



PS 195

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 12X195
ADDRESS: 1250 WARD AVENUE, BRONX, NY 10472
TELEPHONE: (718) 861-4461
FAX: (718) 861-7935

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 12x195 **SCHOOL NAME:** PS 195

SCHOOL ADDRESS: 1250 Ward Avenue, Bronx, New York 10472

SCHOOL TELEPHONE: (718) 861-4461 **FAX:** (718) 861-7935

SCHOOL CONTACT PERSON: Andrew Kavanagh **EMAIL ADDRESS:** akavana@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Miriam Rodriguez

PRINCIPAL: Andrew Kavanagh

UFT CHAPTER LEADER: Sharon Hamilton

PARENTS' ASSOCIATION PRESIDENT: Miriam Rodriguez

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 12 **CHILDREN FIRST NETWORK (CFN):** Network 6

NETWORK LEADER: Petrina Palazzo

SUPERINTENDENT: Myrna Rodriguez

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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
Andrew Kavanagh	*Principal or Designee	
Sharon Hamilton	*UFT Chapter Chairperson or Designee	
Miriam Rodriguez	*PA/PTA President or Designated Co-President	
William Lopez	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Shawn Mastroianni	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
William Mills	Member/Teacher	
Gina Martorell	Member/Teacher	
Heather Case	Member/Teacher	
Mercedes Garcia	Member/Parent	
Adela Seally	Member/Parent	
Janneth Richards	Member/Parent	
Lawrence Gant	Member/Parent	
Guillermina Quintero	Member/Parent	

* Core (mandatory) SLT members.

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.

P.S. 195 is dedicated to ensuring that each student develops the skills required to achieve the highest levels of academic excellence. Through a partnership between parents, staff, and community, every child will gain a significant sense of compassion, fellowship, and society, and develop a deep understanding acquired through the meaningful exploration of Literature, Mathematics, the Arts & Humanities, and Science. The activities implemented in every aspect of the learning environment will encourage inquiry, creativity, and the application of literacy to instill and promote lifelong learning.

P.S. 195 is most distinctive for our ability to provide high quality instruction to the students of our community. The staff is collaborative and friendly, with the experienced members opting to stay in our learning community despite various opportunities to move on to different schools or more lucrative school districts.

Aside from our steady growth in student performance, the school stands out for its focus on intervention strategies provided to struggling students.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 195				
District:	12	DBN #:	12X195	School BEDS Code:	321200010195

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	35		91%	92%	92%		
Kindergarten	0	0	119						
Grade 1	0	0	161	Student Stability: % of Enrollment					
Grade 2	136	111	114	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	110	128	117		95%	89%	92%		
Grade 4	115	112	120						
Grade 5	113	109	115	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11		
Grade 7	0	0	0		84%	90%	90%		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		18	47	43		
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	474	460	781		4	13	2		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	24	37	40	Principal Suspensions	0	4	15		
No. in Collaborative Team Teaching (CTT) Classes	32	22	35	Superintendent Suspensions	1	1	0		
Number all others	30	19	41						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)				
(As of October 31)	2008-09	2009-10	2010-11	2007-08	2008-09	2009-10		
# in Trans. Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0	
# in Dual Lang. Programs	0	0	TBD	Early College HS Participants	0	0	0	
# receiving ESL services only	116	120	TBD	Number of Staff: Includes all full-time staff				
# ELLs with IEPs	5	28	TBD	(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	40	40	40	
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	12	12	7	
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	2	6	
	0	0	0					
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2008-09	2009-10	2010-11	% fully licensed & permanently assigned to this school	100.0	100.0	92.5	
American Indian or Alaska Native	0.6	0.4	0.3	Percent more than two years teaching in this school	62.5	65.0	75.0	
Black or African American	22.2	23.0	22.4	Percent more than five years teaching anywhere	45.0	42.5	52.5	
Hispanic or Latino	75.5	74.1	73.9					
Asian or Native Hawaiian/Other Pacific Isl.	1.5	2.0	0.9	Percent Masters Degree or higher	80.0	80.0	82.5	
White	0.2	0.4	0.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.4	97.0	94.4	
Multi-racial	?	?	?					
Male	48.7	45.2	48.8					
Female	51.3	54.8	51.2					

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10	<input checked="" type="checkbox"/> 2010-11

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)		✓	
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	X	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	✓	✓	-				
Hispanic or Latino	✓	✓					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White							
Multiracial							
Other Groups							
Students with Disabilities	X	✓	-				
Limited English Proficient	√ ^{SH}	✓	-				
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	5	6	1				

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade	C	Overall Evaluation:	NR
Overall Score	31.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	7.5	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	3.2	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	18.2	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	2.3	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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/Teacher 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 your school's 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?
-

In looking at the most current assessment data, we found that our English Language Learners (ELLs) need the most academic support. In 2010, only 9 out of 76 ELLs scored proficient on the New York State English Language Arts (ELA) exam (i.e. 12% of ELLs in grades 3-5 scored at a level three). In aggregating the data by grade, we discovered that 26% of third grade ELL students scored proficient on the ELA (i.e. 8 out of 31 students). Third grade ELLs did significantly better on the ELA than ELLs in grades four and five.

Our School Performance data from 2010 also indicates that 8% of Students with Disabilities (SWDs) scored proficient on the New York State English Language Arts exam (i.e. 5 out of 69 students scored at a level three). The majority of our Students with Disabilities scored at levels one or two (i.e. 92% or 64 out of 69 SWDs) on the ELA. This data reveals that Students with Disabilities are a high need subgroup at PS 195. Despite the majority, one self-contained special education class was able to achieve a level three score for 18% of its students.

Our data analysis showed that English Language Learners demonstrated less improvement than Students with Disabilities in both ELA and Mathematics, but especially in Mathematics. Only 13% of ELLs were in the 75th Growth Percentile. Out of 271 general education students, 39% scored a proficient score on the New York State Mathematics exam.

As evidenced by the data, we need to improve the number of school-wide students as well as ELLs and SWDs who score in levels three and four on the New York State English Language Arts exam and Mathematics exam.

Statistics additionally indicate that we can improve in Parent Involvement. We have a very talented and proactive Parent Association Executive Board. However, we see the need to have more parents take an active role in the academic life of their children and participate in school functions.

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

1. **We will increase the percentage of English Language Learners scoring at proficiency on the New York State ELA exam by five points, from 12% in 2010 to 17% in 2011.**
2. **We will increase the percentage of Students with Disabilities scoring at proficiency on the New York State ELA exam by five points, from 8% in 2010 to 13% in 2011.**
3. **There will be a 4% increase in the number of general education students scoring on level three and level four on the New York State Mathematic exam in grades three through five. We will increase the percentage of students scoring at proficiency on the New York State Mathematics exam by four points, from 39% in 2010 to 43% in 2011.**
4. **In 2009-2010, an average of 20.8% parents attended workshops and 68.7% of students attended Parent-Teacher Conferences. By June of 2011, the number of parents attending Parent Association meetings and Parent Workshops will increase by 10% in 2011 as compared with 2010.**

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 2010-11 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, PLA, 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): English Language Learners / Students With Disabilities

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>English Language Learners (ELLs) and Students with Disabilities (SWDs) will demonstrate a 5% improvement as measured by the May 2011 New York State English Language Arts exam.</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>Parents will be invited to meetings to discuss the program choices available at our school and the availability of intervention services. The push-in/pull-out teacher will provide additional assistance to students in need during the school day for ELLs. To ensure consistent instruction <i>Rigby’s On Our Way to English</i> program will be implemented in ESL classrooms. These leveled readers target all four modalities; therefore, ESL teachers will be able address not only reading but listening, speaking, and writing as well.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Title III funds will be used for materials to support intervention strategies for ELLs and SWDs and for push-in/pull-out ESL personnel. English Language Learners will receive leveled reading books that are especially tailored for ELLs. These leveled readers will include various genres as well as content specific books in math, science, and social studies.</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>ELLs will be assessed every 8 weeks using <i>the Rigby On Our Way to English Assessment Kit</i>. SWDs will be assessed every 8 weeks using the TCRWP Reading Assessment along with other assessment tools such as vocabulary assessments, Wilson assessments, etc. Teachers will evaluate students’ proficiency levels for listening, speaking, reading and writing. Teachers will take into account students’ reading habits, fluency, comprehension and accuracy (including the volume of reading). It is projected that students will reach 33% of their goal by December, 66% by February,</p>

	<p>and 100% by May. This means that students will make at least one letter improvement on their Fountas-Pinnell reading level on each Progress Report. Teachers will also analyze their students' assessment data on Acuity and look for resources that target specific skills that need reinforcement.</p>
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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): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The percentage of General Education students scoring a three or four on the New York State Mathematics exam will increase four points from 39% in 2010 to 43% in 2011.</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>In September, each classroom will be supplied a “Math Tool Kit” to provide additional support in the fundamentals of mathematical skills. Extended Time groups will focus on math skills for one or two days per week. Professional development will allow for the continued growth of Professional Learning Communities to provide peer-to-peer support for classroom and enrichment teachers.</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>Title I money will be used to purchase more materials for math intervention support, including the Math Tool Kit. Title I money will fund professional development for teachers.</p>

Indicators of Interim Progress and/or Accomplishment

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

Unit exams from the Everyday Math curriculum will show 1% increases in the number of students demonstrating “Mastery” of skills in each progress report (October, December, February, and May). Students’ scores on Math Interim Assessments (ITAs) will demonstrate a 1% increase by October, a 2% increase by December, a 3% increase by February and a 4% increase by May. On the Predictive, we expect to see an increase in the percentage of students in tier four (i.e. 75% correct).

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): Parent Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June of 2011, the number of parents attending Parent Association meetings and Parent Workshops will increase by 10% as compared with 2010.</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>We will use the School Messenger to notify parents of Parent Involvement functions. We will offer workshops that are of interest to our parent community. We will send out Parent Association meetings in English and Spanish. We will send out the Progress Reports via backpack as well as via the Postal Service. We will build the capacity of the Parent Association by improving the functionality of their office and organizational ability.</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>Title I money will be used to purchase the School Messenger system, office furniture and technology, postage, as well as supplies, materials for workshops, and fees for seminars.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Each month the number of parents attending Parent Association meetings will demonstrate an increase of 1%. We will compare the numbers of parents in attendance and average the number of attendees at activities month by month.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

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

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	0	0	N/A	N/A	0	0	TBD	0
1	7	7	N/A	N/A	0	0	TBD	0
2	9	9	N/A	N/A	2	0	TBD	0
3	4	4	N/A	N/A	1	0	TBD	0
4	80	73	4	4	1	0	TBD	0
5	78	65	26	1	0	0	TBD	0
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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

Name of Academic Intervention Services (AIS)	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.).
ELA: WILSON	Wilson, which is a multi-sensory system, is used to deliver AIS. Delivery method: Small group push-in services as well as small group pull-out services Pull-out service is provided during the regular school day (five (5) days a week for 45 minutes); push-in service is provided during Extended Time (one (1) time per week for 40 minutes).
Mathematics: EDM	We push-in classes in which children in need of services; we use Everyday Math, Math Steps, and teacher-created materials when working with math at-risk students; the children receive services during Extended Time three (3) days a week for 40 minutes per day.
Science:	Small group and push-in services; we use Harcourt Science textbooks/trade books and teacher-created materials when working with at-risk students; reading/literacy development with a skills-based focus is the primary means for AIS in science with secondary support in science content (i.e. the students work on reading strategies that will help them read and understand science material); the children receive services five (5) days a week for one period (50 minutes) per day
Social Studies:	Small group and push-in services; AIS teachers use Houghton Mifflin Harcourt Social Studies materials, online resources such as online maps/globes and atlases and teacher-created materials; reading/writing development with a strategy-based focus is the primary means for AIS in social studies with secondary support in social studies content (i.e. the students work on reading and writing strategies that will help them read, understand, and write in this content area); the children receive services five (5) days a week for one period (50 minutes) per day
At-risk Services Provided by the Guidance Counselor:	The school Guidance Counselor will provide guidance and crisis Counseling intervention services during the school day, one or more periods per week (depending on the need), to all students especially Students with Disabilities and disadvantaged students. This service will be offered to students in a one-on-one setting and/or in a group setting. The Guidance Counselor will conduct home visits with a family paraprofessional and will work with community agencies to reach out to the parents of students being serviced. Students will be assisted in learning how to cope with various personal issues that involve school, friends, family, current events, etc.
At-risk Services Provided by the School Psychologist:	N/A

At-risk Services Provided by the Social Worker:	<p>The school Social Worker will provide individual and small group counseling services to at risk students, especially students in the targeted subgroups of LEP, Students with Disabilities, and those who are economically disadvantaged. These services will occur during the school day, one or more periods per week (depending on the need). The Social Worker's goals are to improve students' self-control in class, increase their school performance, and enrich their educational experience. Coping strategies will be discussed to decrease negative acting-out behaviors. Students will be assisted in learning how to develop a more positive self-image. They will also learn how to appropriately deal with frustration.</p>
At-risk Health-related Services:	<p>N/A</p>

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 (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

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

Number of Teachers 8 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

The majority of our ELLs come from Spanish-speaking households and attended a self-contained ESL/Transitional class in first grade. There are only 6 students who speak languages other than Spanish (i.e. Bengali, Fulani, Twi, Amharic). To meet the needs of our ELL population, we have a first grade self-contained ESL/Transitional class, two second grade self-contained ESL/Transitional classes, a third grade ESL/Transitional class that receives push-in services, one fourth grade self-contained ESL/Transitional classes and another fourth grade class in which ELLs receive push-in services. Our fifth grade students receive ESL services in a self-contained ESL class as well as push-in services. Our general education 4th grade ELLs are provided mandated ESL services by two ESL teachers pushing –in for reading and writing in a monolingual class. We have three additional certified ESL teachers who are responsible for push-in and pull-out programs and to assist new arrivals as well as students at the beginner and intermediate levels in monolingual and special education classes. These teachers are assigned to classrooms where they work with struggling ELLs to ensure that they receive the mandated amount of ESL instruction. We use materials from *On Our Way to English* (Rigby). Also, the transitional classes use the material from the *Harcourt's Moving Into English* program.

Students who are having great difficulty in their classrooms meet with our AIS (Academic Intervention Services) personnel who use *Wilson Foundations* and *Wilson* in order to address students' needs. Students with IEPs receive services from designated teachers.

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.

Staff receives support from the Bilingual Education Technical Assistance Center (BETAC) on increasing student abilities for Storytelling, Reading, Writing, Problem-solving, and content-area studies. Teachers get additional support for assessing NYSESLAT results and their impact on instruction.

Section III. Title III Budget

School: PS 195 BEDS Code: 32-1200-01-0195

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) - Per session - Per diem	\$12,108	243 hours of per session for ESL and General Ed teacher to support ELL Students 243 hours x \$49.89 = \$12,108
Purchased services - High quality staff and curriculum development contracts.	\$2,018	BETAC consultants will be used to enhance teacher capabilities for instruction In-house and off-site workshops
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$6,054	<i>On Our Way to English</i> workbooks (Rigby) Harcourt <i>Trofeos</i> texts and workbooks <i>Moving into English</i> workbooks (Harcourt)
Educational Software (Object Code 199)	\$12,108	243 hours of per session for ESL and General Ed teacher to support ELL Students 243 hours x \$49.89 = \$12,108
Travel		
Other		
TOTAL	\$20,180	

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.

To assess our school's written translation and oral interpretation needs, we used our Demographic Factors Information within the PS 195 School Profile. Additional information was gathered through the collection and analysis of Home Language Surveys.

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.

According to our School Profile and Home Language Survey data, we found that the majority of our parent population is Hispanic (i.e. 70% Hispanic or Latino, 25% Black or African American, 4% Asian or Native Hawaiian/Other Pacific Islander, and 1% White). Consequently, Spanish is the most common language spoken by parents.

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.

A 100% of all written communication to parents will be translated from English to Spanish by an in-house school staff member (e.g. a school secretary or teacher). The parents will receive the translated documents at the same time as the English version is distributed or mailed.

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.

An in-house school staff member will provide oral interpretation services in Spanish to parents who require translation during Parent-Teacher conferences, IEP meetings, behavior intervention plan meetings, etc.

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>.

PS 195 will fulfill Section VII of Chancellor's Regulations A-663 by translating and interpreting all forms of parent notifications from English to Spanish. This includes, but is not limited to, Report Cards, Progress Reports, the School's Safety Plan, the School's Mission Statement, the Bill of Parent Rights and Responsibilities, student permission slips, flyers, and posters/signs.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$693,986	\$195,049	\$889,035
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,940	\$1,950	\$8,890
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$34,699	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$69,399	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. 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. N/A

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.
(Please refer to page 9; Section IV: Needs Assessment)
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:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o 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.

(Please refer to pages 10-14)

3. Instruction by highly qualified staff.

(Please refer to page 7; Teacher Qualifications)

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.

(Please refer to pages 11-14; Aligning Resources: Implications for Staff/Training)

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

(Please refer to page 7 and 22)

6. Strategies to increase parental involvement through means such as family literacy services.

(Please refer to page 15; Action Plan)

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.

(Please refer to pages 11-14; Indicators of Interim Progress and/or Accomplishment)

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.

(Please see page 18; Description of Academic Intervention Services)

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.

(Please refer to Action Plans on pages 11-14)

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA,

Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$582,948	✓	
Title I, Part A (ARRA)	Federal	✓			\$193,099	✓	
Title II, Part A	Federal	✓			\$103,457	✓	
Title III, Part A	Federal			✓	TBD		
Title IV	Federal			✓	TBD		

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

IDEA	Federal			✓	TBD		
Tax Levy	Local	✓			\$3,888,451	✓	

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.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

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;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: Restructuring Phase / Year 1 **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

(Please refer to pages 9, 11 and 20)

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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

(Please refer to the Action Plan on pages 12, 13, and 14)

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.

(Please refer to page 22; purchased services)

School Under Registration Review (SURR)

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

(Please refer to responses in Appendix 7 on pages 42 and 44)

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.

(Please refer to School-Parent Compact)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: N/A

SURR Group/Phase: N/A

Year of Identification: N/A

Deadline Year: N/A

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
N/A	N/A	N/A

APPENDIX 7: 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 your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

Language Allocation Policy
PS 195 - Bronx

SCHOOL DESCRIPTION

P.S. 195 located in the Bronx houses Pre-Kindergarten through Grade 5 where seven hundred and ninety two students attend. English language learners (ELLs) make up 23.6 % (187) of the student body. One of the top priorities of our administration and staff is to make sure that ELLs receive the mandated number of minutes according to proficiency level and CR-Part 154 regulations and that their parents are informed of and participate in all the decisions made concerning their child’s education.

Rigorous and differentiated instructional practices that support language and cognitive development for all students with a goal of meeting or exceeding grade level standards are provided to meet the needs of our ELLs. Fourteen of our ESL beginners in Kindergarten are entitled to 360 minutes of push-in ESL instruction per week. Twenty one of our ESL intermediate/advanced students in Kindergarten are entitled to 180 minutes per week of push-in ESL instruction. Twenty six of our first grade ESL students are in a self-contained ESL classroom. Fourteen of our first grade ESL students receive push-in ESL services. Thirty eight of our first grade ESL students are entitled to 360 minutes of ESL instruction per week. Only two first grade ESL students need 180 minutes of ESL instruction per week. Our two second grade ESL self-contained classes, a third grade ESL self-contained class, two fourth grade ESL classes (i.e. one self-contained and the other push-in) and a fifth grade ESL self-contained class provide content area requirements and ESL instruction according to the required number of minutes.

The daily instruction in these self-contained classes incorporates ESL strategies and best practice throughout the day in all content areas. All of our ELLs are in monolingual classes and receive ESL instruction from an ESL-licensed writing teacher as well as two push-in or pull-out ESL-licensed teachers. These push-in/pull-out teachers are part of a team of 5 ESL-licensed teachers who are responsible for the writing block, push-in/pull-out programs, and assisting new arrivals with strategies to succeed in ESL self-contained and monolingual classrooms. These teachers provide supplemental Academic Intervention Services (AIS) to identified students. They also ensure that all students receive the mandated amount of ESL instruction based on analysis of their testing history and provide ESL support in all content areas. Results of their NYSESLAT assessments are also analyzed to determine strengths and areas of need for instructional purposes. This is a complement to the periodic formative assessment that takes place in all content areas at P.S. 195. This includes but is not limited to Acuity assessment, teacher made assessments, and ECLAS2.

ELLs at P.S. 195 (as of October 2010)

Grade	Beginner	Intermediate	Advanced	Total
Kindergarten	14	21		35
1 st	27	11	2	40
2 nd	12	8	9	29 (1 in SE)
3 rd	6	21	3	30 (6 in SE)
4 th	9	10	15	34 (4 in SE)
5 th	4	2	11	17 (7 in SE)
Total				

ELL Identification/Orientation and Parent Choice

Parents fill out a Home Language Survey (HLS) in the main office at the time of registration. If a student is eligible to be tested, an ESL teacher administers the LAB-R to the child and makes sure the answer document is submitted before that next deadline for testing submissions. The parents of newly identified ELLs are asked to return to view the orientation video (in their native language) and obtain and discuss the *Guide for Parents of English Language Learners* (in their native language if available). During the orientation process, ESL-licensed pedagogues fluent in French (Many of the Fulani speakers in our community also speak French.) and Spanish are available to answer any questions and assist with completing the *Parent Survey and Program Selection* form. If parents do not attend this session within ten days we contact them by phone and letter inviting them to come to the school at their earliest convenience. During our “Open House” events and Parent/Teacher conferences, an ESL-licensed staff member is stationed in a specific location with the orientation materials for parents’ convenience. Parents are informed ahead of time about this opportunity to discuss their child’s program. Students are identified and placed within 10 days of enrollment in the school. Students are placed according to proficiency level and grade and are provided with the appropriate number of minutes of instruction according to CR Part 154 requirements.

Home Language Breakdown of ELLs at P.S. 195 (as of October 2010)

Language	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Spanish	32	38	29	28	32	15
Fulani	2	1	0	2	0	1
Bengali			0	0	1	0
French		1	1	0	0	0
Amharic			0	0	0	1
Twi			0	0	1	0
Chinese	1		0	0	0	0
Totals	35	40	29	30	34	17

After the first year, our ESL coordinator sends annual continuation letters informing parents of their child’s status as an ELL. We do inform them in this letter and in meetings that remaining in the same program from year to year has proven to be the most effective way to achieve academic success. As we have 5 ESL-licensed staff members out of the classroom, new arrivals are given extra support to allow for a smooth transition into a monolingual classroom. There are four staff members with bilingual licenses in the event that we have the numbers to open bilingual classes in the future.

Years of Service/Programs

The 187 ELLs are distributed between the six grades. At present there are 35 in Kindergarten, 40 in the first grade, 30 in the second grade, 30 in the third grade, 34 in the fourth grade, and 18 in fifth grade. Three of our ESL teachers are assigned to self-contained ESL classes while five others teach writing in ESL classes, and work with ELLs in Special Education classes or identified for AIS as well as ELLs who are new to the country.

Breakdown of Programs for ELLs at P.S. 195 (as of October 2010)

Grade	Self-Contained ESL	Push-in/ Pull out ESL
Kindergarten	0	35
1 st	26	14
2 nd	28	1
3 rd	22	5(+3 x-coded)
4 th	30	3
5 th	8	6 (+1 x-coded)
Total	114	66

Plans

The ESL coordinator is responsible for making sure that the diverse needs of our ELLs and their mandated service minutes are being met by appropriately licensed staff members. None of the 187 ELLs at P.S. 195 are identified as SIFE (Students with Interrupted Formal Education). The students who have received ESL services for a year or less are placed in ESL self-contained classes (not monolingual classes when avoidable) and receive additional small group instruction with an ESL licensed teacher in either a push-in or pull-out program. In order to meet students' individual needs, we analyze NYSESLAT data (from ARIS) to determine the skill areas in which individual students require additional instruction. In addition to identifying proficiency levels for mandated service minutes, push-in/pull-out teachers confer with classroom teachers to address issues that arise in formal and informal classrooms assessments. Newly arrived students are given a "starter kit" folder to assist with their immersion into an English language setting and receive individual and/or small group instruction until the teachers deem that they can function successfully with their peers in their larger ESL classroom.

Years of Service Breakdown

Years of Service	Grade 2	Grade 3	Grade 4	Grade 5
1 year or less	26	6	13	4
2 years	3	19	4	1
3 years		3	15	2
4 years		2	1	8
5 years			1	2
6 years				

In order to ensure that long term ELLs are getting extra support, we have small group instruction provided by one of our 5 out-of-classroom ESL licensed teachers who conduct push-in and pull-out programs to

provide instruction not only in literacy but also Math, Social Studies and Science. Two ESL licensed teachers provide ESL instruction to ELLs in Special Education whose IEPs indicate ESL services are required. One of our AIS teachers is ESL certified and she meets daily with groups of students to address skills across the curriculum. Even though students are receiving the mandated number of minutes of ESL instruction in the self-contained classes, we have the staff to provide the additional instruction in a more individualized setting. A plan is in place for any students who are identified as SIFE to receive additional support as described above. At this time, we do not have any SIFE students on register.

Licensed teachers implement ESL strategies aligned to the New York State standards to promote academic success. *Rigby's On Our Way to English* as well as other ESL books from *Harcourt* provide materials that addressed all four skill areas as well as New York State standards. Academic instruction at P.S. 195 follows the workshop model which is well adapted to the needs of our ELLs. It offers the opportunity for small group instruction as well as cooperative learning groups. Science and Social Studies subject matter is incorporated into the literacy blocks to allow for repeated exposure to the material.

The ESL coordinator has identified transitional students (those that have passed the NYSESLAT in the past two years). Their classroom teachers are aware of their status and when necessary these students receive additional support from one of our pull-out ESL teachers. At present one of these students is receiving additional support from one of our licensed ESL teachers.

ESL teachers have copies of NYSESLAT that indicate performance in each skill area. Teachers target skill areas in which students are struggling. For example, students who are performing poorly in reading or writing are targeted for more individualized instruction in a push-in or pull-out program. The same procedure is followed results of the ELA.

ESL licensed teachers provide ESL services to our special education students who are in ICT classes and 12:1:1 classes. ELLs with IEPs are most often in self-contained ESL classrooms. Those that are not getting ESL services are accommodated as the IEP dictates.

Equal Access to Programs

All classes participate in visual arts, music, technology and physical education classes on a rotating basis. Our technology and art teachers are bilingual (English/Spanish). Throughout the year a number of special events take place that involves all students including races, field day, math bowl, family math night, and cup stacking competition. As numerous staff member are ESL-certified and/or bilingual, we make every effort to fully include ELLs in all school activities. Fifth grade ELLs also participate in dance classes with bilingual (English/Spanish) instructors.

Parent Outreach

In addition to providing information to families concerning ELL program selection process, we offer parents of our English Language Learners multiple opportunities to support their children in meeting academic as well as social-emotional goals. In addition to a beginning of the year open house we have other events to inform families of academic and assessment expectations in various subject areas. These meetings take place in the evening to give more opportunities for parents to attend. Staff and administration host family math nights to provide opportunities to support our families in working together with their children at home to improve skills in mathematics. Several staff members collaborate to present ELA preparation workshops so that parents understand the importance of study good study habits. Translation is provided at all these presentations and meetings. There are movie nights held throughout the school year to facilitate parents' participation in the school community. Our music teacher organizes

seasonal concerts that promote a multicultural community as children have learned songs in Spanish and Japanese.

An adult ESL class is offered in conjunction with our Saturday programs for children. The three-hour ESL conversation classes meet for three-hour sessions. The main focus is English social interaction and vocabulary. Active participation is encouraged and parents are provided with a comfortable environment and multiple opportunities to practice and improve their speaking skills in English.

Professional Development

Throughout the school year professional development is offered to ESL teachers through planning meetings held after school the first Monday of every month. Information and material from BETAC conferences and other outside professional development meetings are disseminated among staff members. Our ESL coordinator is available to meet with ESL teachers for assistance with unit and lesson planning. One of the mentor teachers holds an ESL/Bilingual license and is in classrooms to strengthen instruction with lesson demonstration and feedback to teachers. Inter-visitations and lesson demonstrations are arranged for teachers to learn from one another in presenting mini-lessons.

Andrew Kavanagh, Principal

Jeffrey Eason, Assistant Principal

P.S. 195 School Parent / Guardian Compact

We see P.S. 195 as being at the heart of the culturally diverse Bronx community known as Soundview. Firmly based in literacy, the mission of P.S. 195 is to prepare our students to compete, flourish and achieve the high standards of excellence in the ever-expanding world community. To engage all students in active and productive activities, P.S. 195 offers every student a foundation of skills rooted in reading, mathematics, and social and natural sciences. The teaching, administrative and support staff believe that all of our children will succeed at a higher level when a partnership exists among the school, home and community.

Parent Responsibilities:

- Provide a quiet place conducive to doing homework
- Set aside a specific time to do homework
- Study areas should be well-lit and well-equipped with pens, pencils, paper, ruler, dictionary, etc
- Review homework assignments to ensure understanding
- Be available to offer assistance
- Review and sign agenda book on a daily basis
- Encourage and require regular school attendance
- Maintain communication with all appropriate school staff
- Attend parent-teacher conferences
- Attend and participate in Parent-Teacher Association meetings and activities.

Student Responsibilities:

- Ask the teacher any questions about the homework
- Take home all books, materials and information necessary to complete assignments
- Complete all homework in a thorough, legible and timely manner to the best of your ability
- Attend school regularly, on time and prepared
- Respect the rights and property of others
- Review agenda book daily with your parent and be sure to have it signed

P.S. 195 School Parent / Guardian Compact

Page 2

Teacher Responsibilities:

- Provide quality teaching and leadership
- Assign grade appropriate homework
- Offer positive feedback on all assignments
- Recognize that students are accountable for both their actions and their work
- Check agenda book daily to ensure assignments are entered and parents have signed
- Respect cultural, racial and ethnic differences
- Hold at least two teacher-parent conferences



Please sign and return to your child's teacher.

I _____ have reviewed and understand the School Compact with my child and we have each signed it.

Child's Name _____ Class _____

Child's Signature _____

Parent's Signature _____

Teacher's Signature _____

Principal's Signature _____

Andrew Kavanagh, Principal

Jeffrey Eason, Assistant Principal

P.S. 195 School Parent Involvement Policy

Parents and families of students in P.S. 195 will be provided with opportunities to participate in the Parent-Teacher Association, the School Leadership Team, parent education activities that relate to building strong home/school partnerships, family literacy, family math, workshops which promote an understanding of performance standards and the new promotional criteria, the parent volunteer program (Learning Leaders) and accessing the services of community resources.

To encourage parents/involvement at P.S. 195, we will:

- *Conduct yearly Parent Teacher Association elections for executive board members*
- *Conduct monthly Parent Teacher Association meetings*
- *Provide the Parent Teacher Association with an office, including furniture*
- *Offer parent training workshops related to:*
 1. *ECLAS assessment data*
 2. *promotional criteria*
 3. *primary Literacy Standards*
 4. *ELA/CTB Testing*
 5. *Learning Leaders Volunteer programs*
 6. *Health/nutrition issues*
 7. *parenting skills*
 8. *stress management*
 9. *attendance*
- *Through the School Leadership Team, develop a plan for increasing the teacher's ability to effectively involve parents in their children's education*
- *Distribute all notices in the languages spoken by the parents*
- *Hold orientation meetings to present overall goals of the school, as well as specific grade and class goals (Annual Fall Back-To-School Night)*
- *Provide resources For Family outreach to assist and inform parents and involve them in the school community*

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 195					
District:	12	DBN:	12X195	School		321200010195

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11
	K	v	4	v	8	12
	1	v	5	v	9	Ungraded
	2	v	6		10	

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	35		90.9	91.5	91.5
Kindergarten	0	0	119				
Grade 1	0	0	161	Student Stability - % of Enrollment:			
Grade 2	136	111	114	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	110	128	117		95.0	88.5	91.6
Grade 4	115	112	120				
Grade 5	113	109	115	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		84.0	89.7	89.7
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		18	47	43
Grade 12	0	0	0				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	474	460	781	(As of October 31)	2007-08	2008-09	2009-10
					4	13	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	24	37	40	Principal Suspensions	0	4	15
# in Collaborative Team Teaching (CTT) Classes	32	22	35	Superintendent Suspensions	1	1	0
Number all others	30	19	41				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	40	40	40
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	12	12	7
# receiving ESL services only	116	120	TBD				
# ELLs with IEPs	5	28	TBD	Number of Educational Paraprofessionals	2	2	6

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	95.2
				% more than 2 years teaching in this school	62.5	65.0	75.0
				% more than 5 years teaching anywhere	45.0	42.5	52.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	80.0	80.0	82.5
American Indian or Alaska Native	0.6	0.4	0.3	% core classes taught by "highly qualified" teachers	92.4	97.0	94.4
Black or African American	22.2	23.0	22.4				
Hispanic or Latino	75.5	74.1	73.9				
Asian or Native Hawaiian/Other Pacific	1.5	2.0	0.9				
White	0.2	0.4	0.4				
Male	48.7	45.2	48.8				
Female	51.3	54.8	51.2				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1				v	
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	X	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White							
Multiracial							
Students with Disabilities	X	v	-				
Limited English Proficient	vsh	v	-				
Economically Disadvantaged	v	v					
Student groups making	5	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	31.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	3.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	18.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.3						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 606	District 12	School Number 195	School Name PS 195
Principal Andrew Kavanagh		Assistant Principal Kristy Faella	
Coach		Coach	
Teacher/Subject Area Matthew Jensen		Guidance Counselor	
Teacher/Subject Area Christopher Hill		Parent	
Teacher/Subject Area Nancy Arvidson		Parent Coordinator Shawn Mastroianni	
Related Service Provider		Other	
Network Leader		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	8	Number of Certified Bilingual Teachers	2	Number of Certified NLA/Foreign Language 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	786	Total Number of ELLs	183	ELLs as Share of Total Student Population (%)	23.28%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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 screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. Parents fill out Home Language Survey (HLS) in the main office at the time of registration. If a student is eligible to be tested, an ESL administers the LAB-R to the child and makes sure that the answer document is submitted before the next dead line. The parents of ELLs are asked to return to view the orientation video in the native language and obtain and discuss "Guide for Parents of English Language Learners (in their native language if available)." During the orientation process, ESL licensed pedagogues fluent in French and Spanish are available to answer any questions and assist with completing the "Parent Survey and Program Selection Form." If parents do not attend this session within 10 days, we contact them by phone to invite them to come back to the school at their earliest convenience. Parents are informed ahead of time about this opportunity to discuss their child's program. Students are identified and placed within 10 days of enrollment in this school. Students are placed according to proficiency level and grade and are provided with the appropriate number of minutes of instruction according to CR Part 154 requirements. The LAB-R is administered by, Matthew Jensen and Christopher Hill, whom are both licensed ESL pedagogues. The NYSESLAT test administrators examine the ATS Exam History report to identify students that will need to take the NYSESLAT.

2. To ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL), they view the orientation video. They are given the opportunity to discuss questions and/or concerns with bilingual staff members. In addition to providing information to families concerning ELL program selection process, we offer parents of our English Language Learners multiple opportunities to support their children in meeting academic as well as social-emotional goals. In addition to a beginning of the year open house we have other events to inform families of academic and assessment expectations in various subject areas. These meetings take place in the evening to give more opportunities for parents to attend. Staff and administration host family math nights to provide opportunities to support our families in working together with their children at home to improve skills in mathematics. Several staff members collaborate to present ELA preparation workshops so that parents understand the importance of study good study habits. Translation is provided at all these presentations and meetings. There are movie nights held throughout the school year to facilitate parents' participation in the school community. Our music teacher organizes seasonal concerts that promote a multicultural community as children have learned songs in Spanish and Japanese.

An adult ESL class is offered in conjunction with our Saturday programs for children. The three-hour ESL conversation classes meet for three-hour session. The main focus is English social interaction and vocabulary. Active participation is encouraged and parents are provided with a comfortable environment and multiple opportunities to practice and improve their speaking skills in English.

3. Upon registration, parents are informed of all of their child's options regarding their ESL education. Entitlement letters are distributed and Parent Survey and Program Selection forms are distributed at this time. If forms are not returned, the ESL teachers conduct follow-up meetings.

4. Children who are enrolled in our school are then evaluated and placed in an appropriate setting.

5. Before this year P.S. 195 housed Grades 2-5. Our feeder school students come to us from ESL classes as there were no bilingual classes. The vast majority of our incoming second graders had received ESL services and not bilingual instruction. Parent input came to us via ESL continuation forms, open school nights and individual meetings with the teacher. We understand that switching between programs is detrimental to the child's academic achievement. This year the parents of newly admitted student filled have been invited to Parent orientations to discuss options for instruction and to view the video in their native language as well as conferences with a ESL instructor. All conferencing was done in their native language when necessary as we have Spanish and French speakers on staff. The all 21 parents of newly admitted students choose ESL as their choice for instruction based in many cases on their experience with their older children and the abbreviated exemption from state exams.

6. The ESL model is the program we offer and it is also the option that parents have requested most often. Given that our now defunct feeder school did not have a bilingual program it does reflect the trend among parents in this neighborhood. Many of them speak both English and Spanish at home. We cannot offer Dual Language and Transitional bilingual as we do not have sufficient numbers requesting it.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	0	26	28	22	30	8								114
Push-In	35	14	1	5	3	6								64
Total	35	40	29	27	33	14	0	0	0	0	0	0	0	178

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	183	Newcomers (ELLs receiving service 0-3 years)	169	Special Education	20
SIFE	0	ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	169	0	6	14	0	14	0	0	0	183
Total	169	0	6	14	0	14	0	0	0	183

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	32	40	28	23	34	15								172
Chinese	1													1
Russian														0
Bengali					1									1
Urdu														0
Arabic														0
Haitian														0
French		1												1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	1		2	1	2								8
TOTAL	35	42	28	25	36	17	0	183						

Part IV: ELL Programming

A. Programming and Scheduling Information

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.
1. Rigorous and differentiated instructional practices that support language and cognitive development for all students with a goal of meeting or exceeding grade level standards are provided to meet the needs of our ELLs. Fourteen of our ESL beginners in Kindergarten are entitled to 360 minutes of push-in ESL instruction per week. Twenty one of our ESL intermediate/advanced students in Kindergarten are entitled to 180 minutes per week of push-in ESL instruction. Twenty six of our first grade ESL students are in a self-contained ESL classroom.

Fourteen of our first grade ESL students receive push-in ESL services. Thirty eight of our first grade ESL students are entitled to 360 minutes of ESL instruction per week. Only two first grade ESL students need 180 minutes of ESL instruction per week. Our two second grade ESL self-contained classes, a third grade ESL self-contained class, two fourth grade ESL classes (i.e. one self-contained and the other push-in) and a fifth grade ESL self-contained class provide content area requirements and ESL instruction according to the required number of minutes.

The daily instruction in these self-contained classes incorporates ESL strategies and best practice throughout the day in all content areas. All of our ELLs are in monolingual classes and receive ESL instruction from an ESL-licensed writing teacher as well as two push-in or pull-out ESL-licensed teachers. These push-in/pull-out teachers are part of a team of 5 ESL-licensed teachers who are responsible for the writing block, push-in/pull-out programs, and assisting new arrivals with strategies to succeed in ESL self-contained and monolingual classrooms. These teachers provide supplemental Academic Intervention Services (AIS) to identified students. They also ensure that all students receive the mandated amount of ESL instruction based on analysis of their testing history and provide ESL support in all content areas. Results of their NYSESLAT assessments are also analyzed to determine strengths and areas of need for instructional purposes. This is a complement to the periodic formative assessment that takes place in all content areas at P.S. 195. This includes but is not limited to Acuity assessment, teacher made assessments, and ECLAS2.

2. The ESL coordinator is responsible for making sure that the diverse needs of our ELLs and their mandated service minutes are being met by appropriately licensed staff members. None of the 187 ELLs at P.S. 195 are identified as SIFE (Students with Interrupted Formal Education). The students who have received ESL services for a year or less are placed in ESL self-contained classes (not monolingual classes when avoidable) and receive additional small group instruction with an ESL licensed teacher in either a push-in or pull-out program. In order to meet students' individual needs, we analyze NYSESLAT data (from ARIS) to determine the skill areas in which individual students require additional instruction. In addition to identifying proficiency levels for mandated service minutes, push-in/pull-out teachers confer with classroom teachers to address issues that arise in formal and informal classrooms assessments. Newly arrived students are given a "starter kit" folder to assist with their immersion into an English language setting and receive individual and/or small group instruction until the teachers deem that they can function successfully with their peers in their larger ESL classroom.

In order to ensure that long term ELLs are getting extra support, we have small group instruction provided by one of our 5 out-of-classroom ESL licensed teachers who conduct push-in and pull-out programs to provide instruction not only in literacy but also Math, Social Studies and Science. Two ESL licensed teachers provide ESL instruction to ELLs in Special Education whose IEPs indicate ESL services are required. One of our AIS teachers is ESL certified and she meets daily with groups of students to address skills across the curriculum. Even though students are receiving the mandated number of minutes of ESL instruction in the self-contained classes, we have the staff to provide the additional instruction in a more individualized setting. A plan is in place for any students who are identified as SIFE to receive additional support as described above. At this time, we do not have any SIFE students on register.

Licensed teachers implement ESL strategies aligned to the New York State standards to promote academic success. Rigby's On Our Way to English as well as other ESL books from Harcourt provide materials that addressed all four skill areas as well as New York State standards. Academic instruction at P.S. 195 follows the workshop model which is well adapted to the needs of our ELLs. It offers the opportunity for small group instruction as well as cooperative learning groups. Science and Social Studies subject matter is incorporated into the literacy blocks to allow for repeated exposure to the material.

The ESL coordinator has identified transitional students (those that have passed the NYSESLAT in the past two years). Their classroom teachers are aware of their status and when necessary these students receive additional support from one of our pull-out ESL teachers. At present one of these students is receiving additional support from one of our licensed ESL teachers.

ESL teachers have copies of NYSESLAT that indicate performance in each skill area. Teachers target skill areas in which students are struggling. For example, students who are performing poorly in reading or writing are targeted for more individualized instruction in a push-in or pull-out program. The same procedure is followed results of the ELA.

ESL licensed teachers provide ESL services to our special education students who are in ICT classes and 12:1:1 classes. ELLs with IEPs are most often in self-contained ESL classrooms. Those that are not getting ESL services are accommodated as the IEP dictates.

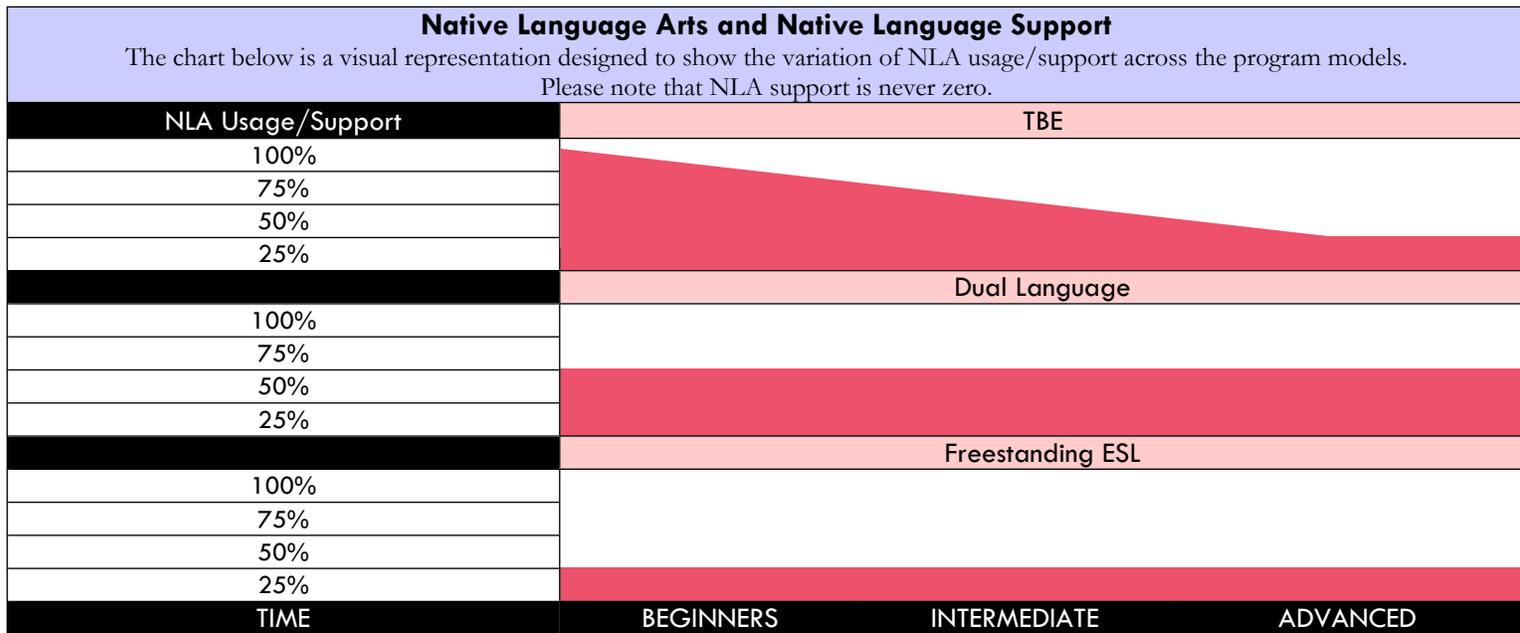
3. ESL classroom teachers are responsible for ESL content area instruction, which is delivered 3 times a week for social studies and twice a week for science.

4. In order to differentiate instruction for ELL students, we provide Academic Intervention Services for ELL newcomers as well as those with IEPs or those at risk of promotion. In addition, our SETTS teacher pushes into ESL classrooms to assist students with IEPs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. In first, second, fourth and fifth grade, the ESL math instruction is delivered by the classroom teacher who is ESL certified. An ESL push-in teacher is assigned to work with the third grade ESL class.
6. Transitional ELLs are in classrooms where an ESL push-in teacher provides services to non-proficient ESLs. It is the ESL push-in teacher's responsibility to monitor academic progress of transitional ELLs.
7. This year, we have implemented the Rigby ELL assessment.
8. NONE
9. All classes participate in visual arts, music, technology and physical education classes on a rotating basis. Our technology and art teachers are bilingual (English/Spanish). Throughout the year a number of special events take place that involves all students including races, field day, math bowl, family math night, and cup stacking competition. As numerous staff member are ESL-certified and/or bilingual, we make every effort to fully include ELLs in all school activities. Fifth grade ELLs also participate in dance classes with bilingual (English/Spanish) instructors.
10. Each grade has a complete set of Rigby On Our Way to English kits which include four different book sets (6 copies of each) at each reading level from A to T. At each level there are two fiction stories, one math story and one social studies of science book. There are listening centers in each classroom with age and grade appropriate books, CDs, and cassettes from Lakeshore. There are smart boards on each 3rd, 4th and 5th grade classroom. A bilingual (Spanish) teacher provides in-class instruction with a portable secured trolley with laptops for each student. Each classroom teacher has a subscription to Discovery Education Online Streaming. This subscription gives teachers and students access to thousands of videos which enhance science, social studies and math lessons.
11. N/A
12. All required services support and correspond to ELLs' ages and grade levels. Please refer to our response to question number 10.
13. ELLs who are newly enrolled receive some pull-out classes outside of their in-class ESL services to give them more individualized instruction. They are provided with packets with illustrated vocabulary words essential for the classroom environment. In the pull-out classes they are given books that provide strong picture support and reinforced sentence patterns. We also have afterschool programs for ELL students provided by BELL and Perfect Score.
14. None

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

Throughout the school year professional development is offered to ESL teachers through planning meetings held after school the first Monday of every month. Information and material from BETAC conferences and other outside professional development meetings are disseminated among staff members. Our ESL coordinator is available to meet with ESL teachers for assistance with unit and lesson planning. One of the mentor teachers holds an ESL/Bilingual license and is in classrooms to strengthen instruction with lesson demonstration and feedback to teachers. Inter-visitations and lesson demonstrations are arranged for teachers to learn from one another in presenting mini-lessons.

E. Parental Involvement

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

The parent association hosts monthly workshops, which increases parent involvement within the school. Translators are available at each meeting to provide translation to parents who speak Spanish.

Part V: Assessment Analysis

A. Assessment Breakdown

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	9	10	11	12	TOTAL
Beginner(B)	14	27	12	6	9	4								72
Intermediate(I)	11	11	8	21	10	2								63
Advanced (A)	10	2	9	3	15	11								50
Total	35	40	29	30	34	17	0	0	0	0	0	0	0	185

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		0	0	0	1	0							
	I		9	3	2	1	0							
	A		13	14	5	8	5							
	P		8	7	17	21	10							
READING/ WRITING	B		20	8	3	7	1							
	I		9	9	20	9	4							
	A		1	7	1	15	10							
	P													

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	17	14	7	1	39
4	8	10	1	0	19
5	12	10	0	0	22
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	12		15		6		1		34
4	5		9		1		1		16
5	4		19		2				25
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4		4		5		1		14
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

New York State Regents Exam					
		Number of ELLs Taking Test		Number of ELLs Passing Test	
		English	Native Language	English	Native Language

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:

specifically for ELLs. The strategy lesson included with these books provide teacher with ESL techniques to explicitly teach a variety of reading strategies. Teachers have incorporated more listening activities in the instructional day. Also listening centers provide more opportunities for student to hear spoken English.

2. The results from the LAB-R and NYSESLAT reveal that there is a vast majority of students are struggling with the Reading/Writing modality. The data patterns also reveal that most students perform proficiently on the Listening/Speaking modality. Therefore, ESL classes spend a significant amount of instructional time on building literacy skills through oral language. Explicit strategies are taught to help students become more independent in reading and writing.

3. Refer to question number 2.

4. The school leadership and teachers meet during grade conferences, collaborative planning periods, and informally to discuss the results of the ELL Periodic Assessments. As a result, center activities are designed to address the individual deficiencies of students (i.e. letter sounds, sight words, vocabulary, listening centers).

5. N/A

6. The success of ELL programs are evaluated periodically. School leadership holds teachers accountable for monitoring student progress every 6-8 weeks. Student data is gathered and analyzed. We look for patterns and trends in the data. to questions 1-6 here

Additional Information

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

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		

	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		