiction and non-fiction texts to allow students to grasp content within their targeted 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).

Title III ESL Summer School Program

Imagine Learning English computer program

ENL After-school Program

ENL Saturday Program

Brainpop

19. What language electives are offered to ELLs?

**ELLs receive ESL as their language elective.**

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)?

N/A

## 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.)

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

Writing for Newcomers, Entering and Emerging ELLs in the Content Areas By Yliucha Jaquez  
Nov.2, 2015, Nov.23, 2015 and Dec.14, 2015

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?

All of the PDs described above use materials that are Common Core aligned. Our focus is to include Common Core Learning Standards to help the ELLs progress towards Common Core Standards.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Our guidance counselors meet with students individually to discuss the best middle school/ high school options, based on language proficiency. In addition, our fifth grade use a part time departmental model to facilitate a smooth transition to middle school scheduling.
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.

see number 1 above.

In order for accurate records to be kept teachers are asked to sign in at all PDs. In addition, teachers are individually responsible to keep track of their hours using agendas.

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

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

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.

Parents are expected to sign in upon entering the building. In addition, teachers will keep their own logs with parent meeting information. If parents are unable to attend a meeting after attempting to find a mutually acceptable time, phone meetings will be set up and logged. The over the phone translation will be utilized whenever necessary.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Parent Involvement at PS/MS 194 starts in the very first month of the school year. "Meet the Teacher Night" has become a tradition at our school. This is when parents are invited to meet all of their child's teachers, including ENL instructors. At this meeting they hear about all the planned and scheduled learning assignments/activities for the school year. In addition, the PTA led by the Parent Coordinator invites and encourages parents to participate in various workshops, which are conducted throughout the year. These workshops involve them meaningfully, and facilitate community relations as well as learning related activities at the school. Parent Workshops covered a wide range of topics such as 'How the Common Core will affect your Child', Community Awareness, Action 100- How to help your child become a better reader, and How to help prepare your child for the ELA and Math Exams. All the parent related information is communicated in children's home languages. All flyers are sent home in the native language, informing the parents that interpreters are available from our Learning Leader Program to help them understand the information delivered. All workshops have translators on hand to assist the non-English speaking parents.

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

In addition, interpreters are hired to assist with native language needs from the Language Interpretation Service.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
Organizations that provide services to ELL parents:

NY Quechua Initiative

New York University

Westchester Square Bangla Organization

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

A vital element of parental involvement is the PTA, which evaluates the needs of the parents by conducting a survey in all home languages.

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

Beginning in October, NYU will provide a 6 week nutrition workshop to interested parents.

The NY Quechua Initiative and the Westchester Square Bangla Organization will provide services to parents in two of our primary native languages. Our parent coordinator will also be familiarizing parents with the NYC schools account for parents, which is new to NYC schools.

### D. Additional Information

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

Paste response here:

## **Part VI: LAP Assurances**

School Name: **PS/MS 194**

School DBN: **11x194**

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)
Rosie Sifuentes-Rosado	Principal		12/15/15
	Assistant Principal		12/15/15
Lois Lombardi	Parent Coordinator		12/15/15
Dawn Kuszel	ENL/Bilingual Teacher		12/15/15
Tanya Carrion	Parent		12/15/15
Prabhu Jha	Teacher/Subject Area		12/15/15
	Teacher/Subject Area		
	Coach		
	Coach		
	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **11x194**      School Name: **11x194**  
Superintendent: **M**

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

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

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

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

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

---

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.

Data was collected from the Home Language Surveys to determine the dominant language in the homes of our ELL population as well as meetings with school administrators, the child study team, parent coordinator, in conjunction with the Language access coordinator. In addition, ATS reports of Preferred Languages, Emergency Contact Card data, and teacher input are used as supplementary tools for data collection.

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.

English, Spanish, Bangla, Arabic, Quechua, Urdu, French and Albanian

### Part B: Creating a Communications Calendar

---

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.)

These letter need to be translated in order for our families to feel part of our school community;

- Welcome letters
- Parent Teacher Conference
- Meet the Teacher Night
- After-school programs
- NYS testing dates
- School Trips

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.

Interpreters are needed during the following times;

- Curriculum Night- Sept.
- Parent Teacher conferences- Nov. & Mar.
- Tues. Parent Engagement- Throughout the year

## **Part C: Providing Language Assistance Services**

---

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

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

2. Describe 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.

Often interperatation is done by on-site staff and parent vounteers. When necessary, the over-the-phone interpreters are called. For planned, school-wide meetings, interpereters are hired through a vendor.

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

---

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.)

As well as sending emails, a planned Professional Development will take place to ensure that all staff members are well informed about translation and interpretation procedures.

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

---

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

Welcome posters are posted upon entering the school building and school safety guards are aware of Language Access procedures.  
In addition, the Parent Coordinator and the Language Access Coordinator will continue to review/update staff on translation and interpretation services through on-going workshops.

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

---

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

The Parent Coordinator, along with the PTA will be responsible for conducting a survey and discussing suggestions from our parent population.