



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE WILLIAM HABERLE ELEMENTARY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER) 29Q195

PRINCIPAL: BERYL BAILEY EMAIL: BBAILEY@SCHOOLS.NYC.GOV

SUPERINTENDENT: LENON MURRAY

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
Beryl Bailey	*Principal or Designee	
Renee Williams	*UFT Chapter Leader or Designee	
Laura Bobb-Sebro	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Rebecca Keslowitz	Member/	
Katherine Williams	Member/	
Donna Alexander	Member/	
Gwendolyn Hughes McCottry	Member/	
David Mitchell	Member/	
Cheryl Eaton	Member/	
Judy Reveil	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

Through implementation of the Common Core Learning Standards in ELA student performance will increase by 3% on the NYS assessments.

Comprehensive needs assessment

NYS assessment data from Spring 2011 indicates that 45.7 % of students scored at levels 3 and 4 in English language arts. In terms of progress, English Language Arts was our stronger subject and we are proud of our efforts. As a school that showed significant progress on our 2010-2011 Progress Report, it is essential that we raise the number of students scoring in levels 3 and 4 in this school year. We acknowledge that over 50% of our students are not scoring in levels 3 and 4 and we are expected to make progress in this area.

In addition our Annual State Report Card shows us what work is needed for our Students with Disabilities in the content area of mathematics and English language arts. Looking at soft data such as walkthrough documents and observations, we understand that classroom instruction will be improved if we can increase and improve rigor and student engagement in our classrooms.

Instructional strategies/activities

- Professional Development will be provided to teachers on how to implement the CCLS in their lesson plans and lessons.
- Teacher Resource Center will have a CCLS exemplary text section enabling teachers to model exemplary reading and writing strategies.
- Teacher Teams will meet weekly to discuss and analyze student work as related to the CCLS. Teachers will share best practices to improve instruction and student learning.
- Teachers receive on-going Professional Development on ELA from Zaner Bloser
- We analyze a variety of assessment results including the following: teacher observations, Fountas and Pinnell Benchmark Assessment system, periodic assessments, grade level assessments including performance tasks. Teachers use data to plan instruction for all students and to differentiate instruction as indicated by the data. Teachers will continue to receive professional development in the use of data to design instruction that is differentiated to support the strengths and weaknesses of the students.
- As per the 2011-2012 DOE Instructional Expectations document, our school will work on the city-wide CCLS focus in literacy and mathematics. In doing so we will use CCLS instructional bundles provided by the DOE as well as the common core units of study purchased from the Common Core website. In addition, we are provided professional development in curriculum mapping to facilitate the development of CCLS instructional units of study or to help us adapt the units or instructional bundles provided.
- We will increase our use of the instructional resources available in ARIS to provide differentiated Tier 1 RTI during both the regular school day and the extended instruction time on held Monday – Wednesday.

Small Group Instruction

- On-going assessments
- Extended day and Saturday program benefits our testing grade students by providing in depth instruction for areas of weakness based on data. As well as provides small group instruction to our non testing grades.

Technology Instructional Support

- Students in grades 3-5 also use Study Island. This is a comprehensive test prep program that can be done at home or at school.
- Students in grades PreK-2 use a Reading Eggs program that focuses on phonics and sight words.
- Smart Boards are utilized with the Envisions Math Program and other subjects throughout the school day.

Timeline for implementation:

- June 2011: Share DOE Instructional Expectations documents
- Jul-Aug 2011: Professional development around DOE CCLS literacy and mathematics focus; curriculum maps, thinking maps, and a research based framework for improving teacher effectiveness.
- Sep 2011-June2012: Professional development will be designed to deepen our work with the DOE instructional expectations school-wide, the gradual release of responsibility instructional model, Depth of Knowledge, (DOK).
Differentiated professional development will be designed to address the individual needs of the teachers.

Staff used to implement strategies and activities: Administrator, teachers, paraprofessionals, related service providers, guidance counselor, school psychologist, the social worker, CFN staff.

Strategies to increase parental involvement

We have had active home school parent collaboration over the years we will continue to support and increase parent involvement as indicated below.

- Saturday workshops provide instruction for parents in math and ELA strategies to be done at home.
- Parent workshops on the CCLS will be provided several times over the course of the year.
- Parents are provided the opportunity to participate in book clubs to enhance their reading ability
- Parent workshops are given by various school staff members addressing test prep skills, questions and curriculum. Parents are given the opportunity to see test designs and are taught test strategies to work on with their children.
- The school website provides detailed information for parents about school testing. Teachers also have class websites that keep parents informed of testing related information.

Strategies for attracting Highly Qualified Teachers (HQT)

All of our teachers are highly qualified, however we offer professional development programs for all teachers and paraprofessionals to enhance their craft as lifelong learners. As the needs of our students change so does the need to modify instructional expectations. Therefore not only do we have voluntary professional development such as Passport to Professional Development the school also offers a standards based Professional Development program for all staff which offers a variety of workshops as lunch and learns as well as after-school. Topics are based on teacher need as well as topics that are designed to meet our overall school goals.

We also offer a variety of opportunities for staff members to grow as leaders. The Instructional Cabinet serves as a venue for attracting future leaders and administrators. We meet bi-monthly and as needed to plan for the needs of the school. We review data and discuss how we can assist the teachers with better instruction. Members are sometimes chosen for this committee where others have requested to work on it.

Service and program coordination**We coordinate our instructional services and program with the following Community Based Organizations:**

Virtual Y and DCAIB provide after-school homework assistance and charter education for the students
Scholastic provides our fourth grade students with an opportunity to write and publish their own book.
Flushing Pool provides our Grade 2 students with free swimming lessons.

Councilman Sanders is providing our school with the funds to build an airport simulator in a classroom to introduce students to the field of aviation

Budget and resources alignment

- OTPS
- FSF
- Title I SWP

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

Through implementation of the Common Core Learning Standards in Mathematics, student performance will increase by 3% on the NYS assessments.

Comprehensive needs assessment

We have made instructional and organizational changes to address our mathematics performance over the years and have made progress. Currently we have 46.2% of our students scoring at levels 3 and 4 in mathematics and our average proficiency is at 2.92. Improving mathematics performance would help us close the gap between our performance and progress as we still have too many students hovering between levels 1 and 2.

Instructional strategies/activities

- Implementation of Saturday Tutorial for all students teaching various skill and strategies based on needs.
- Implementation of Thinking Maps in the Classrooms to clarify difficult and abstract concepts for students
- Engagement in Envisions Professional Development to support new math program.
- Teachers will give math assessments and tutorial through the Envisions on Line component.
- Listening Activities will be done over the intercom weekly to increase listening skills of students.
- School-wide Problem of the Day will be distributed (Grade Appropriate)
- We analyze a variety of assessment results including the following: teacher observations, periodic assessments, grade level assessments including performance tasks. Teachers use data to plan instruction for all students and to differentiate instruction as indicated by the data. Teachers will continue to receive professional development in the use of data to design instruction that is differentiated to support the strengths and weaknesses of the students. Professional development in the use of the ECAM, Early Childhood Assessment of Mathematics will be provided by CFN instructional staff and we will begin using the assessment in January, 2012.
- We use NYC core curriculum instructional materials in all areas except, mathematics. We use Math Connects as the major instructional resource because it was selected by the teachers. Last year we began using structured learning for the gradual release of responsibility as instructional model. We will deepen our work with this instructional model.

Timeline for implementation:

June 2011: Share DOE Instructional Expectations documents
 Jul-Aug 2011: Professional development around DOE CCLS literacy and mathematics focus; curriculum maps, thinking maps, and a research based framework for improving teacher effectiveness.
 Sep 2011-June2012: Professional development will be designed to deepen our work with the DOE instructional expectations school-wide, the gradual release of responsibility instructional model, Depth of Knowledge, (DOK).
 Differentiated professional development will be designed to address the individual needs of the teachers.

Staff used to implement strategies and activities: Administrator, teachers, paraprofessionals, related service providers, guidance counselor, school psychologist, the social worker, CFN staff.

Strategies to increase parental involvement

We have had active home school parent collaboration over the years we will continue to support and increase parent involvement as indicated below.

- Saturday workshops provide instruction for parents in math and ELA strategies to be done at home.
- Parent workshops on the CCLS will be provided several times over the course of the year.
- Parents are provided the opportunity to participate in book clubs to enhance their reading ability
- Parent workshops are given by various school staff members addressing test prep skills, questions and curriculum. Parents are given the opportunity to see test designs and are taught test strategies to work on with their children.
- The school website provides detailed information for parents about school testing. Teachers also have class websites that keep parents informed of testing related information.

Strategies for attracting Highly Qualified Teachers (HQT)

All of our teachers are highly qualified, however we offer professional development programs for all teachers and paraprofessionals to enhance their craft as lifelong learners. As the needs of our students change so does the need to modify instructional expectations. Therefore not only do we have voluntary professional development such as Passport to Professional Development the school also offers a standards based Professional Development program for all staff which offers a variety of workshops as lunch and learns as well as after-school. Topics are based on teacher need as well as topics that are designed to meet our overall school goals.

We also offer a variety of opportunities for staff members to grow as leaders. The Instructional Cabinet serves as a venue for attracting future leaders and administrators. We meet bi-monthly and as needed to plan for the needs of the school. We review data and discuss how we can assist the teachers with better instruction. Members are sometimes chosen for this committee where others have requested to work on it.

Service and program coordination

We coordinate our instructional services and program with the following Community Based Organizations:

Virtual Y and DCAIB provide after-school homework assistance and charter education for the students
 Scholastic provides our fourth grade students with an opportunity to write and publish their own book.
 Flushing Pool provides our Grade 2 students with free swimming lessons.
 Councilman Sanders is providing our school with the funds to build an airport simulator in a classroom to introduce students to the field of aviation

Budget and resources alignment

- OTPS
- FSF
- Title I SWP

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

We will increase the percent of students with disabilities performing at proficiency by 3% through an intense program of professional development and directed efforts at improving instruction in our CTT and Self-contained classes.

Comprehensive needs assessment

Students in Special Education did not meet 2010-2011 AYP in both English Language Arts and Mathematics according to our annual State School Report Card.

Instructional strategies/activities

In order for the SPED students to meet AYP:

Student Support

- Blooms Taxonomy will be utilized in classrooms as teachers use higher order questions and thinking techniques.
- A multi-sensory approach to meet the needs of all the students.
- Thinking Maps are now being utilized in grades3-5 to develop stronger writing skills.
- Differentiated instruction
- Wilson Reading Program to assist students with decoding and encoding.
- Saturday Tutorial is now being offered to our Level 3 & 4s as well as the Level 1 & 2s to help all students achieve academic progress.
- School staff utilizes lunch recess to do literacy & math drills and test prep to increase student achievement.
- Test prep homework is now being given daily to better prepare students for state exams.
- Technology-based activities embedded in literacy and math curriculum.
- Kidspiration (graphic organizers)
- Acuity
- Math Envisions online component

Instructional Support for Teachers

- Acuity Tests will enable teachers to identify specific student weaknesses in ELA & Math.
- Math Acuity Tests are now designed within our building by school staff to directly align with our Envisions math curriculum.
- Teacher Teams collaborate and design lesson and unit plans to address grade level/Special Education department needs.

- A designated SPED Coach/mentor works with SPED staff. Coach attends workshops at Teachers' College and turnkeys information and activities with staff.

Timeline for implementation:

- June 2011: Share DOE Instructional Expectations documents
- Jul-Aug 2011: Professional development around DOE CCLS literacy and mathematics focus; curriculum maps, thinking maps, and a research based framework for improving teacher effectiveness.
- Sep 2011-June2012: Professional development will be designed to deepen our work with the DOE instructional expectations school-wide, the gradual release of responsibility instructional model, Depth of Knowledge, (DOK).
Differentiated professional development will be designed to address the individual needs of the teachers.

Staff used to implement strategies and activities: Administrator, teachers, paraprofessionals, related service providers, guidance counselor, school psychologist, the social worker, CFN staff.

Strategies to increase parental involvement

We have had active home school parent collaboration over the years we will continue to support and increase parent involvement as indicated below.

- Saturday workshops provide instruction for parents in math and ELA strategies to be done at home.
- Parent workshops on the CCLS will be provided several times over the course of the year.
- Parents are provided the opportunity to participate in book clubs to enhance their reading ability
- Parent workshops are given by various school staff members addressing test prep skills, questions and curriculum. Parents are given the opportunity to see test designs and are taught test strategies to work on with their children.
- The school website provides detailed information for parents about school testing. Teachers also have class websites that keep parents informed of testing related information
- Parent workshops are given by Special Education Coach to address trends, issues, skills, questions and curriculum. Parents are given the opportunity to see how the test is structured and are given multiple resources to help their students.

Strategies for attracting Highly Qualified Teachers (HQT)

All of our teachers are highly qualified, however we offer professional development programs for all teachers and paraprofessionals to enhance their craft as lifelong learners. As the needs of our students change so does the need to modify instructional expectations. Therefore not only do we have voluntary professional development such as Passport to Professional Development the school also offers a standards based Professional Development program for all staff which offers a variety of workshops as lunch and learns as well as after-school. Topics are based on teacher need as well as topics that are designed to meet our overall school goals.

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- * Teachers College

Budget and resources alignment

- OTPS
- FSF
- Title I SWP

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	0	0	N/A	N/A	0	0		2
1	8	8	N/A	N/A	0	0		1
2	3	3	N/A	N/A	0	0		2
3	48	48	N/A	N/A	3	9	9	2
4	45	45	45	0	5	0	2	1
5	50	50	0	0	4	0	1	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: 37 ½ tutorial Am Read Aloud During School AIS Saturday Literacy Academy	Students will receive AM instruction when we begin indoor line-up. Students will read silently, participate in a read aloud facilitated by morning supervisor. During the school day we will have AIS services in literacy and math for students in grades K-5. A Saturday program will be provided starting in November and end in April prior to the test. Phonological support with Wilson and fluency support with Great Leaps will be ongoing during the school year. Foundations, Head Sprouts, Study Island, Reading Eggs and Acuity will be provided for additional support.
Mathematics: AM Mental Math/Problem of the Day During School AIS Saturday Math Academy	Students will receive AM instruction when we begin indoor line-up. Students will participate in mental math exercises facilitated by morning supervisors. During in-door lunch day's students are challenged with math problems and basic math drills. During the school day, we have made provisions to provide Math AIS services to students in grades K-5. We also provide Saturday AIS starting in November and ending in April prior to the test.
Science: After School Science Program Hands On/LAB Science	We will provide after school science prior to the test. Students in grades 2-4 will go to the lab at least one time per week.
Social Studies: After School Social Studies Program	After School Social Studies AIS will be provided.

At-risk Services provided by the Guidance Counselor: One on One Discussion Small Group Class Discussions	<p>Guidance Counselor will service At-Risk students who are brought to the PPT with concerns. After six weeks of At-Risk services are implemented an assessment is established to determine whether continued services are needed. If continued services are needed a request will be made for ongoing mandated services or outside services. Class discussions are implemented to promote self esteem, social development, and encouragement to succeed.</p>
At-risk Services provided by the School Psychologist	<p>Psychologist will provide small group and one on one counseling and academic intervention services.</p>
At-risk Services provided by the Social Worker	<p>Social worker will provide small group and one to one counseling. Recommendations will be established if additional services are needed.</p>
At-risk Health-related Services: Nurse – Asthma and Health Physical Ed Teacher – Health Education	<p>The school nurse provides workshops focusing on Asthma awareness, health awareness and healthy eating. The Physical Ed. Teacher provides lessons focusing on healthy living, hygiene, and health awareness.</p>

**P.S. 195Q SCHOOL PARENT INVOLVEMENT POLICY
2011-2012**

Parents are an essential component of our school's daily routines and operations. At 195Q we encourage our parents to play an active role in the education of their child and the educational community. We will continue to encourage parents to become more involved with the education of their child. We want to foster a climate where parents feel welcome to come with their problems, ideas and concerns. We will continue our parent workshops that include curriculum and assessment, parenting, safety, and meeting personal goals.

- Parents are notified monthly of school activities through a monthly calendar. A monthly newsletter from the principal is also sent home along with the calendar.
- The PTA will highlight school activities and accomplishments distribute a school newsletter.
- The PTA Executive Board meets with the principal to discuss the curriculum and educational plans for the up coming year.
- The first general meeting of the PTA and parent orientation is held in September affording parents the opportunity to come out and meet the teacher and learn about the grade specific curriculum and expectations.
- School Report Cards can be generated by going to the Central DOE website.
- Parents are given the opportunity to come in and observe their child at work during open school week. We also, open our doors for parent to arrange with the teacher at anytime during the year to come and visit and observe the class, teacher and especially their child in action working.
- We welcome community organizations that wish to sponsor events/activities for our students to come in.
- Teaching staff is expected to frequently keep the parents informed of their child's progress or lack of.
- School personnel are available to meet with parents based on a scheduled appointment.
- A parent handbook with School Wide Code of Conduct, Expectations, Homework Policy, and more will be distributed.
- Class websites enable parents to be aware of important test dates, curriculum and school information.
- Parent Coordinator serves as a liaison between school and families. Parent Coordinator also provides workshops based on the needs of the parents and children of the school.
- Parent workshops will be provided by school staff and outside organizations. Parents are provided with information and training needed to effectively be involved in supporting the education of their child.

**Public School 195
William Haberle Elementary School
253-50 149th Avenue Rosedale NY 11422
Telephone: 718-723-0313
Fax: 718-7237826**

**Beryl E. Bailey
Principal**

STUDENT, SCHOOL AND PARENT COMPACT

Dear Parents:

We the staff of Pubic School 195Q, The William Haberle Elementary School pledges to provide your child with the best education possible. Nurture them academically, emotionally and socially. We want everyone to be clear of our expectations. After you have read this compact with your child, we are requesting that you and your child please sign it and return it to school tomorrow. You are to return one copy and keep one copy.

THE SCHOOL AGREES:

- To offer our parents the opportunity to meet with our staff at a time that is agreeable between all parties concerned.
- To provide parents with all information in a timely fashion.
- To provide an environment that is nurturing, academically supportive and successful, and safe.
- To provide workshops that will assist parents in parenting skills, academic and emotional support for their children.

THE STUDENT AGREES:

- To come to school on time everyday ready to learn.
- To complete all of his/her homework, class work, book reports and projects.
- To respect themselves, others, the property of others and school property.
- To follow all rules set by the school and DOE.
- To bring the necessary tools to get a proper education.
- To take care of all school materials.
- To read or be read to every night for a minimum of 30 minutes.
- To listen to your parents, and the staff of 195Q because you know they will not guide you in the wrong direction.

THE PARENT/GUARDIAN AGREES:

- To help their child understand and follow the expectation listed above.
- To make sure that their child gets the proper rest and arrives at school by 8:10 a.m. and is picked up on time.
- To make sure that their child comes to school prepared and ready to learn.
- To work with the school staff and community as much as possible to assure the educational success of your child.

I have read the above with my child and received a copy for my records.

Child's Signature _____

Parent's Signature _____

Date _____

**PS 195 Q
2011-2012 Parent Compact**

SCHOOL-PARENT COMPACT

The William Haberle Elementary School (PS 195Q) and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2011-2012.

School Responsibilities

The William Haberle Elementary School PS 195Q will:

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

-  **Students will receive instruction from state certified teachers.**
-  **Standards based Literacy and Mathematics Programs are used for instruction.**
-  **Teachers attend ongoing professional development to enhance their instructional skills.**
-  **Instructional materials are updated annually keeping up with all new assessments.**
-  **AIS Program is in place for students in grades K -6 meeting their individual needs during the school day, but, not interfering with regular classroom instruction.**
-  **Use academic learning time efficiently.**
-  **Respecting cultural, racial and ethnic differences.**
-  **Implementing a curriculum aligned to the CCLS.**
-  **After-School and Saturday AIS Programs are offered to address the academic needs of level I and Level II students in grades 2-6.**

2. **Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

-  **In September a Parent Forum is held where parents are informed of the vision for that school year as well as expectations. From the forum the parents meet with the individual classroom teachers and discuss the grade expectations for the present school year.**
-  **Parent Teacher conferences are held in the Fall and Spring of every year. Conferences are Held in November and March. At that time teachers distribute report cards and meet individually with parents to discuss their child's progress.**
-  **In February we hold a Conference with the parents of all PID's.**
-  **In the spring a Conference is held with all parents of students being held over.**

3. **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

-  **Parents will receive Progress reports as follows: November, January, March, May (Only to students still having academic difficulty) and June.**

4. **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

- Ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents.
- Teachers are available to meet with parents during their preps. Some staff members make themselves available before and after-school.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- Parents that wish to volunteer in the classes are required to attend and be certified as a learning leader.
- Parents are welcome to come in and observe, but, they are required to make an appointment. For the safety of the students we do not allow parents to walk in and sit in a class.
- If a Parent wishes to come and just observe through the door they may do so and they are accompanied by the Parent Coordinator.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Monitoring amount of television their children watch.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.*



OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities

We, as students of PS 195Q, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Study for a minimum of 20 minutes per day. Study habits will help me prepare to go to college.

Additional Required School Responsibilities

The **William Haberle Elementary School PS 195Q** will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).
9. 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.
10. Ensuring that the Title 1 funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy.
11. Advising parents of their right to file a complaint under the Department's General Complaint.

Beryl Bailey

School

Parent(s)

Student

Date

Date

**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 [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Dr. Joyner-Wells	District 29	Borough Queens	School Number 195
School Name William Haberle Elementary School			

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

Principal Ms. Beryl Bailey	Assistant Principal -
Coach type here	Coach type here
ESL Teacher Mr. Garvin Chapman/ Ms. Rhodes	Guidance Counselor Ms. Fairley
Teacher/Subject Area Ms. Gaddipati/5th grade	Parent Ms. Harrison
Teacher/Subject Area Ms. Antoine / 2nd grade	Parent Coordinator Ms. Harris
Related Service Provider Ms. Coronel / Speech	Other
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	3	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	1	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	718	Total Number of ELLs	19	ELLs as share of total student population (%)	2.65%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. The ESL Teachers, Mr. Chapman and Ms. Rhodes, reviewed all HLIS of newly admitted students and compiled a list of the primary languages spoken by the households of these students. Upon close review of the HLIS, potential ELLs were interviewed to determine if they were eligible to take the LAB-R within the first 10 days of enrollment. Based on the results of the LAB-R students were placed in the ESL program. The NYSESLAT is administered in the Spring to all ELLs to assess their growth. The NYSESLAT is administered to ELL students by grade level in small groups. Each of the four components was given separately within the testing period established by the state. In September, upon the release of the results of the NYSESLAT, they were reviewed to determine if returning students would continue to receive ESL services. Both ESL teachers are State Certified in ESL.

2. Approximately two weeks after ELL students have been identified, a parent meeting is convened to inform parents of the program choices. On the Parent Survey and Parent Selection Form, the majority of our parents opt for the ESL program for their children. ELL parents are informed of the various programs that are available to them. If necessary, the Parent Coordinator helps parents contact the regional placement office. The process begins by sending parents an entitlement letter to inform them that their child is eligible for an ELL program and the choices available. Parents are given two to three days to return parent notification letter. To alert parents of the upcoming meeting, a written notice is sent both in English and the Home Language indicated on the HLIS. If parents are unable to attend the scheduled meeting, an alternate date is arranged. A telephone conference is usually scheduled upon parent request. Translators are available for all parent meetings.

3. Following student assessment administration, guardians/parents are notified in letter form with request for signature upon receipt. Students are to return to school with these forms. Should the notices not be returned within a week contact home is made, reinforcing the need for the receipt of the signed letter. This process is followed with the Parent Survey and Parent Selection Form as well.

4. Based on the parent choice indicated on the Parent Survey and Parent Selection Form, LAB-R scores, and NYSESLAT scores (if applicable), ELLs are placed. Parents are informed of this process through entitlement letters and program selection forms (all of which must be returned within a week). Translators are always available for all parent-school communication.

5. PS 195 only has an ESL program and usually the parents opt to keep them in the ESL program at the school. Currently only 2.65% of the school's population are ELLs. Over the past ten years parents have only opted to partake in the ESL program at the school. No one has ever asked to be moved to another school.

6. The program model at PS 195 is aligned with parent requests. PS195 only has an ESL program to offer and the parents opt to keep their students in that program. Parents require that the program offers intense instruction where the students are immersed in real-life situations. At PS 195 the ESL teachers ensure that students learn through real-life situations, role-playing, and engagement in challenging situations. ELL students are serviced by qualified, state certified ESL teachers in a Freestanding ESL program through pull-out/push-in services, which include language arts and content area instruction.

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	1	1	1	1	1	1								6
Total	1	1	1	1	1	1	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	

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	17	0	4	2	0	1	0	0	0	19

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
Total	17	0	4	2	0	1	0	0	0	19
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
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	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	ELL	EP	ELL	EP	ELL	EP	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	0	0	0	0	0	0	0	0	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	1		1		2	2								6
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian	1	2	1	2	2	1								9
French	1		1	1		1								4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	3	2	3	3	4	4	0	0	0	0	0	0	0	19

Part IV: ELL Programming

A. Programming and Scheduling Information

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?
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. PS 195 ELLs are serviced by a certified ESL teacher in a free standing program of heterogeneously grouped students through pullout/push-in services, which include English Language Arts and content area instruction.

2. An analysis of the NYSESLAT results are used to help form groups to ensure that ELLs receive differentiated instruction for English Language Acquisition, to pair students at different proficiency levels and to maximize support needed in the different modalities. The modality patterns are identified across proficiency levels and grades will be shared with those teachers whose classes contain ELL students. The children who have scored at the Beginning and Intermediate levels on the Spring NYSESLAT receive 2 units of ESL instruction per week. Advanced students will receive 1 unit of ESL instruction per week.

3. Content area instruction has been supported by the acquisition of supplemental instructional materials aligned to the New York State Performance Standards and the New York State Learning Standards. Practices and approaches include, but are not limited to: scaffolding to support student learning in the content area, bridging techniques that connect new concepts to prior knowledge, using multi-cultural literature and visual aids in content area instruction, and employing dramatic and oral presentations to enhance communication and understanding. The school uses a comprehensive reading program, VOICES, that develops literacy skills through read-alouds, guided reading, phonics instruction, and modeled and shared writing. Differentiation is a big component of this program so that students at various levels can succeed. We also use Wilson for struggling students, and Study Island is used for enrichment.

4. N/A

5. At PS 195, an analysis of the NYSESLAT results are used to help form groups to ensure that ELLs receive differentiated instruction for English Language acquisition, to pair students at different proficiency levels and to maximize the support needed in the different modalities. The modality patterns as identified across proficiency levels and grades will be shared with those teachers whose classes contain ELL students.

a. There are no SIFE students at PS 195.

b. For students in US schools less than 3 years, we provide students with supplemental instruction in literacy, Math, and Science. We work with students in small groups and look at both content area and the delivery of the language that is being used to teach the content area.

c. The students receiving service for 4 - 6 years receive comprehensive hands-on instruction. This instruction is done in small groups with the ESL teacher so that the student's needs are met.

d. N/A

6. Some instructional strategies and grade-level materials that teachers of ELLs use in order to both provide access to academic content

A. Programming and Scheduling Information

areas and accelerate English language development are multi-sensory approach, differentiated instruction, cooperative activity-based groups, integrated instruction, use of analogies, role playing, and use of visuals and graphic organizers.

7. The school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment by ensuring and carefully evaluating the academic programs that are used and allowing time for community-based activities that involve the entire school. At PS 195 it is very important that all students are included in and are a part of all that goes on.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:			
Math:			
Science:			

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

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)
100%	
75%	

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. At PS 195, the VOICES literacy program has a component that specifically targets ELLs. We also use an online interactive website called Study Island that helps students in literacy and Mathematics. Students who are struggling with literacy receive help using the Wilson program. PS 195 acknowledges the importance of integrating language and content. Learning a second language is most effective when the focus is on using language to learn about a particular topic. Content area instruction has been supported by the acquisition of supplemental instructional materials aligned to the NYS Performance Standards and the Common Core Standards and through the development of themes and content topics. Thematic instruction provide meaningful vocabulary and grammatical structure. Students build a foundation of academic language which is enhanced by exposure to both new and familiar vocabulary. Since PS 195 houses a freestanding ESL program, English is the language of instruction.

9. For ELLs who have reached proficiency on the NYSESLAT, we continue to monitor their progress through the use of data. This includes ACUITY, the VOICES thematic assessments, Envisions Unit Assessment, ECLAS, and DRA. With these assessments, the students are able to receive differentiated instruction for English Language Acquisition.

10. We are not planning any new programs for the upcoming school year.

11. We are not planning to discontinue any programs or services.

12. PS 195 ensures that ELLs are included in all school academic and extracurricular activities. Some of these programs are: Afterschool Tutorial, Saturday tutorial, AIS, Student Council, Band, Chorus, and Dance.

13. Instructional materials that are used to enhance ELL learning are: the use of Smartboards for instruction, laptops, listening centers, audio recordings, computers, games, charts, graphic organizers, television, iPads, and numerous interactive websites.

14. Native language support is facilitated by dual language books given to all concentration classes. Dual language books and resources are available in the library for students and teachers. The ESL teacher speaks limited French and Spanish, which are the native languages of the ESL population.

15. Required support and services are made available to all ELL concentrated classes. Bilingual dictionaries and glossaries, picture books, audio/video manipulatives, and hands-on materials are available in each grade level. The age and grade appropriate materials are given to all concentrated classes and the ESL teacher, who pushes in to each class to provide support to teachers and students.

16. The school offers translators to assist in the registration process. The Parent Coordinator offers information on organizations that would assist parents and students who are new to the public school system.

17. N/A

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)?

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. Professional development workshops will continue to take place during common preps, on PD days, and at after-school workshops to enable teachers to better meet the needs of their ELL students. This PD focuses on strategies to strengthen the English proficiency of the English Language Learners. Teachers are introduced to activities and suggestions to improve the performance of these students as well as the appreciation of different cultures and languages.

2. The ESL teacher collaborates with the mainstream teachers regarding student progress, curriculum, available ESL materials, testing concerns, and ESL techniques. The ESL teacher continues to monitor the progress and language development of those students who have passed the NYSESLAT. The mainstream teachers are informed of their students' status and if necessary, AIS is provided. Professional development workshops are used with mainstream teachers to teach them various techniques and strategies that can be used to assist in transitioning students for elementary to middle school.

3. The minimum 7.5 hours of ELL training for all staff consists of introducing various ESL instructional strategies and techniques, discuss common trends and findings within the ESL population, and looking at ways in which components of ESL can be integrated into the core curriculum.

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. At PS 195 we encourage all parents to participate in any and all workshops and activities. For the most part, we usually have a large parent turnout to all activities. Some of these activities are Multi-Cultural Night, Meet The Teacher Night, The Christmas Show, Grandparents Day Performance, Spring Concert, Spring Carnival, Movie Day, and many more. PS195 provides parent workshops on select Saturdays on various topics. Translators are always available at these workshops. We also have a Book Club that provide books and other supplies to ELL students and their parents.

2. The school usually partners with other agencies or Community Based Organizations to provide workshops or services to ELL parents. This year PS195 is partnering with the Junior Tennis League to provide tennis instruction for parents as well as the Department of Parks and Recreation Services and the Department of Health and Fitness for swimming lessons.

3. Discussions at PTA meeting as well as SLT meetings are used to determine parent need. After the needs are determined, workshops are designed to address the parents' needs.

4. Parental involvement activities address the needs of the parents as they are focused and designed based on the wishes of the parents through a parent survey at the beginning of the year.

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)	2	1				2								5

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)		1	2	2	1	1								7
Advanced (A)	1	0	1	1	3	1								7
Total	3	2	3	3	4	4	0	0	0	0	0	0	0	19

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	2	1		4
4		1			1
5					0
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		2		1				4
4	1		2						3
5									0
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					3				3
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: William Haberle Elementary		School DBN: 195Q	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Beryl Bailey	Principal		11/28/11
	Assistant Principal		11/28/11
Ms. Annette Harris	Parent Coordinator		11/28/11
Mr. Chapman/Ms. Rhodes	ESL Teacher		11/28/11
Ms. Harrison	Parent		11/28/11
Ms. Gaddipati	Teacher/Subject Area		11/28/11
Ms. Antoine	Teacher/Subject Area		11/28/11
	Coach		11/28/11
	Coach		11/28/11
Ms. Fairley	Guidance Counselor		11/28/11
	Network Leader		11/28/11
	Other		11/28/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 29Q195 **School Name:** William Haberle Elementary School

Cluster: 2 **Network:** 2.05

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.

During the registration process translators are used whenever needed. The Home Language Identification Survey (HLIS) is evaluated by ESL teachers to determine which households require written translation and oral interpretation in their native language. Parents that indicate on the HLIS that they require their native language be used when communicating with the school are accommodated. A parent meeting is convened approximately two weeks after ELL's are identified. A letter informing parents of the scheduled meeting is sent in English and the preferred language indicated on the HLIS. Staff are used as translators during the meeting to best address parental needs and ensure effective communication.

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 population of ELL's requiring intervention services is 2.65% of the school community. Native languages indicated on the HLIS include Haitian Creole, French, and Spanish. We are fortunate to have staff in the school that speak these languages fluently and are always available as translators. Translators assist with parental meetings, parent/teacher conferences, community outreach, parent workshops, family nights, PTA meetings, and whenever necessary. School leadership, ESL teachers, and the parent coordinator collaborate with mainstream teachers to ensure parents are informed of student progress, curriculum, and available materials and resources. The ESL teacher continues to monitor the progress and the language development of those students who have passed the NYSESLAT. The mainstream teachers are informed of their students' status and if necessary, Academic Intervention Services are provided. When a mainstream teacher needs assistance with either written or oral communication with parents, the school provides written communication documents in native language and/or translators via conference call or in person.

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.

The school provides written translation of all documents when requested by parents or indicated on the HLIS. One of our goals is to ensure proper written communication is maintained between the school and home. We utilize a microsoft word program that translates all letters and informational flyers to limited-English-proficient (LEP) parents. We also have bilingual staff to assist when necessary of interpretation or translation of documents. We also can utilize a Department of Education internal resource, the Translation and Interpretation Unit. This unit will assist the school and parents with immediate interpretation or translation of documents.

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.

The majority of oral interpretation services are provided by in-house school staff. Translators are available for parental conferences in-person or via conference call. Translators are also provided whenever a parent requests one be made available. During parental workshops and information sessions translators are made available to minimize language barriers that could hinder parental involvement. The Translation and Interpretation Service would be used to assist the school and parents with an immediate interpreter over the phone when a translator for a specific language is not available at the school. If further communication was needed we would immediately request a translator be made available to meet with the school staff and parent. Located at the security desk upon entering the school is a card at the front security desk where parents can point to the language they speak. There is also posted a multilingual Welcome Poster informing parents the availability of language services. The security guard is knowledgeable about such procedure and will assist parents in this process.

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>.

The Chancellor's Regulations A-663 regarding parental notification requires that each parent receive a copy of the Bill of Parent Rights and Responsibilities. All parents receive a translated version at the scheduled conference that takes place within two weeks of receiving the HLIS and identifying LEP in a household. As previously indicated a poster is also set up in the front entrance of the school, near the security desk. The poster informs parents of the availability of interpretation services. Our school team works closely together with parents to ensure that they can communicate with administrative offices via translations services provided by the school community. P.S. 195 fulfills Section VII of the Chancellor's Regulations to provide parents with a meaningful opportunity to participate and have access to programs and services critical to their child's education.