



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : ___P.S. 195 THE MANHATTAN BEACH SCHOOL_____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): ___22/K/195_____

PRINCIPAL: ___ARTHUR FORMAN_____ **EMAIL:** AFORMAN@SCHOOLS.NYC.GOV_____

SUPERINTENDENT: ___JULIA BOVE_____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Arthur Forman	*Principal or Designee	
	*UFT Chapter Leader or Designee	
Irene Entin	*PA/PTA President or Designated Co-President	
Patricia O’Shea	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Toby Ringer	Member/	
Cheryl Kastner	Member/	
Darlene Druckman	Member/	
Sue Biondo	Member/	
Randy Hall	Member/	
	Member/	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

We will increase academic performance and cognitive thinking skills through the use of increased physical activity. Based on last year's ELA decline in test scores and national concern for overall physical and mental health we teamed up with an independent organization, FAST NY, to achieve this goal.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Based on last year's ELA decline in test scores, strategies to regain our previous level of achievement were investigated to fulfill that need. This was coupled with the loss of our full time gym program. These two needs converged leading to the formulation of goal number one.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Study conducted by the U.S. Department of Health and Human Services (The Association Between School-Based Physical Activity, Including Physical Education, and Academic Performance in July 2010, proves that school based physical education has positive results in the areas of cognitive skills, attitudes, and academic behavior and achievement.

- a) **The school wide student population, staff and targeted student subgroups will engage in regular periods of warm up, power walking and running around the track of our newly constructed school playground. These activities will be implemented at strategic instructional and assessment periods. (ie., when introducing new topics, prior to lessons that teach topics that have challenged our targeted student subgroups and prior to assessments.)**
- b) **Educators of the FAST NY organization are providing onsite implementation of physical programs specific to each grade on a weekly basis. The entire staff engaged in professional development delivered by FAST NY consultants to train us how to replicate the program daily geared for general health and wellness. FAST NY is also providing resources for the staff to target specific students with tailor made activities according to student need.**
- c) **Teachers are given the opportunity to use both the resources and the facilities (ie. The track, gym, school yard) to provide children with mental stamina and physical endurance to perform well academically and to increase cognitive thinking through increase of blood flow to the brain. Periodic assessments as well as teacher observations will be conducted to evaluate the positive effects of increased physical activity in our student population.**
- d) **This will be a continuous process from September 2011 to June 2012.**

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Title I is not applicable to our school.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

The strategies that will be used to retain Highly Qualified Teachers are providing professional development conducted by FAST NY as well as fostering a productive relationship with the coaches of FAST NY who work the individual classroom teachers to further their competency on this physical educational goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Our goal is being aligned with educating our students about healthy eating habits and nutritional food choices. FAST NY is committed to working with the school lunch cafeteria to help achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

This goal was funded by a grant from the local municipality, the Brooklyn Borough President Marty Markowitz

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

We will increase student critical thinking through technology with the support of the enVision Math Program.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- **Based on current technological advances and with the end result of providing our student population with college readiness, we generated this goal because we wanted our students and families to utilize the technological component of our current math series, enVision Math . This goal will maximize the exposure time of the math series to the students and the families by allowing time to access additional resources, provide ongoing support and enrichment as well as remediation. Although our students have overall high achievement levels, we felt that our students would benefit from increased use of technology to elevate our scores on the New York State Mathematics grades 3-5 and increase critical thinking for total school population as well as provide additional remediation for targeted students.**

Instructional strategies/activitie

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

The research states that it is better to give students the same content but level the instruction based on how much support different students need.(Cotton,2001) The research-based instructional strategies that will be used to achieve this goal are aligned with NCTM and the NYS Curriculum Standards. The online component will also incorporate new Core Curriculum Standards. By using technology to increase students critical thinking, we will empower them to be successful in the area of mathematics while allowing them to compete with their counterparts in other schools in a 21st century manner.

a) Through the use of technology, students will be able to access the math program from their home computer. Some of the activities available are: additional instruction to reinforce class lessons, timed test, educational games, test preparation and self assessment with immediate feedback. These activities will be implemented during class instruction and homework to help teach topics that have challenged our targeted student subgroups.

b) All instructional staff – classroom teachers k-5 including special education teachers and including the computer specialist will be involved in achieving this goal.

c)Staff Development provided by Pearson – a division of Scott Foresman will provide teachers with the training necessary to fully utilize all the features

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Although the Title I is not applicable to our school, parent involvement is implemented to achieve this goal.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

The strategies and activities used to ensure the current staff become qualified to achieve this goal are to take advantage of the on site professional development provided by Pearson. An important component of the program is that it is teacher friendly and provides numerous supports and resources for the classroom teacher. The ongoing staff development which is included in the technology itself follows the Danielson's Teaching Framework Components – Domain 1(Planning and Preparation) and Domain 3(Instruction). It allows the teacher to check student work, give assessments, provide enrichment, remediation etc.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The budget crisis has impacted purchasing additional materials, however this goal was selected because we had already purchased the math series. . The staff development portion is provided by the publisher and is also built into the technology itself.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

In an effort to increase student achievement we will develop our work utilizing information from the Fountas and Pinnell Benchmark Assessment System to support effective literacy instruction.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

A slight decrease in our ELA scores has led to a multipoint plan to regain any losses and even raise the prior levels of achievement of at risk and level 3 students. Additionally, last year was our first year using Fountas and Pinnell Benchmark system as our school wide literacy assessment. At the same time the position of literacy staff developer was cut. The staff had been trained the prior spring in implementing the assessment and the system was successfully used, however at this point we need to move deeper to fully benefit from all the resources that are components of the kit and to further link assessment results to instructional planning choices.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Grade by grade inquiry teams will meet weekly. Weeks will be designated for analysis of target students' assessments. Discussions of how the results of that analysis can guide instruction will be conducted. Guided reading instruction and AIS lessons will be planned based on this work (ie. Fluency lessons will be provided if student reading behaviors are noted to be choppy or phrased improperly.)

- a.) **After inquiry teams meeting, using the target students' results for the overall discussion, AIS providers will pull from a toolkit of research based material to provide targeted instruction directly linked to the needs identified as weaknesses by the assessment results.**
- b.) **All teaching staff is utilized during the extended morning program to provide instruction to our target population. Resources used include the Fountas and Pinnel Benchmark Assessment leveled tests and components such as their continuum of Learning. Additionally, resources teachers use include Harvey and Goudvis The Primary Comprehension and Comprehension Toolkits, MacMillan's Triumph series geared toward at risk readers, various publisher's guided reading sets, Wilson's decoding encoding materials, the Now I Get It K-5 Comprehension Strategies Kit from Mondo supplemented by teacher selected and created material.**

- c.) **During the decision making process which led toward our updating our assessment system from our past use of ECLAS2 on grades K-2 and**

TCWRP assessments for grades 3-5. A committee was including the literacy staff developer, two lower grade teachers, two upper grade teachers, our computer cluster/data specialist and the principal. At that time the committees reached consensus about the move to the Fountas and Pinnell kit. One of the reasons for that decision was that by implementing the assessment strategically at the beginning, middle and end of the year through-5, we could reliably ascertain the effectiveness fashion. We confirm this progress with teacher made assessments, ongoing running record and state exam results. We revisit the issue periodically at inquiry team meetings.

d.) We will implement this assessment leading to targeted instruction throughout the 2011-2012 school year. Strategic Benchmark periods, in order to evaluate our effectiveness, will be October 2011, February 2010 and June 2012. We will also investigate the movement of our sub target groups receiving AIS instruction at six weeks intervals to ensure their ongoing accelerated growth and to reinvestigate instructional practice if analysis shows that the prior six week plan did not sufficiently move those at risk students.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Although the Title I is not applicable to our school, parent involvement is implemented to achieve this goal.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Our staff is 100% highly qualified as defined by NCLB. In order to retain our staff we will continue to provide opportunities for teachers to collaborate with each other during inquiry team meetings, professional development days and during faculty conferences. In order to mitigate the loss of in house staff development our network is sending an outside consultant who provides professional development on topics that support our instructional goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The budget crisis has impacted purchasing additional materials, however this goal was selected because we had already purchased the Fountas and Pinnell Assessment Toolkit. The staff development portion is provided by the publisher.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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			N/A	N/A				
1	10	10	N/A	N/A				
2	13	13	N/A	N/A				
3	19	19	N/A	N/A				
4	14	14			1			
5							1	
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Academic Intervention Services are provided by implementing guided reading using leveled books along with utilizing Acuity. AIS instruction is provided in small group instruction before school from 8:00-8:37 on Mondays through Wednesdays.
Mathematics	Academic Intervention Services are provided by utilizing McMillan, Coach, Triumph and Envisions Math materials, along with problem solving and test preparation strategies. AIS instruction is provided in small group instruction before school from 8:00-8:37 on Mondays through Wednesdays.
Science	N/A
Social Studies	N/A
At-risk Services provided by the Guidance Counselor	Conflict resolution strategies, behavior scenarios, behavior modification strategies, behavioral charts and positive reinforcement are all used in a one-to-one service during the school day. Parental involvement is evident in every service provided.
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	Conflict resolution strategies, behavior scenarios, behavior modification strategies, behavioral charts and positive reinforcement are all used in a one-to-one service during the school day. Parental involvement is evident in every service provided
At-risk Health-related Services	N/A

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Jose Ruiz/ Julia Bove	District 22	Borough Brooklyn	School Number 195
School Name The Manhattan Beach School			

B. Language Allocation Policy Team Composition [i](#)

Principal Arthur Forman	Assistant Principal
Coach	Coach
ESL Teacher Gina Massaro	Guidance Counselor
Teacher/Subject Area Marina Zagerson/ Special Edu	Parent
Teacher/Subject Area Cheryl Kastner/ General Edu	Parent Coordinator Denise Nordenschild
Related Service Provider	Other
Network Leader	Other

C. Teacher Qualifications [i](#)

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	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	424	Total Number of ELLs	39	ELLs as share of total student population (%)	9.20%
------------------------------------	------------	----------------------	-----------	---	--------------

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.) The ESL teacher, who is certified in and has a Masters Degree in TESOL K-12, identifies children who are English Language Learners by reviewing the responses of the parents on the Home Language Identification Survey, interviewing the parent in English and in their native language when necessary, and then administering the LAB-R. If the ESL teacher is teaching or not available, the principal who is a trained pedagogue will interview the newly admitted students to determine the home language and give the appropriate language for the Home Language Survey. Children who score below the cut score are placed in English speaking classes and begin receiving ESL services within 10 days of enrollment. Once the ESL teacher has the names of all of the new admits who have a language other than English and must be assessed with the Lab-R, she spends time in all of the kindergarten classrooms. Since this is a transitional period for youngsters, the ESL teacher teaches with the general education teacher. She helps to make sure the students feel comfortable, especially because the majority of her ELL students are in the kindergarten classes and most of the kindergarten students (even monolingual students) are a little upset and worried to be leaving their parents or guardians for, possibly the first time. The ESL teacher teaches with the general education teacher for the first week or so, to ensure the students get familiar with her and feel comfortable when it's time to test them for the Lab-R. She engages in conversation with the students while teaching to get a sense of what they understand before they are tested. The ESL teacher is also always in contact and communicates with the teachers and parents of the ELL students. The ESL teacher administers the Lab-R to the students who are eligible and records their scores and proficiency levels.

The ESL teacher at the school is responsible for all record keeping including securing lists of parents that have received entitlement letters and have returned Parent Survey and Program Selection forms. These lists are reviewed periodically. The licensed ESL teacher starts to prepare her ELL students for the New York State English as a Second Language Achievement Test (NYSESLAT) in the beginning of April and then administers the test to all of her ELL students. Translation services will be available during this process. At the beginning of each school year parents are given a Continued Entitlement Letter or NonEntitlement Letter based on the last spring NYSESLAT score. The ESL teacher ensures these letters are distributed to the appropriate parents and is available for any questions or concerns.

2.) Parents of ELLs receive an entitlement letter in both English and the home language and are invited to attend an orientation session in their native language and in English. To ensure that parents understand all three program choices (Transitional Bilingual Education, Dual Language, Freestanding ESL), all information - brochures, forms and booklets are distributed in both languages. A translator along with the ESL teacher provides them with information on the options available to them in order to make an informed selection on the Parent Survey and Program Selection Form. Parents also view the Orientation Video for Parents of Newly Enrolled English Language Learners in both languages. Parents are invited to ask questions about the Transitional Bilingual Program, Dual Language Program and Free Standing ESL Program. The timelines for these Programs are also discussed so that the parents have a clear understanding of these Programs before making a selection. The parents who cannot attend these orientation sessions are met with privately. All information is given to them in both their native language and English. Translators are available when necessary.

3.) Our school ensures that entitlement letters are distributed after the Lab-R test is administered by the ESL teacher in both English and their home language to the students who are entitled to ESL services. This letter is found on the DOE web site, and a contact person, telephone number and date of the parent orientation is also on this entitlement letter. The parent survey and program selection forms are given out at the parent orientation after the “Newly Enrolled ELLs” video is shown in all of the necessary languages. Parent surveys and program selection forms are completed and collected by the ESL teacher. If parents can not make this meeting the ESL teacher calls to schedule a time they can come to view the video, complete the forms and ask any questions they may have. The parent coordinator will follow up with the parents who continue to be unresponsive. Most of the time we get 100% of the surveys and program selection forms back, but if not, the parent selection will automatically be counted towards the bilingual program.

4.) The criteria that is used and the procedures followed to place identified ELLs in bilingual or ESL instructional programs is based on the parent selection forms that are available in the parents’ home language (if that language is available on the DOE web site). The ESL teacher communicates with parents via phone and meetings and a translator is available if needed. The parents are notified about the selection form results and if there are enough parents who request a bilingual program, we must implement a bilingual program in our school. Parents are informed that a dual language is taught with bilingual and monolingual students in the classroom if enough parents opt for that selection.

5.) Based on the past trends most parents opt for an all-English class with children participating in a Free-standing ESL program. According to past parent choice surveys, parents are interested only in an ESL program. Parents are informed of the instructional program their children will be participating in. The push in model is the selection of choice of the parents. Every effort is made to comply with the parents wishes. Materials and methodologies are discussed with parents in both languages through a translator who is present during consultations and all other communication activities with parents in their native language. The program models offered at our school are aligned with parent requests of Freestanding ESL. For the small number of parents who are interested in Transitional Bilingual Education or Dual Language Programs the option of sending their child to a school that has the program is given to them. However, based on past years, none of the parents ever do. Parents are informed of the schools in NYC that have Dual language programs and Bilingual Programs. Last year, 2010-2011 there were 17 newly enrolled ELLs and all 17 parent surveys and program selection forms were completed choosing ESL as their first choice. This year, 2011-2012, there are 30 newly enrolled ELLs, 29 parent surveys and program selection forms were completed choosing ESL as their first choice. One parent survey and program selection form was completed stating Transitional Bilingual Program for their first choice. Since this is only one vote, their child is getting ESL services.

6.) The program models offered at our school are aligned with parent requests. As stated in question 5, the past trends show our parents choose the Free-standing ESL Program, push-in model, that we have presently at our school. At P.S. 195, parental participation is valued and on-going. Research has shown when parents are active participants in their children’s academic lives, the achievement of English Language Learners improves. We will build alignment between parent choice and program offerings by continuing to be in close contact with the parents. Parents are invited to attend monthly Parent Association Meetings. The Parent Coordinator along with the President of the Parent Association organize these meetings. Notices are sent home in the parents’ native languages as per the Language Translation and Interpretation funding. At the beginning of the school year, parents are invited to meet with their children’s teachers to discuss the rigorous curriculum, address the Standards and the school’s expectations for high achievement for all. The ESL teacher also conducts on-going meetings for parents of ELLs during the course of the school year. Translators are available in the school building during the course of the school day when needed.

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●

This school offers (check all that apply):

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	3													3
Total	3	0	0	0	0	0	0	0	0	0	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	39	Newcomers (ELLs receiving service 0-3 years)	38	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	1	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	38			1							39
Total	38	0	0	1	0	0	0	0	0	0	39

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

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
Russian														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
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	
	EL L	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														0
Chinese														0
Russian	27	4	1		2									34
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1													1
Albanian	1													1
Other	1			1		1								3
TOTAL	30	4	1	1	2	1	0	39						

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

A. Programming and Scheduling Information

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1.) P.S. 195 is an academically successful Pre-k through Grade 5 school in District 22. It is located in Manhattan Beach, adjacent to Sheepshead Bay in Brooklyn. There are approximately 424 students in 18 classes. There are 2 to 3 classes on each grade level, one of which is the gifted class. We implement the concept of “least restrictive environment” and have no self-contained special education classes. Twenty percent of the population is free lunch entitled.

P.S. 195 has a freestanding ESL program with all instruction in English. The ELL population is approximately 9% of the total school population. This service is delivered to ELLs via the pull-out and push-in model depending on the number of ELLs on the grade level. ELLs in grades 2-5 spend the majority of their day in all English content area classes and are brought together for high quality English acquisition focused instruction. The ESL teacher pushes into the kindergarten classrooms where there are the largest numbers of ELLs. The program for the 2011-2012 school year consists of approximately 39 students. There are 30 children in kindergarten who receive ESL services and 27 of them speak Russian, the remaining three speak Albanian, Georgian and Polish. There are 4 children serviced in grade 1 and they speak Russian. There is one participant in grade 2 who speaks Russian also. There is one child who speaks Turkish in grade 3 receiving service. There are 2 children in grade 4 in the program and they are Russian speakers. There is 1 participant in grade 5 who is a Georgian speaker. Eighty-seven percent of ELLs are Russian speaking with the balance of students in other various language groups. There are no SIFE students. About half of the students (46% of ELL students) are at the beginner or intermediate levels of English language proficiency leaving the other half at the advanced level of language proficiency. They are generally grouped heterogeneously by grade and homogeneously by level of language proficiency within each grade group. Our ESL program is aligned with mandated ESL, ELA and content area learning standards and the core curriculum. Teachers are fully licensed and professional development is on-going. Since there are 10 ELLs in each kindergarten class, the ESL teacher pushes into the three kindergarten classes. She co-teaches with the general education teacher and services her ELL students the mandated amount of time they are required to have. There is a 1st and 2nd grade pull out group because there are 5 students who need to be serviced in different classrooms. There is an active parental involvement body. The school’s Language Allocation Policy (LAP) which delivers a consistent, coherent policy to assist students in the development of cognitive and academic skills until they acquire academic proficiency in English, is shared with all stakeholders and is also clearly defined in the school’s CEP.

2.) The organization of staff ensures that the mandated number of instructional minutes is provided according to proficiency levels in our ESL program by allowing the ESL teacher to either push-in to the classrooms or pull-out of the classrooms to service the ELL students. Teachers of ELLs are notified in September who their current and former ELLs are. NYSESLAT scores are shared with the staff members. The level of English language proficiency the child has acquired, as well as the scores on all four modalities of the test are discussed. The data is then analyzed and compared to last year’s test results. This targets the gains the child has made and the weaknesses that need to be addressed. Suggestions are made on how teachers can support ELLs. Children who have achieved proficiency in English are invited to attend the Title III After School Program in order to help the transition of no longer receiving ESL services for a minimum of two years. In some instances, teachers have requested that those children continue with ESL because they are not performing well in class. The ESL teacher and the general education teacher collaborates in planning and working toward a common goal for each

A. Programming and Scheduling Information

ELL. Teachers get together during common prep periods to plan for instruction.

a.) ESL instructional minutes are delivered in this program based on students' proficiency level. If they scored at a beginner or an intermediate English language proficiency level, then they receive 360 minutes a week of ESL instruction. If they scored at an advanced level of English language proficiency level, then they receive 180 minutes a week of ESL instruction.

3.) Content area instruction is all in English in the classrooms with native language support. Classrooms have libraries with some Russian books, English to Russian dictionaries and glossaries to help support students during content area instruction. The ESL program focuses on reading, writing, listening and speaking in English with content area subjects integrated as well. If an ELL is having specific trouble with a topic, the ESL teacher is available to help. Teachers instruct using ESL strategies such as differentiated instruction, scaffolding for all students, TPR (Total Physical Response) when appropriate, using visuals, graphic organizers and some teachers have Smart Boards in their classroom to help with translation when needed. Teachers are explicit in their instruction to help all students. They don't assume their students know the material, instead they are always questioning and assessing to make sure the content is comprehensible and the ELLs are developing their English language skills.

4.) ELLs are appropriately evaluated in their native language based on whether or not they need ESL services. If a child is entitled to ESL services and are dominate in their native language, and they need further services, then they are evaluated in their native language. For children who are in the upper grades and are dominate in their home language, when they take the ELA or Math State test, a glossary and/or test is given to them in their native language. Communication between the parent, teacher and ESL teacher is conducted to determine which language is appropriate for assessing the child.

5.) Instruction is differentiated based on the students' individual needs. A review of the LAB-R kindergarten scores indicate that 43% of the students are functioning at the beginner or intermediate level of language proficiency and 57% are at the advanced level of English language proficiency. A review of the NYSESLAT scores indicate that there aren't any students who scored on the beginner level of the listening and speaking part of the test. There is one student who scored on the intermediate level, five students who scored on the advanced level, and 25 students who scored proficient on the Listening and Speaking section of the NYSESLAT. The students who scored below proficient will be given instruction to help reach the proficient level. There one student who scored on the beginning level of the reading and writing section of the NYSESLAT. This student's needs will be addressed and extra instruction on reading and writing will be given in order to help the student advance in these subject areas. There are three students who scored on the intermediate level, three students who scored on the advanced level and 24 students who scored proficient on the reading and writing section. The students who scored below proficient will be given instruction to help reach the proficient level in reading and writing.

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

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

a.) There are no SIFE students at P.S. 195.

b.) ELLs in Schools Less Than 3 Years

For those children that are in US schools for less than 3 years there is strong emphasis on oral language development and vocabulary building. Beginner and intermediate students in grades K-2 develop their oral language skills using Rigby's English in my Pocket. This program teaches everyday vocabulary and helps develop oral language using highly engaging posters, songs and other manipulatives. Mondo's, Let's Talk About It! is another oral language based program we use which develops vocabulary using stimulating photos. Mondo's oral language assessments are given to students in order to place them appropriately. Children are reassessed periodically. Newly enrolled ELLs who are beginners and entered an English language school system in grade 3 or above, are introduced to the book,

A. Programming and Scheduling Information

Newcomer Phonics by Longman. It provides children with a basic foundation in the English language as quickly as possible. These children are also engaged in an interactive theme-based CD – ROM series by Evan Moor - Look, Listen and Speak. These CDs provide basic theme-based vocabulary lessons. Stories on tape are also used with children on all grade levels in order to develop and improve listening skills.

The ESL teacher pushes into the kindergarten and first grade classrooms. At this time writing is being taught using Lucy Calkin's Primary Units of Study, A Yearlong Curriculum. Children tell their personal stories by using the language of storytelling then illustrating them and finally writing the words. The advance to other genres of writing during the year allow ELLs to gain experience with literary art formats. The teacher works with the ESL children in small groups differentiating instruction to tailor the needs of the children.

c.) ELLs Receiving Services 4-6 Years

There is only 1 student who has been receiving ESL services for 4-6 years. This is a 4th grader who receives instruction via the pull out

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
used in the classroom, which use a balanced approach to literacy instruction. Children in the upper grades use materials with a focus on vocabulary and comprehension skills. The vocabulary is embedded in high interest articles and stories. Each lesson teaches academic and content area vocabulary. These picture-rich books help to facilitate language acquisition. Thematic topics continue across grade levels for individualized instruction.			
One ESL student has been in the ESL program for five years and is at the intermediate level of English language proficiency. He receives 360 minutes of ESL instruction weekly in a pull out setting by a certified ESL teacher. A review of his testing data reveals that his latest NYSESLAT score shows he has not reached proficiency as described in grades 3-5 Units of study by Lucy			
teacher provide the necessary support to advance this ESL child. This child also receives additional support in order to meet state standards and become English proficient by attending the Title III after school program, Academic Intervention morning program and the Test Prep program.			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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

B. Programming and Scheduling Information--Continued

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

8.) During Academic Intervention, some of the Beginner and Intermediate ELLs work with the ESL teacher in preparation for the ELA. Other content areas are also addressed if the child needs help in other subject areas. The success of the ESL program is due to the collaborative efforts of the TESOL and the classroom teachers with the goal of helping each ELL meet or exceed New York State and City learning standards. Teachers come together to plan during their common preparation periods. Teachers work together to deliver a balanced approach to literacy as well as to tailor content area instruction, with the appropriate language support, to meet the needs of ELLs.

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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

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

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

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

10.) We always try to raise the quality of instruction to better service our ELLs. Research based on materials to support implementation the most up to date instruction of ELLs will be purchased for the Title III After School ESL Program to help ELLs achieve proficiency in the English language and to help students understand academic language so they can achieve in their grade level classrooms.

11.) In the past an Adult ESL class and a Citizenship class ran concurrently with the Title III Program for children. Unfortunately the enrollment was so low that the school closed the class. Parents informed us that because of their late work schedules they are unable to attend these classes. The Title III teachers would provide a one hour initial orientation for the parents of the ELLs attending the Program. This orientation provided them with the goals of the program and the materials to be used. Standards and the curriculum were addressed as well. Parents received notices in their native language and every effort was made to have translators available at all meetings.

B. Programming and Scheduling Information--Continued

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

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

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

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

10.) We always try to raise the quality of instruction to better service our ELLs. Research based on materials to support implementation the most up to date instruction of ELLs will be purchased for the Title III After School ESL Program to help ELLs achieve proficiency in the English language and to help students understand academic language so they can achieve in their grade level classrooms.

11.) In the past an Adult ESL class and a Citizenship class ran concurrently with the Title III Program for children. Unfortunately the enrollment was so low that the school closed the class. Parents informed us that because of their late work schedules they are unable to attend these classes. The Title III teachers would provide a one hour initial orientation for the parents of the ELLs attending the Program. This orientation provided them with the goals of the program and the materials to be used. Standards and the curriculum were addressed as well. Parents received notices in their native language and every effort was made to have translators available at all meetings.

Courses Taught in Languages Other than English

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)?

Paste response to questions 1-5 here

Math:

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.
- 1.) TESOL training is provided with on-going professional development that equals to far more than 7.5 hours during faculty conferences to all staff members as per CR Part 154. The ESL teacher meets with general education teachers, who have ELL students in their classrooms, during professional development time once a week, on Thursdays from 8:00am-8:37am to discuss ways to support ELLs in the general classrooms. Topics for the school year include but are not limited to: Comparing ELA and ESL Standards, Using Sheltered English Instruction in the Content Areas, Social and Academic Language, Understanding Levels of Language Proficiency, Academic Rigor for ELLs, Differentiated Instruction, Cultural Awareness, the ELA for ELLs. Classroom teachers apply this knowledge when planning their instruction in order to meet the needs of ELLs in their classes.
- 2.) The ESL teacher provides support to the staff who assists ELLs as they transition from one school level to another by supplying all information that is given from the school regarding middle school (such as open houses dates and general information about the middle schools) in the parents native language as well as notices in English. The ESL teacher is available to discuss how to research middle schools based on the school's ESL programs to benefit the ELL students with their parents and a translator is also available if need be. The ESL teacher can also contact the ESL teacher from the middle school the child will be attending to discuss the child's progress and goals.
- 3.) TESOL training is provided with on-going professional development that equals to far more than 7.5 hours during faculty conferences to all staff members as per CR Part 154. The ESL teacher meets with general education teachers, who have ELL students in their classrooms, during professional development time once a week, on Thursdays from 8:00am-8:37am to discuss ways to support ELLs in the general classrooms.

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?
- 1.) P.S. 195 has an active parent association that works with the school and other parents. Parents' needs are evaluated through the ESL teacher who assesses the Home Language Surveys to predict the native language the parents speak, along with conversations over the phone or in person at parent-teacher meetings in September. Translators are available if parents need them to communicate effectively. Parents are asked through DOE materials if interpreters are needed. Resources are provided for them on the DOE website and teachers direct parents to the proper websites that contain the information the parents are looking for.
- At P.S. 195, parental participation is valued and on-going. Research has shown when parents are active participants in their children's academic lives, the achievement of English Language Learners improves. The parental involvement activities our school offers are monthly Parent Association Meetings where the needs of the parents are addressed. The Parent Coordinator along with the President of the Parent Association organize these meetings. Notices are sent home in the parents' native languages as per the Language Translation and Interpretation funding. At the beginning of the school year, parents are invited to meet with their children's teachers to discuss the rigorous curriculum, address the Standards and the school's expectations for high achievement for all. The ESL teacher also conducts on-going

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?

1.) P.S. 195 has an active parent association that works with the school and other parents. Parents' needs are evaluated through the ESL teacher who assesses the Home Language Surveys to predict the native language the parents speak, along with conversations over the phone or in person at parent-teacher meetings in September. Translators are available if parents need them to communicate effectively. Parents are asked through DOE materials if interpreters are needed. Resources are provided for them on the DOE website and teachers direct parents to the proper websites that contain the information the parents are looking for.

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

2.) Partnerships with other Community Based Organizations provide services to ELL parents and are available to them. Notices of availability of free adult education classes are posted in the main lobby of the school to inform parents about the free English classes that are available through the Office of Adult and Continuing Education NYCDOE. These notices provide the parents with locations, telephone numbers, addresses and the organization's website. In the past an Adult ESL class and a Citizenship class ran concurrently with the Title III Program for children. Unfortunately the enrollment was so low that the school closed the class. Parents informed us that because of their late work schedules they are unable to attend these classes.

3.) The parent coordinator evaluates the parents' needs by attending all of the Parent Meetings. She listens to the Parents' requests and, together with our Administration and Staff, an ongoing line of communication is developed. Whenever the Parent Association is meeting, there is a topic addressed that is timely and of importance to our Parents. Middle School process is addressed in November for our fifth grade parents. Whenever an interpreter is required, we are sure to meet those needs. The Parent Survey is also an important tool to utilize. Our Chancellor has recently sent out a Release entitled "Partnering with Parents" which has been an excellent guideline.

4.) Parental involvement activities address the needs of the parents. Our Parents respond best to a friendly, welcoming, and positive school environment. We are always ready to provide this much needed climate. We have Monthly Breakfasts to celebrate our students who have earned the title 'Citizen of the Month'. It is a time each month that Parents, Staff, and Students get to come and learn what our School is all about. Our Staff have varied events when they invite Parents to come into the individual classrooms to share in a Class Project. Our Principal maintains an open-door policy to Parents at all times.

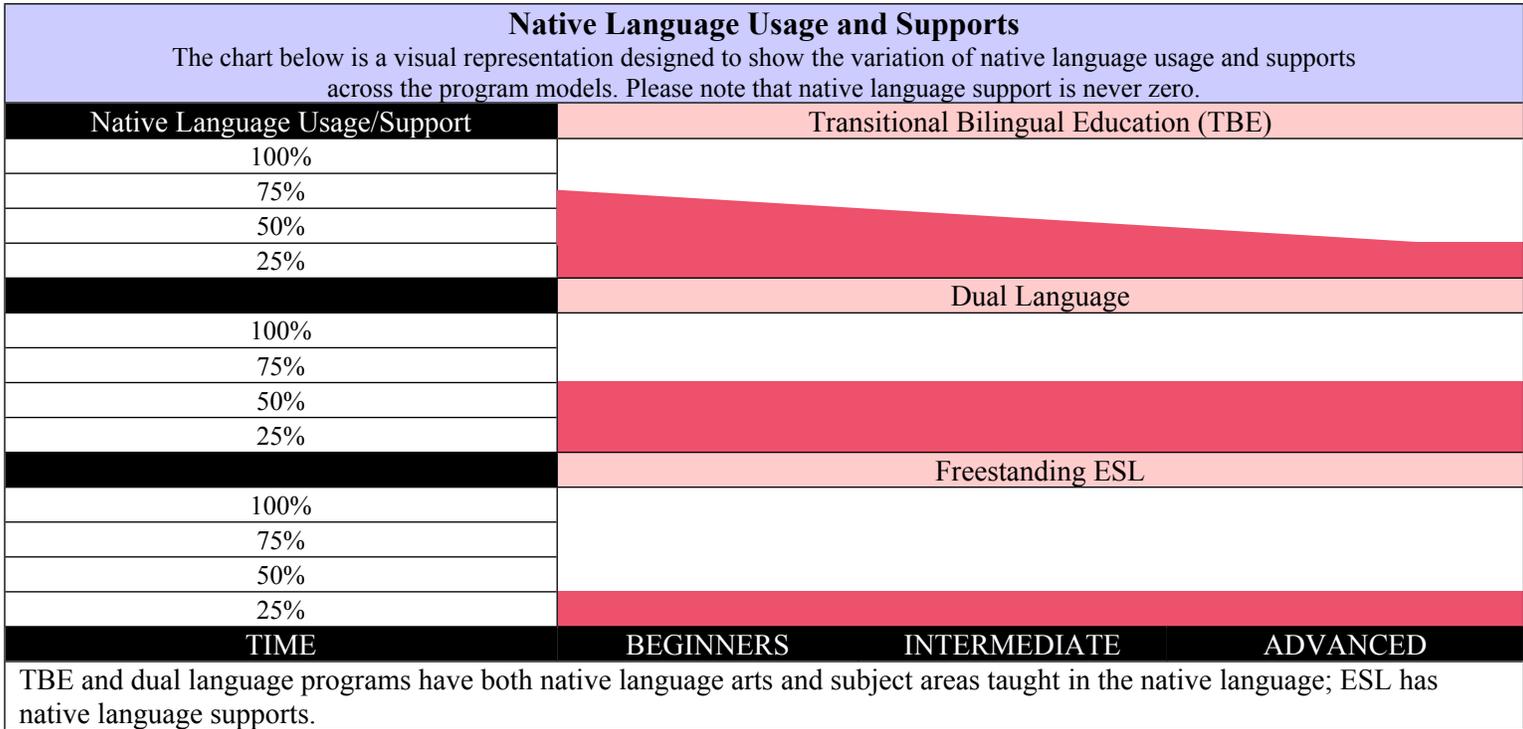
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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

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

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

The teaching staff at P.S.195 holds the required teaching certifications. The TESOL is current with trends and theories and has attended

B. Programming and Scheduling Information--Continued

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

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

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

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

10.) We always try to raise the quality of instruction to better service our ELLs. Research based on materials to support implementation the most up to date instruction of ELLs will be purchased for the Title III After School ESL Program to help ELLs achieve proficiency in the English language and to help students understand academic language so they can achieve in their grade level classrooms.

11.) In the past an Adult ESL class and a Citizenship class ran concurrently with the Title III Program for children. Unfortunately the enrollment was so low that the school closed the class. Parents informed us that because of their late work schedules they are unable to attend these classes. The Title III teachers would provide a one hour initial orientation for the parents of the ELLs attending the Program. This orientation provided them with the goals of the program and the materials to be used. Standards and the curriculum were addressed as well. Parents received notices in their native language and every effort was made to have translators available at all meetings.

B. Programming and Scheduling Information--Continued

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

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

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

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

10.) We always try to raise the quality of instruction to better service our ELLs. Research based on materials to support implementation the most up to date instruction of ELLs will be purchased for the Title III After School ESL Program to help ELLs achieve proficiency in the English language and to help students understand academic language so they can achieve in their grade level classrooms.

11.) In the past an Adult ESL class and a Citizenship class ran concurrently with the Title III Program for children. Unfortunately the enrollment was so low that the school closed the class. Parents informed us that because of their late work schedules they are unable to attend these classes. The Title III teachers would provide a one hour initial orientation for the parents of the ELLs attending the Program. This orientation provided them with the goals of the program and the materials to be used. Standards and the curriculum were addressed as well. Parents received notices in their native language and every effort was made to have translators available at all meetings.

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)?

Paste response to questions 1-5 here

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.

1.) TESOL training is provided with on-going professional development that equals to far more than 7.5 hours during faculty conferences to all staff members as per CR Part 154. The ESL teacher meets with general education teachers, who have ELL students in their classrooms, during professional development time once a week, on Thursdays from 8:00am-8:37am to discuss ways to support ELLs in the general classrooms. Topics for the school year include but are not limited to: Comparing ELA and ESL Standards, Using Sheltered English Instruction in the Content Areas, Social and Academic Language, Understanding Levels of Language Proficiency, Academic Rigor for ELLs, Differentiated Instruction, Cultural Awareness, the ELA for ELLs. Classroom teachers apply this knowledge when planning their instruction in order to meet the needs of ELLs in their classes.

2.) The ESL teacher provides support to the staff who assists ELLs as they transition from one school level to another by supplying all information that is given from the school regarding middle school (such as open houses dates and general information about the middle schools) in the parents native language as well as notices in English. The ESL teacher is available to discuss how to research middle schools based on the school's ESL programs to benefit the ELL students with their parents and a translator is also available if need be. The ESL teacher can also contact the ESL teacher from the middle school the child will be attending to discuss the child's progress and goals.

3.) TESOL training is provided with on-going professional development that equals to far more than 7.5 hours during faculty conferences to all staff members as per CR Part 154. The ESL teacher meets with general education teachers, who have ELL students in their classrooms, during professional development time once a week, on Thursdays from 8:00am-8:37am to discuss ways to support ELLs in the general classrooms.

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?

1.) P.S. 195 has an active parent association that works with the school and other parents. Parents' needs are evaluated through the ESL teacher who assesses the Home Language Surveys to predict the native language the parents speak, along with conversations over the phone or in person at parent-teacher meetings in September. Translators are available if parents need them to communicate effectively. Parents are asked through DOE materials if interpreters are needed. Resources are provided for them on the DOE website and teachers direct parents to the proper websites that contain the information the parents are looking for.

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

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?

1.) P.S. 195 has an active parent association that works with the school and other parents. Parents' needs are evaluated through the ESL teacher who assesses the Home Language Surveys to predict the native language the parents speak, along with conversations over the phone or in person at parent-teacher meetings in September. Translators are available if parents need them to communicate effectively. Parents are asked through DOE materials if interpreters are needed. Resources are provided for them on the DOE website and teachers direct parents to the proper websites that contain the information the parents are looking for.

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

2.) Partnerships with other Community Based Organizations provide services to ELL parents and are available to them. Notices of availability of free adult education classes are posted in the main lobby of the school to inform parents about the free English classes that are available through the Office of Adult and Continuing Education NYCDOE. These notices provide the parents with locations, telephone numbers, addresses and the organization's website. In the past an Adult ESL class and a Citizenship class ran concurrently with the Title III Program for children. Unfortunately the enrollment was so low that the school closed the class. Parents informed us that because of their late work schedules they are unable to attend these classes.

3.) The parent coordinator evaluates the parents' needs by attending all of the Parent Meetings. She listens to the Parents' requests and, together with our Administration and Staff, an ongoing line of communication is developed. Whenever the Parent Association is meeting, there is a topic addressed that is timely and of importance to our Parents. Middle School process is addressed in November for our fifth grade parents. Whenever an interpreter is required, we are sure to meet those needs. The Parent Survey is also an important tool to utilize. Our Chancellor has recently sent out a Release entitled "Partnering with Parents" which has been an excellent guideline.

4.) Parental involvement activities address the needs of the parents. Our Parents respond best to a friendly, welcoming, and positive school environment. We are always ready to provide this much needed climate. We have Monthly Breakfasts to celebrate our students who have earned the title 'Citizen of the Month'. It is a time each month that Parents, Staff, and Students get to come and learn what our School is all about. Our Staff have varied events when they invite Parents to come into the individual classrooms to share in a Class Project. Our Principal maintains an open-door policy to Parents at all times.

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)			1											1

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	2			1	1	1								5
Advanced (A)	2	1		1										4
Total	4	1	1	2	1	1	0	0	0	0	0	0	0	10

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3		3	1		4
4					0
5	1				1
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			1		3				4
4									0
5	1								1
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									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
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

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.

Paste additional information here

Part VI: LAP Assurances

School Name: <u>The Manhattan Beach School PS</u>		School DBN: 22K195	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Arthur Forman	Principal		12/1/11
	Assistant Principal		
Denise Nordenschild	Parent Coordinator		12/1/11
Gina Massaro	ESL Teacher		12/1/11
	Parent		
Marina Zagerson/ Special Edu	Teacher/Subject Area		12/1/11
Cheryl Kastner/ General Edu	Teacher/Subject Area		12/1/11
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 22K195 **School Name:** The Manhattan Beach School

Cluster: 6 **Network:** 602

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

Part A: Needs Assessment Findings

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

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

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

The Translation Committee found that the predominant language of the school community is Russian with about 230 parents indicating that as their home language. The other language groups present at the school include Armenian, Arabic, Hebrew, Spanish, and Turkish. Since Russian is so widely spoken at the school most school notices go home in both English and Russian whenever possible. In addition, notices of a critical nature should be translated in the other languages as well whenever possible. This information will be shared with the school community via a notice sent home with each student.

Part B: Strategies and Activities

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

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

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

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

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

P.S. 195 determines within 10 days of a student's enrollment the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the school. We ensure timely provision of interpretation services at all meetings upon request and when necessary.

In September newly enrolled ELL parents attend an orientation in English and in their native language explaining the different program options available to them. A Parent Survey and Program Selection Form is carefully reviewed with them in order for them to make an informed choice as to which program they would like their child to participate in. Parents are free to ask as many questions as necessary. Parents are given the choice once again at the end of the school year when they are given a Continued Entitlement Letter for the next school year. Parents attend several workshops during the school year on such topics as: health, safety, legal or disciplinary matters, and testing. These workshops are conducted in English and the native language. All documents that contain critical information regarding their child's

education are translated into the native language as well. When unable to provide required translations, information is placed on the English document indicating how a parent can request free translation or interpretation of such document.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: The Manhattan Beach School	DBN: 22K195
Cluster Leader: Jose Ruiz	Network Leader: Julia Bove
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 26
Grades to be served by this program (check all that apply):
<input type="checkbox"/> *K <input type="checkbox"/> *1 <input type="checkbox"/> *2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input type="checkbox"/> *5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 1
of content area teachers: 5

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

P.S. 195's Title III Program for English Language Learners is dedicated to creating an after school program to address the needs of beginner, intermediate and advanced level ELLs. This group has the testing grades 3-5, so test preparation will also be useful for these students. An At-Risk After School Program will provide an intensive reading program for 2 long term ELLs in grades 4-5 who are required to take New York State standardized tests. Included in this At-Risk group there is one Special Education ELL. Their NYSESLAT scores indicate that most of them are at the advanced level of English language proficiency in listening, speaking and writing but show weakness in reading. In order to address this weakness and prepare them best for the NYS ELA exam, supplemental instruction for these students will be provided by a licensed teacher who has worked with Special education ELLs in the past. This teacher's expertise in assessing students and providing them with individualized, differentiated instruction according to their specific educational needs and/or IEPs, will ensure a high quality program based on many years of experience in working with this target population. Ladders to Success, a leveled instruction and practice book will be used. This book will focus on the reading skills that are part of the curriculum. The Vocabulary Connection, purchased with Title III funds last year, is one of the instructional materials that will be used with these youngsters. This program is designed to be used with students whose reading levels are below their grade levels. It complements rather than replaces existing literacy programs. It also increases a child's reading fluency and vocabulary, so lacking amongst this target group.

This year the Options Publishing series Best Practices in Reading will be used. This researched based series provides ELLs with key reading comprehension strategies – activating prior knowledge, drawing conclusions, visualizing, making predictions and inferences. This is done by pairing fiction with non-fiction texts. To further ensure that the needs of these ELLs are being met the role of technology as a resource for instruction will be implemented. Students can engage in individualized instruction to meet their specific needs. Research in second language acquisition (Krashen, 1989) has clearly suggested the need of comprehensible input in order for second language learning to take place. Computers utilize a multi-sensory collection of text, sound, pictures, video and animation to provide meaningful contexts to facilitate comprehension. Technology can also provide students with language experiences as they move through the various stages of language acquisition. Beginning with the use of multimedia to provide comprehensible input in the pre-production or silent period, students progress to programs that require limited responses, and in the more advanced stages use their second language as they manipulate technology to complete a task. The school's technology teacher will conduct these classes. All instruction will be in English.

Part B: Direct Instruction Supplemental Program Information

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

Children will attend this after school program for 12 weeks, for 1 1/2 hours per session, twice weekly (Tuesdays and Wednesdays), for a total of 24 sessions. The start date is November 1, 2011 and the program will run until February, 2011. There are two kindergarten groups that consist of 10 kindergarteners each and a teacher for each group. There are eight first graders and two second graders in another group. The language of instruction is English although there is native language support available to the students. There are five certified content area teachers, two of them alternate days each week with one of the groups, and there is one certified ESL teacher who splits her time with each of the four group.

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

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here: The Title III Professional Development Series will be attended by those teachers who will teach in the Title III program. It will be on-going for approximately 3 sessions lasting 1 hour per session in duration. These sessions will take place after school or before school. The first session will be held in October with one more in December and the last one in February. These professional development sessions will complement the balanced literacy training the teachers receive by Mondo Publishers. It will provide the Title III teachers with the reading strategies necessary to advance the reading levels of all ELLs.

P.S. 195's certified ESL teacher, Gina Massaro, will conduct 2 Professional Development Workshops for the Title III staff. The start date was October 31, 2011 with the final session in February. These workshops will run after school or before school, for 1 hour in duration. The workshops will address the following topics: Assessing ELLs, and ESL Methodology. These workshops will familiarize the teachers with the high academic standards that ELLs are held to and it will provide the teachers with strategies that are necessary to teach ELLs. The knowledge that the teachers will gain from these workshops will provide a high quality program addressing the needs of all ELLs.

Part D: Parental Engagement Activities

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

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

Begin description here:

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

There are flyers posted, in both English and Russian, in the main lobby of the school regarding "Free Adult Education Classes". These classes are offered by the Office of Adult and Continuing Education NYC DOE.

In the past an Adult ESL class and a Citizenship class ran concurrently with the Title III Program for children. Unfortunately the enrollment was so low that the school closed the class. Parents informed us

Part D: Parental Engagement Activities

that because of their late work schedules they are unable to attend these classes.

Parents will receive notices in their native language and every effort will be made to have translators available at all meetings. These notices will be sent out by the ESL teacher, Gina Massaro.

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

Part E: Budget

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

Allocation Amount: \$

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

