



**P.S. 195 K
THE MANHATTAN BEACH SCHOOL**

**2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 22K195 CEP 2009/10 FINAL
ADDRESS: 131 IRWIN STREET
BROOKLYN, N.Y. 11235
TELEPHONE: 718-648-9102
FAX: 718-934-0625

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

APPENDIX 9: TITLE I, PART A - SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 195 **SCHOOL NAME:** Manhattan Beach School

SCHOOL ADDRESS: 131 Irwin Street, Brooklyn, New York, 11235

SCHOOL TELEPHONE: (718) 534-6516 **FAX:** (718) 934-0625

SCHOOL CONTACT PERSON: Arthur Forman **EMAIL ADDRESS:** Aforman@
Schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Susanne Schiano

PRINCIPAL: Arthur Forman

UFT CHAPTER LEADER: Designee – Dana Brooks

PARENTS' ASSOCIATION PRESIDENT: Susanne Schiano

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 22 **SSO NAME:** ICI

SSO NETWORK LEADER: Julia Bove

SUPERINTENDENT: Marianne Ferrara

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Arthur Forman	*Principal or Designee	
Dana Brooks	*UFT Chapter Chairperson or Designee	
Susanne Schiano	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Patricia O’Shea	Member/	
Cheryl Kastner	Member/	
Toby Ringer	Member/	
Victoria Klur	Member/	
Bruce Cotler	Member/	
Eileen Sciachitano	Member/	
Regina Kofman	Member/	
Lena Vayner	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Our individual reading programs are enhanced by an excellent school library program.

Public School 195 is a Pre-Kindergarten through Grade Five elementary school in Manhattan Beach located in South Brooklyn near Kingsborough Community College and historic Sheepshead Bay.

Our school has a population of 391 children. There are a total of 18 classes. The population of our school is comprised predominately of immigrant or first generation Russian families.

We are fortunate to have an involved and supportive parent constituency. Parent cooperation and participation encourages both staff and students to work achieving excellence. The PS 195 Parents Association actively fundraises to purchase items needed by the children in our school. The home-school partnership is solidified through various special events including: holiday dances, Laser shows, Carnival, Field Day, Beachstock, Science/Math/Library Nights, Author's Day, Citizen of the Month Breakfasts, Parent Workshops and Family International Celebrations. As demonstrated in our NYC Learning Environment Survey 94% of our parents attend Parent/Teacher Conferences.

PS 195's teachers are highly qualified and dedicated to the educational well-being of their students. According to the 2008-2009 school profile, 100% of teachers are fully licensed and permanently assigned to PS 195. 91% of those teachers hold a Masters Degree or higher. The teachers' love of their chosen field is evident by their creativity and positive results reflected in their students' work.

The school's grades 3-5 achievement (as reflected by standardized tests) is one of the highest in the district and region. In fact, PS 195 was commended in the Daily News for its achievement on. In 2009, all of our students scored in levels three and four in the Fourth Grade ELA. Our early childhood classes exhibit similar achievement in literacy as evidenced by ECLAS II and other early Childhood assessment tools. We continue to exceed the requirements for our New York State Education Department's Annual Yearly Progress Quota.

Last year our school's literacy program implemented a Balanced Literacy approach. Although our school has consistently shown success in ELA in the past, it was felt that the new program would provide all our students with the most current research based and best pedagogical program available. We were able to increase achievement of our students at the highest levels by eliminating the artificial ceiling placed on them by a basal approach and we were also able to support our lowest level readers by providing them with opportunities to read and build stamina with their best matched books. We saw through quantitative and qualitative research that by following the child instead of a program guide our scores increased even more and therefore we have expanded this program to all the grades in our school. The reading is closely aligned with the Teacher's College Writing Program currently in use in grades K-5.

Both programs are conducted using whole and small group instructional models. Teachers are provided with support from a literacy coach. Children are given the opportunity to select books on their

individual levels and conference with their teachers. Ongoing assessments are built into the reading initiative. The writing program provides opportunities for children to self select topics for every genre study.

Our individual reading programs are enhanced by an newly renovated library media center . Each class has the opportunity to participate in a variety of literary lessons, projects and activities as well as borrowing books on a fully automated system. A library open access program in effect continues to provide enrichment to students on a rotating basis. The library is a modern state of the art, child friendly multi-media center. Our students are now able to view excerpts of the books in the data base from home computers.

The fully equipped computer lab complete with internet laptop computers and comfortable, functional furniture makes it possible for all the children in P.S. 195 to learn computer skills from basic keyboarding to power point presentations. Our technology specialist provides enrichment to students through projects as well as working with the classroom teachers to provide reinforcement or remediation as needed. Schoolwide computer programs include Spelling City and RAZ kids. Scholastic Census 2010 will allow our students to engage in cross curricular learning while their teachers collaborate on a rich unit of study. A variety of software and on line websites support our innovative program. Students also view their acuity test results in our lab and have opportunities to review those results. They learn from a wide variety of resources available with this technology.

The Science programs provide opportunities which include a variety of “hands on” learning. The science teacher arranges field trips to the The Genovesi Environmental Study Center, New York Aquarium, New York Botanical Gardens and the Hall of Science where the children are involved in workshops to enrich class instruction. The 4th grade state science scores reflect positive results both in the objective and manipulative tests. In 2008, our school scored a performance index of 200%, doubling the state’s performance objective of 100%.

Kingsborough Community College, Brooklyn College and P.S. 195 work together in programs involving student observers, student teachers and classroom teachers. The programs are a benefit to the children and teachers of our school, as well as the students of Kingsborough and Brooklyn Colleges.

Our principle funding is provided through New York State and New York City funds. On occasion, we receive funding from other civic groups such as The Manhattan Beach Community Group or local politicians (principally Councilman Michael Nelson and Assemblyman Steven Cymbrowitz) or other independent grants. An example of this is the grant received from the Brooklyn Arts Council which will enable groups of students from grades 3, 4, and 5 to receive instruction from professional artists in an after- school program.

The Arts – encompassing music, dance, visual arts, and drama are the hallmarks of our school. We are proud of the fact that our arts programs are all inclusive and just not for the Gifted and Talented programs. Our strong visual arts program link classroom studies to art projects and grace our halls and showcases. Our students enter outside art contests such as the Holocaust Memorial Contest and are acknowledged for their achievements. Recently our third grade group project took first place in that contest.

The Music program is incorporated into all classes K-5. Music instruction using the Delacroze and Orff methods in the early childhood grades is utilized. Music history, note reading, learning the recorder, and students’ writing their own music are part of the upper grade curriculum. . Band by the Bay is a full band program for grades 3 and 4, which is conducted as an after-school activity. A Chorus program is part of our After School program as well.

Each class performs one assembly program annually. Songs, poems, dances, choral reading etc. often relating to topics studied in class are performed. In the past, students performed “Fiddler on the Roof”, “Orphan Train, and “High School Musical”.

Ballroom dancing has been a successful program at P.S. 195 for several years. The American Ballroom Theater instructor teaches 4th and 5th graders a variety of traditional American and Latin dances and at the same time focuses on social skills and etiquette. Parents are invited to a culminating evening performance which showcases all students. An outgrowth of this program is participation in the Citywide Ballroom Dancing competition. This event provides the opportunity for some of our children to meet with children from other schools in the New York City area.

Physical Fitness is stressed at P.S. 195. A comprehensive physical education in a fully equipped gymnasium is provided for all students K-5. Upper grade children participate in an annual fitness gram. Field day for classes 2-5 is a yearly event. Younger children also have a day for physical exercise and fun on the school premises. Yoga is another physical activity provided weekly by a trained yoga teacher. This weekly class has additional benefits as well including increased focus and stress reduction.

The ELL program services students with Limited English Proficiency and English as a Second Language. Small group instruction is provided in a print rich environment. Children are immersed in their new language through “experiences with food, objects and visuals “. A Title III grant allows for an ELL after-school program targeting students K-5. A component of this program includes a citizenship class for newly immigrant parents as well.

Our Parent Coordinator is the chief liaison between parents and school staff. She is committed to keeping the lines of communication open. Together with the Administration, she helps coordinate many parent workshops including “Robin’s Nest” a parenting skills workshop; Information Nights on such topics as ELA or Math Test and Junior High School Requirements.

As a committed community of lifelong learners we embrace high standards and value the academic excellence of every child. We acknowledge the history of our beautiful school by the bay and we look to the future with expectation of continued success through the use of the best educational practices and dedicated to the development of the whole child.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	P.S. 195 Manhattan Beach						
District:	22	DBN:	22K195	School BEDS Code:	332200010195		
DEMOGRAPHICS							
Grades Served:	Pre-K	√	3	√	7		11
	K	√	4	√	8		12
	1	√	5	√	9		Ungraded
	2	√	6		10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08*	2008-09
Pre-K	26	25	25		93.7	93.6	93.9
Kindergarten	47	53	59				
Grade 1	72	53	59	Student Stability - % of Enrollment:			
Grade 2	48	73	56	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 3	59	62	51		96.9	99.4	96.6
Grade 4	68	62	51				
Grade 5	58	66	55	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 7	0	0	0		19.2	15.6	15.9
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 11	0	0	0		0	0	0
Grade 12	0	0	0				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	378	383	373	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
					4	3	2
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
# in Self-Contained Classes	0	0	0	Principal Suspensions	1	1	2
# in Collaborative Team Teaching (CTT) Classes	10	10	6	Superintendent Suspensions	1	2	3
Number all others	18	24	24				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				<i>(As of October 31)</i>	2006-07	2007-08	2008-09
				CTE Program Participants	0	0	0
English Language Learners (ELL) Enrollment:				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2006-07	2007-08	2008-09				
# in Transitional Bilingual Classes	0	0	0	Number of Staff - Includes all full-time staff:			
# in Dual Lang. Programs	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
# receiving ESL services only	39	41	38				
				Number of Teachers	23	25	23

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	2	0	Number of Administrators and Other Professionals	4	6	6
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	4	4
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	91.3	88.0	87.0
				% more than 5 years teaching anywhere	78.3	80.0	78.3
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	96.0	88.0	91.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.7	100.0	100.0
American Indian or Alaska Native	0.0	0.0	0.0				
Black or African American	6.1	5.0	4.3				
Hispanic or Latino	2.9	1.8	1.6				
Asian or Native Hawaiian/Other Pacific Isl.	2.4	1.8	1.3				
White	88.6	91.4	92.8				
Male	53.7	55.1	53.6				
Female	46.3	44.9	46.4				
2009-10 TITLE I STATUS							
	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
√	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native							
Black or African American		-	-	-			
Hispanic or Latino		-	-	-			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White		√	√	√			
Other Groups							
Students with Disabilities		-	-	-			
Limited English Proficient							
Economically Disadvantaged		√	√	-			
Student groups making AYP in each subject		3	3	2	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	74.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	20.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	44.9						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	NR						

KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

According to our last Quality Review which took place in October 2007, PS 195 is a school with high expectations for all students, who respond by working hard to achieve their goals. The principal is a charismatic and very well respected leader. Relationships throughout the school are excellent, creating a positive and mutually supportive culture. Collaboration and teamwork is strong, enabling staff to share good practice and support in a constant drive for improvement. Teachers work hard to deliver lively, interesting lessons and create an attractive and stimulating learning environment for their students. A well-selected curriculum and enrichment activities keep students motivated and eager to learn and excited about coming to school. English language learners and special education students are well supported and make good progress. Parents are very supportive of the school and appreciate the way the staff maintains the warm and welcoming atmosphere.

Based on the New York City Department of Education (NYCDOE) progress report there is a positive trend of growth in both student performance and student progress. The single area in the progress report evidencing a downward trend that will be addressed is in the school environment category. Upon further investigation of the 2008-2009 Learning Environment Survey Report the specific criteria causing the lower score was a need for better communication between the school and our parent population. This may reflect a need to increase awareness of the importance of the Learning Environment Survey as evidenced by a decline in the number of parents participating in the survey process. Another major challenge that we face are the budget cuts (NYCDOE) which translated into the loss of our music and art programs. Our parents have indicated in the 2007-2008 Learning Environment Survey that these are priority areas for their children. We met our goal in the arts in 2008-2009 but again find ourselves rebuilding the program through alternative funding (Grants, donations and sponsorships)

Another barrier cited is the need to focus even more closely on groups of students currently working at Levels 3 and 4, ensuring positive movement within and across levels of achievement. Our Inquiry Team has focused its attention on these students and is tracking their progress through periodic assessments. We have also expanded our Balanced Literacy program from grades 3-5 to grades K-2 to support the highest levels of achievement from the earliest stages of literacy development. This will provide continuity in our instructional program and solidify the foundation that students need in the areas of literacy. To help individuals accelerate movement to the highest levels we must build the ability for deep book talk and independent use of strategies in an integrated way building vocabulary and stamina. We must insure that students have ample opportunity to get in their reading "mileage". All these measures should insure that our students are able to meet their goals.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should presumably be aligned to the school’s annual goals described in this section.

Goal Number 1	
Goal: Further expansion of our balanced literacy program	Describe your goal. To expand our implementation of our balanced literacy program in grades K to 2 by June 2010.
Measurable Objective In the 2009/10 school year children in grades K to 2 will demonstrate progress through ECLAS2 levels.	Set the measurable target that will define whether you have met your goal. 90% of children will meet grade level targets in 5 out of 6 ECLAS2 subtests, including reading comprehension and accuracy by June 2010.
Action Plan <ul style="list-style-type: none"> • Grade conferences • Mondo Professional Development Consultants • Intervisitations • Learning Walks 	Describe your plan for meeting your goal, including staffing, scheduling, and funding. Weekly grade conferences and professional development by Cheryl Kastner, Literacy Specialist/Staff Developer. Eight on-site professional development sessions lead by SusanMcDonald, Mondo Consultant. Grade partners have been scheduled for common preps whenever possible to share best practices. Administration will organize focused learning walks with follow-up debriefing sessions. Mrs. Kastner is multi-funded – including Contract for Excellence funds.





Goal Number 2	
Goal Implementation of new Library and computerized library book catalog system.	Describe your goal. By mid-November 2009 introduce the new Library Media Center and computerized Destiny Follett Library Book Cataloging System. By December 2009 we will fully implement the use of the new library and computerized Destiny Follett Library Cataloging system by students, families and faculty.
Measurable Objective Monthly increase of 5% of book borrowing after initial base line is set.	Set the measurable target that will define whether you have met your goal. This is a new system just installed. A base line of books being borrowed from our new library will be established by Mid November. I would like to see a monthly increase of 5%, each month, after the initial base line is set through June 2010.
Action Plan Summer 2009 construction by the Gordian Group. September/October 2009 cataloging, programming and training through Destiny Follett. November 2009, official opening ribbon cutting.	Describe your plan for meeting your goal, including staffing, scheduling, and funding. Construction of new library facility was completed early September 2009, including new shelving and racks. The Destiny Follett software system, which interfaces with the NYC Department of Education library system at Metrotech, was installed during the week of September 21 st through the 25 th . Sandy Baden, Library Automation consultant, worked with a staff of 15 catalogers and set up the system and shelved books accordingly. Melissa Krinsky, P.S. 195 Librarian, worked side by side with Sandy Baden learning the system. Ms. Krinsky attended further training with the NYCDOE Library System in October 2009. We will officially open the new library on November 2009, and base statistics regarding this goal from that date. We have over 8,000 books cataloged in our new system. Staff and students will be able to interface with our library data base from any computer with internet connection.

Goal Number 3	
Goal To increase the levels of English Language proficiency for English Language Learners.	Describe your goal. I would like our English Language Learners to advance to the next level, the beginners to advance to intermediate, the intermediate to advance to advanced and the advanced to achieve proficiency. We are looking for growth on each level based on the May 2010 New York State English as a Second Language Achievement Test (NYSESLAT).

<p>Measurable Objective</p> <p>All students advance to the next level.</p>	<p>Set the measurable target that will define whether you have met your goal.</p> <p>90% of students will achieve advancement to the next level on the May 2010 NYSESLAT</p>
<p>Action Plan</p> <p>Carmen Rivalan, ELL Instructor: Facilitator Classroom push in/pull out program</p> <p>Title III After School Program</p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>Through collaboration with classroom teachers in the areas of balanced literacy, Mrs. Rivalan will potentiate classroom instruction and ELL instruction.</p> <p>In a dedicated after school Title III Program I ELL students will be exposed to a variety of learning strategies and differentiated instruction. This will include Leap Frog computerized manipulatives, sessions in the computer lab, Pacific Heights reading fluency programs, and more.</p> <p>Assessment will take place first and instruction will take place based on data and need.</p>

Goal Number 4	
<p>Goal</p> <p>To increase the parent, student and teacher communication satisfaction level on the NYCDOE Learning Environment Survey</p>	<p>Describe your goal.</p> <p>To increase the quality of communication between the administration and the constituencies of the parents, students and staff. This will earn P.S. 195 a more positive response from parents, students and staff on the 2010 NYCDOE Learning Environment Survey and a subsequent increase on the 2009/2010 NYCDOE progress report.</p>
<p>Measurable Objective</p> <p>To obtain a rating of 8.5, on the 2009/10 New York City Progress Report. The New York City Progress Report in the subcategory of communication within the area of school environment.</p>	<p>Set the measurable target that will define whether you have met your goal.</p> <p>The target of 8.5 will reflect an increase of .7 over the satisfaction rating on the 2008-09 New York City Progress Report in the subcategory of communication within the area of school environment.</p>
<p>Action Plan</p> <p>Increased written, spoken, recorded and internet communication.</p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>Increase communication through automated voice messaging system.</p> <p>Principal's address at Parent's Association monthly meeting.</p> <p>Early morning e-mail updates to staff regarding daily events and/or urgent notices.</p> <p>Parent Coordinator will facilitate workshops with parent constituency to solidify a home school connection.</p> <p>S.A.P.I.S. Worker will conduct workshops for parents in order to build their capacity to support their children with academic and behavioral goals. Parents will be involved on a regular rotating basis with the goal of</p>

developing a view of our school as a partner.

Information sent through reinstated Parent's Newsletter published by the Parent Association on a regular basis.

Lunch time meetings as needed to clarify/address issues with staff.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Literacy

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To expand our implementation of our balanced literacy program in grades K to 2.</p> <p>In the 2009/10 school year, 90% of children will meet grade level targets in 5 out of 6 ECLAS2 subtests, including reading comprehension and accuracy</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Weekly grade conferences and professional development by Cheryl Kastner, Literacy Specialist/Staff Developer.</p> <p>On-site professional development by Susan McDonald, Mondo Consultant: eight on site visits.</p> <p>K-2 Grade partners have been scheduled for common preps whenever possible to share best practices.</p> <p>Administration will organize focused learning walks with follow-up debriefing sessions.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Mrs. Kastner is multi-funded – including Contract for Excellence funds</p> <p>Use of mixed sourced funding including FSF and early EGCR.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teachers will use a variety of instruments to measure positive growth every six weeks and more frequently for at risk students. Those measures include: running records on Rigby benchmarks and PM benchmark books and Clay’s Observation Survey that contains various subtests including text reading.</p>

SECTION VI: ACTION PLAN

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Subject/Area (where relevant): Library

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To fully implement the use by students, families and faculty of the new Library and computerized Destiny Follett Library Book Cataloging System by December 2009. This is a new system just installed. A base line of books being borrowed from our new library will be established by Mid November. I would like to see a monthly increase of 5%, each month, after the initial base line is set through June 2010.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Construction of new library facility was completed early September 2009, including new shelving and racks.</p> <p>The Destiny Follett software system, which interfaces with the NYC Department of Education library system at Metrotech, was installed during the week of September 21st through the 25th. Sandy Baden, Library Automation consultant, worked with a staff of 15 catalogers and set up the system and shelved books accordingly. Melissa Krinsky, P.S. 195 Librarian, worked side by side with Sandy Baden learning the system.</p> <p>Ms. Krinsky attended further training with the NYCDOE Library System in October 2009. We will open the new library on November 2009, and base statistics regarding this goal from that date.</p> <p>We have over 8,000 books cataloged in our new system. Staff, students and parents will be able to interface with our library data base from any computer with internet connection.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>The Reso-A Grant budget has been administered through the School Construction Authority. Construction implementation was handled through the Gordian Group as per The SCA guidelines. Destiny Follett software systems were used following SCA authorization and Grant funding. Melissa Krinsky, staff Librarian has attended Follett Software training and NYCDOE Library Division Training.</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Construction started in June 2009 and has remained on track with 95% of the work completed. As of October 20, 2009. Minor details remain such as Window treatments, brass plaques honoring Sandy Rosuck, former Librarian. A base line of books being borrowed from our new library will be established by Mid November. I would like to see a monthly increase of 5%, each month, after the initial base line is set.

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Ongoing informal assessments, use of NYSESLAT to establish a baseline, portfolio assessment, and E-CLAS-2. Children will show progress by advancing levels in the Spring E-CLAS2, through their portfolios by improved work and finally advancement of 90 % of our ELL children to the next level.

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

**Feedback at P.A. meetings and staff conferences.
Annual Learning Environment Survey.**

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	16	16	N/A	N/A			1	
1	46	46	N/A	N/A		1		
2	38	38	N/A	N/A		1	3	
3	32	32	N/A	N/A	1			
4	34	34	0	0	1	2	1	
5	19	19	0	0	1	2	3	
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Academic Intervention services are provided in a variety of formats. Extended day groups meet from 8:00 to 8:37 a.m. Monday through Thursday. After school academic support is provided 2 days a week for 90 minute sessions. Designated At-Risk students have also been invited to attend additional classes on Friday mornings.</p>
<p>Mathematics:</p>	<p>Small group instruction from 8:00 to 8:37 am., mandated program one day a week, 7:45 to 8:30 am Intervention program 2 days per week from 3:00 to 4:30 pm</p>
<p>Science:</p>	<p>No Mandated Students - Not Applicable</p>
<p>Social Studies:</p>	<p>No Mandated Students - Not Applicable</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Small groups, and one to one; collaboration with teachers, strategizing behavior modifications in order to improve academically and or socially during the school day</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Crisis intervention and emotional support Works with children both individually and in groups. Meetings with teachers regarding intervention strategies. Parent meetings to discuss emotional difficulties in and out of the classroom. Services are provided during the school day.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Crisis intervention and emotional support Works with children both individually and in groups. Meetings with teachers regarding intervention strategies. Parent meetings to discuss emotional difficulties in and out of the classroom. Services are provided during the school day.</p>

At-risk Health-related Services:	
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APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

P.S. 195 is an academically successful Pre-k through Grade 5 school in District 22. It is located in Manhattan Beach, adjacent to Sheepshead Bay in Brooklyn. There are approximately 373 students in 17 classes. There are 2 to 3 classes on each grade level, one of which is the gifted class except for kindergarten. We implement the concept of “least restrictive environment” and have no special education classes. Twenty percent of the population is free lunch entitled.

P.S. 195 has a freestanding ESL program with all instruction in English. The ELL population is approximately 12% of the total school population. This service is delivered to ELLs via the pull-out and push-in model depending on the number of ELLs on the grade level. ELLs in grades 2-5 spend the majority of their day in all English content area classes and are brought together for high quality English acquisition focused instruction. The ESL teacher pushes into the kindergarten and grade 1 classrooms where there are the largest numbers of ELLs. The program for the 2009-2010 school year consists of approximately 47 students. There are 21 children in kindergarten, 17 Russian, 1 Arabic, 1 Turkish, and 2 Polish speaking children. There are 15 children in grade 1, 14 Russian and 1 Turkish speaking child. There are 5 children in grade 2, 3 Russian, 1 Hebrew, and 1 Armenian speaker. There are 4 children in grade 3, 3 Russian, and 1 Spanish speaker. There is 1 child in grade 4 who is a Russian speaker and 1 child in grade 5 who is Armenian speaking. Eighty one percent of ELLs are Russian speaking with the balance of students in other various language groups. There are a total of 3 Special Education ELLs in grade 3. There are no SIFE students. Half of the students are at the beginner or intermediate levels of English language proficiency leaving the other half at the advanced level of language proficiency. They are generally grouped heterogeneously by grade and homogeneously by level of language proficiency within each grade group. Our ESL program is aligned with mandated ESL, ELA and content area learning standards and the core curriculum. Teachers are fully licensed and professional development is on-going. There is an active parental involvement body. The school's Language Allocation Policy (LAP) which delivers a consistent, coherent policy to assist students in the development of cognitive and academic skills until they acquire academic proficiency in English, is shared with all stakeholders and is also clearly defined in the school's CEP.

Initial Identification Process and Parent Choices

Children are identified as ELLs by reviewing the responses by parents on the *Home Language Identification Survey*, interviewing the parent in English and in their native language when necessary, and then administering the *LAB-R*. Children who score below the cut score are placed in English speaking classes and begin receiving ESL services within 10 days of enrollment. Parents of ELLs are invited to attend an orientation session in their native language. All information - brochures, forms and booklets are distributed in both languages. A translator along with the ESL teacher provides them with information on the options available to them in order to make an informed selection on the *Parent Survey and Program Selection Form*. Parents also view the *Orientation Video for Parents of Newly Enrolled English Language Learners* in both languages. Parents are invited to ask questions about the Transitional Bilingual Program, Dual Language Program and Free Standing ESL Program. The timelines for these Programs are also discussed so that the parents have a clear understanding of these Programs before making a selection. The parents who cannot attend these orientation sessions are met with privately. All information is given to them in both their native language and English. Translators are available

when necessary. Based on past trends most parents opt for an all-English class with children participating in a Free-standing ESL program. Russian parents, traditionally, are eager for their children to become fluent speakers of English as soon as possible and therefore interested only in an ESL program. Parents are informed of the instructional program their children will be participating in. The push in model is the selection of choice of the parents. Every effort is made to comply with the parents wishes, whenever possible. Materials and methodologies are discussed with parents in both languages. For the small number of parents (13%) who are interested in Transitional Bilingual Education or Dual Language Programs the option of sending their child to a school that has the program is given to them. However, based on past years, none of the parents ever do.

The ESL teacher at the school is responsible for all record keeping including securing lists of parents that have received entitlement letters and have returned Parent Survey and Program Selection forms. These lists are reviewed periodically. At the end of each school year parents are given a Continued Entitlement Letter or NonEntitlement Letter based on the spring NYSESLAT score.

Parent Involvement

At P.S. 195, parental participation is valued and on-going. Research has shown when parents are active participants in their children's academic lives, the achievement of English Language Learners improves.

At the beginning of the school year, parents are invited to meet with their children's teachers to discuss the rigorous curriculum, address the Standards and the school's expectations for high achievement for all. ELL parents attend other workshops throughout the school year including an initial orientation with administrators, parent coordinator and the TESOL explaining school expectations. Other workshops include Helping Your Child at Home, Meeting the ESL and ELA Standards, and New York City and State Assessments. Workshops are conducted in English and the parents' native language. If parents are interested in exposing their children to Russian literature, there is a large selection of Russian materials in the school library. Research shows that when the students' native language is used at home it can accelerate the second language acquisition process and help foster academic success. There are also resource materials available in the native language that inform immigrant parents on how to access and navigate the school system. ELL parents are also invited to attend monthly Parent Association Meetings. Translators are available upon request. Parents are also requested to volunteer at many of the school activities such as the book fair, cake sales, holiday boutique etc. School notices of high importance are translated into Russian and into the other languages.

In the past an Adult ESL class and a Citizenship class ran concurrently with the Title III Program for children. Unfortunately the enrollment was so low that the school closed the class. Parents informed us that their late work schedules made it difficult to attend these classes.

Assessment Analysis

LAB-R* and NYSESLAT Proficiency Results

	K	1	2	3	4	5
Beginner	12 *	2*	1	1		
Intermediate		6	2			
Advanced	9*	7	2	3	1	1

NYSESLAT Modality Results

Grade		K	1	2	3	4	5
Listening/Speaking	Beg			1			
	Int		2	1			
	Adv		8	1	1	1	
	Pro		2	2	3		1
Reading/Writing	Beg						
	Int		6	2	1	1	
	Adv		5	2	3		1
	Pro		1	1			

A review of the LAB-R kindergarten scores indicate that 57% of the students are functioning at the beginner level of language proficiency and 43% are at the advanced level of English language proficiency. Most upper grade children are proficient in listening and speaking with the exception of 1 fourth grader who is a newcomer to the US for only 1 year. Four children scored at the advanced level on the reading/writing modality of the NYSESLAT and 2 students at the intermediate level. Three of these children are also special needs students.

Students performing at the beginner and intermediate levels of language proficiency receive 360 minutes of ESL instruction weekly and advanced language students receive 180 minutes of ESL instruction weekly with additional instruction in English Language Arts as per CR Part 154 regulation requirements. All ESL pull-out instruction is provided in a small group setting.

There are several assessment tools used at the school to assess the early literacy skills of the students. The LAB-R for newcomers and the NYSESLAT scores are first examined to see the English language proficiency level of the child. Informal classroom assessments are administered to kindergarten children as well. ECLAS-2, TCRWP, and running record results will help teachers group for instruction. Mondo's Oral Language Assessment is used as well to place children in oral language groups.

ELLs in Schools Less Than 3 Years

For those children that are in US schools for less than 3 years there is strong emphasis on oral language development and vocabulary building. Beginner and intermediate students in grades K-2 develop their oral language skills using Rigby's *English in my Pocket*. This program teaches everyday vocabulary and helps develop oral language using highly engaging posters, songs and other manipulatives. Mondo's, *Let's Talk About It!* is another oral language based program which develops vocabulary using stimulating photos. Mondo's oral language assessments are given to students in order to place them appropriately. Children are reassessed periodically. Newly enrolled ELLs who are beginners and entered an English language school system in grade 3 or above, are introduced to the book, *Newcomer Phonics* by Longman. It provides children with a basic foundation in the English language, that which is taught in the lower grades as quickly as possible. These children are also engaged in an interactive theme-based CD – ROM series by Evan Moor - *Look, Listen and Speak*. These CDs provide basic theme-based vocabulary lessons. Stories on tape are also used with children on all grade levels in order to develop and improve listening skills.

The ESL teacher pushes into the kindergarten and first grade classrooms. At this time writing is being taught using Lucy Calkin's *Units of Study, A Yearlong Curriculum*. Children tell their personal stories by using the language of storytelling then illustrating them and finally writing the words. The teacher works with the ESL children in small groups differentiating instruction to tailor the needs of the children.

ELLs Receiving Services 4-6 Years

ELLs who have been receiving services for 4-6 years, 4 of which are in grade 3 and 1 in grade 5 receive instruction via the pull-out model since these children are in 3 different classes on different grades. They are assessed initially using TCRWP and then informal running records. They are then grouped according to their reading levels. Periodic Assessment results are also used to drive instruction for these children. The instructional materials that are used in the pull-out program are aligned with the materials used in the classroom which use a balanced approach to literacy instruction. Children in the upper grades use materials with a focus on vocabulary and comprehension skills. The vocabulary is embedded in high interest articles and stories. Each lesson teaches academic and content area vocabulary. These picture-rich books help to facilitate language acquisition. Thematic topics continue across grade levels for individualized instruction.

Long Term ELLs

There are no long term ELLs at the school.

There are no programs in place to assist newly enrolled ELLs before the beginning of the school year because children have not yet received the LAB-R and the school building is not open in the summer months.

There is also a Title III After School Program for ELLs and former ELLs. ELLs attend the program on Tuesdays and Thursdays for 1 1/2 hours per session for a total of 3 hours weekly for approximately 15 weeks. The Program addresses the needs of ELLs and Special Education ELLs in grades K-5. The goal of this program is to improve the language proficiency level of these children by stimulating language production, building vocabulary, modeling appropriate speech,

teaching the skills necessary for reading and writing and expanding listening comprehension. In grades kindergarten thru grade 2 the research- based materials used, *Language First! Program* and *Leveled Reading Series* by Leapfrog Schoolhouse address the needs of the beginner, intermediate and advanced student. Children also use the *Options Best Practices in Reading* series which builds comprehension skills and strategies. ELLs in the testing grades 3-5 will focus on test taking skills. They will use both ELA practice materials and NYSESLAT practice materials. For most of the children in this group, they are first time New York state test takers.

All of the ELLs at P.S. 195, current and former, are invited to participate in all of the activities during the school day and after school. Some of these activities during the day include early morning academic intervention, chess, ballroom dancing, music and yoga. After school activities include Test Taking Strategies for ELA ,math and science, Friday Homework Helper, chorus and band just to name a few. The school psychologist and social worker also make themselves available to ELLs.

Support for School Staff

Teachers of ELLs are notified in September who their current and former ELLs are. NYSESLAT scores are shared with the staff members .The level of English language proficiency the child is performing at, as well as the scores on all four modalities of the test are discussed. The data is then analyzed and compared to last year's test results. This targets the gains the child has made and the weaknesses that need to be addressed. Suggestions are made on how teachers can support ELLs. Children who have achieved proficiency in English are invited to attend the Title III After School Program in order to help the transition of no longer receiving ESL services. In some instances , teachers have requested that those children continue with ESL because they are not performing well in class.

The success of the ESL program is due to the collaborative efforts of the TESOL and the classroom teachers with the goal of helping each ELL meet or exceed New York State and City learning standards. Teachers come together to plan during their common preparation periods. Teachers work together to deliver a balanced approach to literacy as well as to tailor content area instruction, with the appropriate language support, to meet the needs of ELLs. Instruction is designed to differentiate learning since most classrooms are composed of students with different levels of English language proficiency and subject area knowledge. Classroom teachers and the TESOL meet to articulate the instructional plan for the week to ensure curricular alignment incorporating the necessary methodology and instructional strategies to present those lessons to the ELLs. Classroom teachers are supportive of and respectful of the cultural differences of their students. They create an environment which values each student's background. Formal and informal assessments are on-going and include portfolios and projects to determine growth towards meeting the standards.

The teaching staff at P.S.195 holds the required teaching certifications. The TESOL is current with trends and theories and has attended numerous off-site conferences and seminars given by experts in the field such as Krashen, Cummins and Chamot just to name a few.

Professional Development

The TESOL provides on-going professional development at P.S. 195. during faculty conferences to all staff members as per CR Part 154. Topics for the school year include but are not limited to: Comparing ELA and ESL Standards, Using Sheltered English Instruction in the Content Areas, Social and Academic Language, Understanding Levels of Language Proficiency, Academic Rigor for ELLs, Differentiated Instruction, Cultural Awareness, the ELA for ELLs. Classroom teachers apply this knowledge when planning their instruction in order to meet the needs of ELLs in their classes.

Teachers sign attendance sheets and these are kept in the main office.

P.S. 195's Language Allocation Policy (LAP) reflects all of the necessary components to creating a successful, highly challenging standards based ESL program.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–8 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District ICI /22	School P.S. 195
Principal Arthur Forman	Assistant Principal Susan Brockman
Coach N/A	Coach N/A
Teacher/Subject Area	Guidance Counselor Mark Wang
Teacher/Subject Area Carmen Rivalan	Parent Mrs.Ploshchenko
Teacher/Subject Area N/A	Parent Coordinator Denise Nordenschild
Related Service Provider Marina Zagerson	SAF Jeannette Reed
Network Leader Julia Bove	Other N/A

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	388	Total Number of ELLs	47	ELLs as Share of Total Student Population (%)	12.11%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

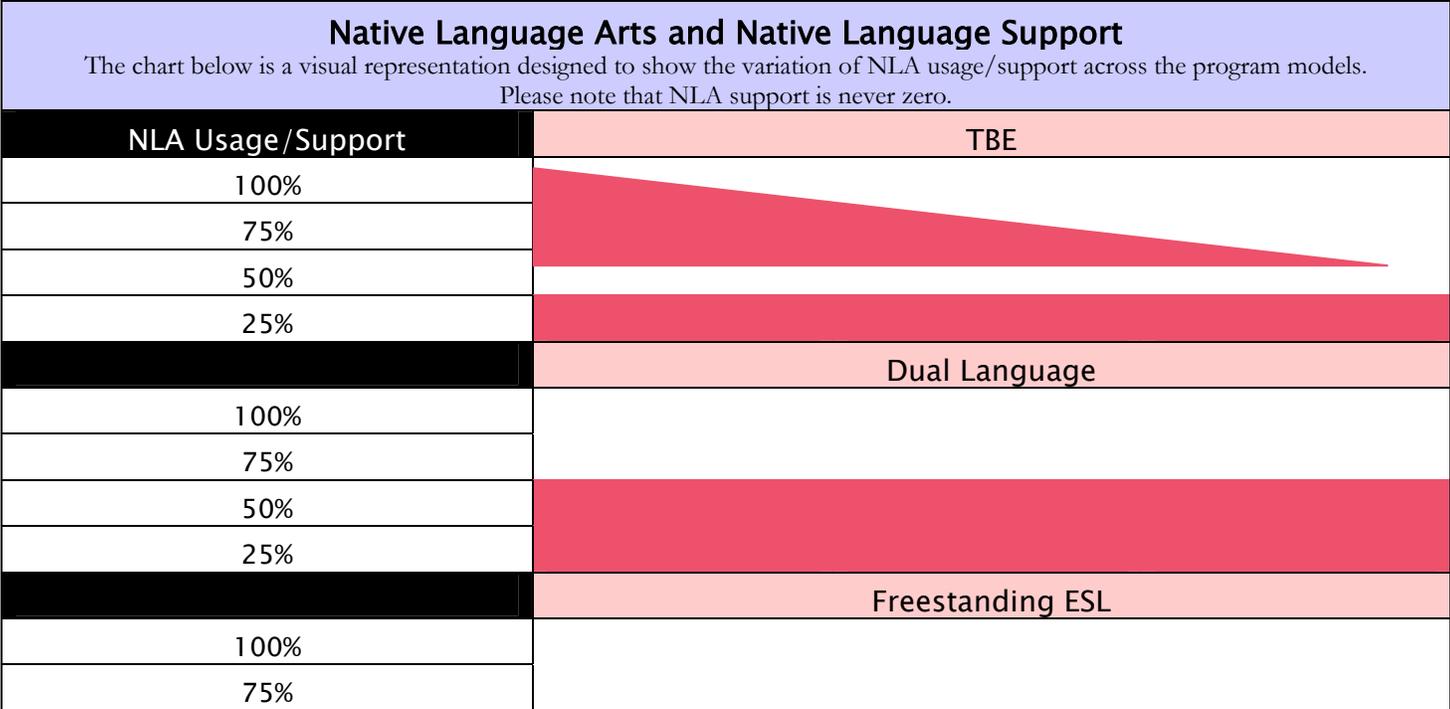
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish				1						1
Chinese										0
Russian	17	14	3	3	1					38
Bengali										0
Urdu										0
Arabic	1									1
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish	2									2
Albanian										0
Other	1	1	2			1				5

Programming and Scheduling Information

TOTAL	21	15	5	4	1	1	0	0	0	47
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1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day



50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Parental Involvement

- Describe parent involvement in your school, including parents of ELLs.
- Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
- How do you evaluate the needs of the parents?
- How do your parental involvement activities address the needs of the parents?

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	12	2	1	1						16
Intermediate(I)		6	2							8

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4							1		1
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

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

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native 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 Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?

- c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Susan Brockman	Assistant Principal		11/13/09
Denise Nordenschild	Parent Coordinator		11/13/09
Carmen Rivalan	ESL Teacher		11/13/09
Mrs. Syrova	Parent		11/13/09
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		

Signatures

School Principal Date 11/13/09

Community Superintendent Date

Reviewed by ELL Compliance and Performance Specialist Date

Filename: 22K195 LAPworksheet 2009-2010_ Final.doc
Directory: G:\CM-DIGI\2010\03_Mar_10\030510\CEP
Batch15\Process\CEP_K195
Template: C:\Documents and Settings\partha\Application
Data\Microsoft\Templates\Normal.dot
Title: OFFICE OF ENGLISH LANGUAGE LEARNERS
Subject:
Author: rbellis
Keywords:
Comments:
Creation Date: 1/7/2010 9:40:00 AM
Change Number: 2
Last Saved On: 1/7/2010 9:40:00 AM
Last Saved By: Admin
Total Editing Time: 1 Minute
Last Printed On: 3/8/2010 2:59:00 PM
As of Last Complete Printing
Number of Pages: 10
Number of Words: 5,827 (approx.)
Number of Characters: 33,218 (approx.)

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) K-5 Number of Students to be Served: 47 LEP 5 Non-LEP

Number of Teachers 5 Other Staff (Specify) Literacy teacher

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.⁴

P.S. 195's Title III Program for English Language Learners is dedicated to creating an after school program to address the needs of beginner, intermediate and advanced level ELLs. An *At-Risk After School Program* will provide an intensive reading program for approximately 6 long term ELLs in grades 2-5 who are required to take New York State standardized tests. Included in this At-Risk group are 3 Special Education ELLs. Their NYSESLAT scores indicate that most of them are at the advanced level of English language proficiency in listening, speaking and writing but show weakness in reading. In order to address this weakness and prepare them best for the NYS ELA exam, supplemental instruction for these students will be provided by a licensed teacher who has worked with Special education ELLs in the past. This teacher's expertise in assessing students and providing them with individualized, differentiated instruction according to their specific educational needs and/or IEPs, will ensure a high quality program based on many years of experience in working with this target population. *Ladders to Success*, a leveled instruction and practice book will be used. This book will focus on the reading skills that are part of the curriculum. The *New Heights Program*, purchased with Title III funds last year, is one of the instructional materials that will be used with these youngsters. This program is designed to be used with students whose reading levels are below their grade levels. It complements rather than replaces existing literacy programs. It also increases a child's reading fluency, so lacking amongst this target group. This year the Options Publishing series *Best Practices in Reading* will be used. This researched based series provides ELLs with key reading comprehension strategies – activating prior knowledge, drawing conclusions, visualizing, making predictions and inferences. This is done by pairing fiction with non-fiction texts. To further ensure that the needs of these ELLs are being met the role of technology as a resource for instruction will be implemented. Students can engage in individualized instruction to meet their specific needs.

Research in second language acquisition (Krashen, 1989) has clearly suggested the need of comprehensible input in order for second language learning to take place. Computers utilize a multi-sensory collection of text, sound, pictures, video and animation to provide meaningful contexts to facilitate comprehension. Technology can also provide students with language experiences as they move through the various stages of language acquisition. Beginning with the use of multimedia to provide comprehensible input in the pre-production or silent period, students progress to programs that require limited responses, and in the more advanced stages use their second language as they manipulate technology to complete a task. The school's technology teacher will conduct these classes. All instruction will be in English.

P.S. 195 is equally committed to ensuring the academic success of another group of ELLs. This target group consists of kindergarteners and first graders who are at the beginner and intermediate levels of English language proficiency as per their LAB-R and or NYSESLAT scores. They will attend an *Early Childhood ESL After-School Program* designed to increase their oral language skills as well as their literacy skills. Differentiated instruction will be practiced to meet the needs of individual students using ESL methodology. This early intervention will help to minimize the number of At-Risk and Special Education ELLs in the future. The LeapFrog SchoolHouse Program, *Language First!* which was purchased for the program last year, will be used with the first graders. The program uses the interactive LeapPad personal learning tool and 36 theme based books to develop oral language and essential vocabulary skills for students at all levels of English language proficiency. *Ready, Set, Leap!*, another LeapFrog Schoolhouse Program which was purchased last year will be used with the children in kindergarten. This is a research based multi-sensory program and it includes both a theme-based and literature-based teaching approach. It also meets the special needs of ELLs. This year Options Publishing series *Best Practices in Reading!* will be purchased and used with both kindergarten and first grade. This research based series teaches comprehension and vocabulary skills and is organized thematically. This series complements the LeapFrog Schoolhouse Program pairing fiction with non-fiction. NYSESLAT test prep materials will also be purchased for these two target groups to familiarize them with the NYSESLAT format which is given in early May. The teachers are all early childhood certified.

Children will attend this after school program for 15 weeks, for 1½ hours per session, twice weekly (Tuesdays and Thursdays), for a total of 30 sessions. The tentative start date is November 19, 2009 and the program will run until April, 2010.

At P.S. 195, parental participation is valued and on-going. Research has shown when parents are active participants in their children's academic lives, the achievement of English Language Learners improves. Parents are invited to attend monthly Parent Association Meetings. The Parent Coordinator along with the President of the Parent Association organize these meetings. Notices are sent home in the parents' native languages as per the Language Translation and Interpretation funding. At the beginning of the school year, parents are invited to meet with their children's teachers to discuss the rigorous curriculum, address the Standards and the school's expectations for high achievement for all. The ESL teacher also conducts on-going meetings for parents of ELLs during the course of the school year. Translators are available in the school building during the course of the school day when needed.

In the past an Adult ESL class and a Citizenship class ran concurrently with the Title III Program for children. Unfortunately the enrollment was so low that the school closed the class. Parents informed us that because of their late work schedules they are unable to attend these classes.

The Title III teachers will provide a one hour initial orientation for the parents of the ELLs attending the Program. This orientation will provide them with the goals of the program and the materials to be used. Standards and the curriculum will be addressed as well.

Parents will receive notices in their native language and every effort will be made to have translators available at all meetings.

The ESL teacher will coordinate the Program. She will also push-in to the classes and provide additional support where needed. The ESL teacher will order and distribute materials, write and send letters home and maintain all record-keeping for the Title III Program. In order for the Program to begin in November, coordinating will begin in October and will be on going, as needed, until April 2010.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

The Title III Professional Development Series will be attended by those teachers who will teach in the Title III program. It will be on-going for approximately 4 sessions lasting 1 1/2 hours per session in duration. These sessions will take place after school. The first two sessions will be held in November with two more in December. The school’s certified Literacy teacher will conduct 2 of these Professional Development sessions. These professional development sessions will complement the balanced literacy training the teachers receive by Mondo Publishers. It will provide the Title III teachers with the reading strategies necessary to advance the reading levels of all ELLs.

P.S. 195’s certified ESL teacher will conduct 2 Professional Development Workshops for the Title III staff. The tentative starting date is November 10, 2009 with the final session in December. These workshops will run after school, for 1 1/2 hours in duration. The workshops will address the following topics: Assessing ELLs, and ESL Methodology. These workshops will familiarize the teachers with the high academic standards that ELLs are held to and it will provide the teachers with strategies that are necessary to teach ELLs. The knowledge that the teachers will gain from these workshops will provide a high quality program addressing the needs of all ELLs.

School: P.S. 195 _____ BEDS Code: 332200010195

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	\$11,674.26	234 hours of per session for ESL and General Ed teacher to support ELL Students: 234 hours x \$49.89 = \$11,674.26
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 		NONE
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$3,325.74	Ladders to Success, Let's Talk About it! Leapfrog Leap pads, Leveled books, Misc. supplies
Educational Software (Object Code 199)		NONE
Travel		NONE
Other		
TOTAL	\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The Parent Coordinator, ESL teacher and School Administrators reviewed the school's Home Language Report (RHLA) in order to assess our written translation and oral interpretation needs. In addition, the question on the Home Language Identification Survey requesting parents to indicate which language they want to receive information from the school in was also reviewed.

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

The Translation Committee found that the predominant language of the school community is Russian with 228 parents indicating that as their home language. The other language groups present at the school include Armenian, Arabic, Haitian, Hebrew, Polish, Spanish, and Turkish. The total number of students represented in these groups is 20. Since Russian is so widely spoken at the school most school notices should go home in both English and Russian whenever possible. In addition, notices of a critical nature should be translated in the other languages as well whenever possible. This information will be shared with the school community via a notice sent home with each student.

Part B: Strategies and Activities

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

Funds will be used to provide timely provision of translated documents by purchasing Word processing software and a keyboard in Russian. The school has a Russian speaking teacher on staff. The teacher will translate all notices into Russian as a per session activity after school hours. A Spanish Bilingual Paraprofessional will provide the translation of notices into Spanish as a per session activity as well. Turkish and Polish notices will get translated into those languages via the Department of Education Translation Service Unit.

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

Oral translations will be needed at Parent Teacher conferences in November and March as well as monthly P.A. meetings, Initial Orientation for Parents of Newly Enrolled ELLs, Family Math Night, Family Library Night and Family Science Night. Our Russian speaking teacher along with a retired Russian speaking ESL teacher will do much of the oral translating during these after school activities with per session funds. The Spanish speaking Paraprofessional will be available to translate as well with per session funds. Parents providing translation services after school will be offered a stipend.

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

P.S. 195 determines within 30 days of a student's enrollment the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the school. We ensure timely provision of interpretation services at all meetings upon request and when necessary. In September newly enrolled ELL parents attend an orientation in English and in their native language explaining the different program options available to them. A *Parent Survey and Program Selection Form* is carefully reviewed with them in order for them to make an informed choice as to which program they would like their child to participate in. Parents are free to ask as many questions as necessary. Parents are given the choice once again at the end of the school year when they are given a *Continued Entitlement Letter* for the next school year. Parents attend several workshops during the school year on such topics as: health, safety, legal or disciplinary matters, and testing. These workshops are conducted in English and the native language. All documents that contain critical information regarding their child's education are translated into the native language as well. When unable to provide required translations, information is placed on the English document indicating how a parent can request free translation or interpretation of such document.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:			
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: _____
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: In Good Standing **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Through observations during walk of administrators, ELL specialist and literacy staff developer along with results of standardized state testing (NYSESLAT and ELA for Formally English Language Learners) trends were identified that indicate that our students are exceeding state standards in the seven different areas of reading and by components of writing. Based on these determinations, we feel that the results of the curriculum audit are not relevant to P.S. 195. However, we do concur that there is a lack of adequate material to meet the needs of our ELL's, students with disabilities and struggling readers. In particular there is a need for low level high interest material. Additionally, much of our existing material requires a great deal of background building for ELL and urban students.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Results of NYSESLAT and ELA tests along with our action research provide quantitative and qualitative evidence to support our determination that the audits findings are not applicable to P.S. 195. However, one aspect regarding materials is partially relevant. We are struggling to find new and aggressive ways to acquire funding in order to meet the needs of all students in particular those in our accountability groups.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. Through frequent assessments we maintain a diagnostic prescriptive approach to instruction. The results of both *our* formative and summative testing along with the results of standardized state testing indicate that our students are performing well

above state standards in the content and process strands of mathematics. Based on these determinations, we feel that the results of the curriculum audit are not relevant to P.S. 195. Teachers at P.S. 195 incorporate the use supplemental materials to fill in the gaps in regard to process strand knowledge as necessary.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? The results of our diagnostic prescriptive methodologies and results of the standardized test support our findings.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. Classroom observations by supervisors, inter-visitation by teachers and weekly sessions with the literacy staff developer were all utilized for the purpose of action research

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program. The findings of the action research evidenced that direct instruction was explicit and focused. Therefore, direct instruction in the whole group setting was only implemented for a small percentage of the teaching time during the workshop model. Independent and small group work was noted in all Grades 3 through 5 classroom settings and was the bulk of instructional time. Differentiation was planned for and implemented. Conferencing to support that planning was present and ongoing in all classrooms.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. The evidence is supported by data analysis of N.Y.S. Mathematics test in Grades 3 through 5 as well as action research by supervisors.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? The Math program at P.S. 195 follows the workshop model with teacher directed mini-lessons followed by small group differentiated instruction. There is extensive use of manipulatives to reinforce concepts taught in mini lessons. P.S. 195 follows the process and content strands of the N.Y.S. learning standard for Mathematics. In addition we provide the depth to the students necessary to master concepts being taught.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Using teacher experience and stability data as provided in our school Comprehensive Plan (CEP) demographic and accountability snapshot we concluded that finding 3 is not relevant to P.S. 195.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

During the period from 2006 to 2009 the percentage of teachers fully licensed and permanently assigned to P.S. 195 has remained 100%.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Through staff and administrative meetings this finding is not applicable to the school. Staff Development is ongoing. The ESL teacher pushes into classrooms and models lessons using ESL methodology.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The NYESLAT data shows that a significant number of children made improvements on their level of English language proficiency, This result is in part due to classroom teachers knowing how to meet the needs of ELLs through their teaching.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

P.S. 195 serves its ELL population of 47 through its free standing ESL program. There is only 1 ESL teacher at this small, closely knit school. Teachers are in constant communication with one another. Teachers of ELLs are notified in September who their current and former ELLs are. NYSESLAT scores are shared with the staff members. The level of English language proficiency the child is performing at, as well as the scores on all four modalities of the test are discussed. The data is then analyzed and compared to last year's test results. This targets the gains the child has made and the weaknesses that need to be addressed. Suggestions are made on how teachers can support ELLs.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

NYSLESLAT scores along with the ongoing longitudinal data analysis and the conclusions from articulation with staff was used to determine our findings

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our personnel accessed scores in the four accountability areas for our special education students. We articulated with any and all teachers and paraprofessionals who serve students with individual education plans (IEPs). We looked at responses of the staff and found them congruent with the achievement reflected by our Special Ed students' scores.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The fact that formal and informal ongoing meetings are held to discuss IEP student progress, faculty conferences at which School Based Support Team (SBST) personnel present to staff, and regular Pupil Personnel Committee (PPC) meetings that include classroom teachers Who speak regarding their students all factored into our determination that this finding is not applicable to P.S. 195

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

During collaboration with classroom teachers we were able to inform and access teachers understanding of methods that will enable them to provide appropriate modifications/accommodations to the regular curriculum in their classroom environment. To access alignment between goals, objectives and modified promotional criteria SBST staff utilizes indicators that scan the grade's curriculum. Behavior intervention plans are consistently developed for those students that are identified with behavioral issues. The plan incorporates all staff involved with the student.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our evidence dispels the relevance of this finding at P.S. 195 in that IEPs are accurately implemented. Additionally, they are periodically reviewed for updates and revisions allowing for appropriate intervention as needed due to the progress of students or need for different methods. Teachers regularly articulate with the SBST and special education providers for guidance and information regarding their students.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

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