



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 195K

DBN: 22K195

PRINCIPAL: BERNADETTE TOOMEY

EMAIL: BTOOMEY@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. FARKAS

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
Bernadette Toomey	*Principal or Designee	
Toby Ringer	*UFT Chapter Leader or Designee	
Irene Entin Co-President	*PA/PTA President or Designated Co-President	
Patricia O'Shea	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	
Randy Hall	Member/Elected Parent	
Tugba Mashkulli	Member/ Elected Parent	
Suzanne Schiano	Member/ Elected Parent	
Annata Levinsky Slidovker	Member/ Elected Parent	
Anna Kallinikos	Member/Elected UFT	
Jessica Egan	Member/ Elected UFT	
Cheryl Kastner	Member/ Elected UFT	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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

- *By the end of the 2012-2013 school year teachers will re-assess their competency levels and 80% will show a one level growth in proficiency using a research based rubric.*

Comprehensive needs assessment

The Learning Environment Survey indicated that teachers did not feel as though they received professional development with content support in their subject area. The teachers were also given a survey to determine their strengths and areas in need of support in instructional practices. Based on these results professional development trainings were identified.

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) Key personnel 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
- a)
 - In the fall, teachers will complete a survey to prioritize competencies in which they require support. They will also assess their competency level using a research based self- assessment to determine strengths and needs. Teachers will reassess their levels in April.
 - Professional development sessions will address the selected competencies during faculty meetings, teacher team meetings and training within and outside the school.
- b)
 - Instructional team will be identified and will turn key information learned at professional development sessions.
- c)
 - ELA and Math ambassadors will attend professional development sessions provided by the network and will share this information with their colleagues in an effort to refine coherent instructional practices.
- d)
 - Ongoing from September 2012- June 2013
 - Informal and formal observations - monthly
 - Student assessments - weekly
 - Teacher lesson plans - daily
 - In class and hallway bulletin board displays - monthly
 - Agendas and sign-in sheets from Professional Development sessions

Strategies to increase parental involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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 DI Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input.

- **Please see pages 13-17 of this document for an in depth description of our strategies to increase parental involvement.**

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants X Other

If other is selected describe here: Fair Student Funding in per diem for teacher coverage at PD.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- We have no students in temporary housing.
- Per-diem funding from Galaxy has been used to cover teachers as they received training off-site. Per- Diem funding has also been allocated for teachers attending these trainings to turn key to their colleagues. Allocation of OTPS funding will be used to order texts to align to the Common Core Learning Standards that guide the units of study.

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

During the 2011-2012 school year, teachers selected tasks from the bundles offered in the Common Core Library. This year the teachers will use Social Studies content guided by the Reading, Writing, Listening and Speaking Common Core Learning Standards. By the end of the 2013 school year, all students will have completed at least two units of study resulting in a Performance Task that are well aligned to the CCLS.

Comprehensive needs assessment

This goal was created to meet the 2012-2013 citywide instructional expectations. This is in response to preparing students to meet the rigorous skills and strategies to prepare them for college and careers.

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) Key personnel 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

a)

- *Unit mapping will continue and will be well aligned to the CCLS and the teachers will use the grade specific Social Studies State Scope and Sequence as content for two units.*
- *Students' tasks and activities will be measured by a four point rubric.*

b)

- *Teacher Inquiry teams will review and revise the quality of their CCLS curriculum maps against the Literacy & Math Instructional Materials Review Rubric –NYC DOE*
- *Protocol for looking at student work will continue during inquiry periods. The alignment to the CCLS and the instructional shifts will serve as reference points when looking at student work samples.*
- *The schedule will be revised so that teachers could have common planning time once a week. Teachers use this time to meet with the principal, network coach, and colleagues to create the units of study.*

c)

- *An instructional team will be created to provide their expertise in contributing to the units of study. (Example: The ELLs and SETSS teachers will provide*

teachers with strategies and skills to enable success for these students to meet the CCLS.)

- Teachers will assess the effectiveness of their instruction by analyzing student work and making modifications when necessary.
 - Per-session will also be offered to work with students.
 - Mentoring will continue to support new teachers.
- d)
- Ongoing from September 2012- June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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 DI Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input.**

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) **Non-Title I**
- Select the fund source(s) that your school is using to support the instructional goal.
_____ Tax Levy _____ Title I _____ Title IIA X Title III _____ Grants X Other

If other is selected describe here: Fair Student Funding in per session for student after school tutoring and teacher mentoring. Title III LEP in per session for after school ELL program.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- We don’t have students in temporary housing.
- Per-diem funding from Galaxy has been used to cover teachers as they received training off-site. Per- Diem funding has also been allocated for teachers attending these trainings to turn key to their colleagues. Allocation of OTPS funding will be used to order texts to align to the Common Core Learning Standards

that guide the units of study.

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

By the end of the 2012 school year, all students will have progressed by at least three instructional reading levels. Teachers will administer the Fountas and Pinnell Benchmark Series in the fall, mid-year and end of year. Running records will be conducted during interim periods.

Comprehensive needs assessment

The school needed to identify a comprehensive systemic progress monitoring system to establish benchmark reading levels throughout the course of the school year. The Fountas and Pinnell Series was selected as the periodic system, offered by the Department of Education, for the 2012-2013 school year. This will serve to monitor progress throughout the course of the school year and provides a cohesive evaluation process.

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) Key personnel 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

a)

- In the fall, mid-year and end of year, teachers will administer the Fountas and Pinnell Benchmark Assessment as to identify independent and instructional levels on text.
- Continuation of RAZ Kids to help students gain skills in reading through technology.
- Professional Development sessions will be conducted to analyze running record results and identify teaching points. This will guide instructional planning and practice.

b)

- Teachers will administer informal running records in between benchmark assessments and use this information to group students as well as identify those in need of intervention support.
- Teacher –student conferences during reading.
- ELL push in and pull out teacher will work with the classroom teacher on developing reading skills and strategies.
- SETSS Teacher will assist mandated students and include at risk students in her program on developing reading and writing skills and strategies.

- c)
 - Grade level specific conferences will also serve as a venue for teachers to articulate information regarding the use of academic assessments and the effectiveness of their interventions, adjusting instruction to meet the needs of all students
- d)
 - Benchmarks will take place three times a year fall, mid-year and end of year, running records as progress monitoring is ongoing throughout the year

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
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 DI Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input.**

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) **Non-Title I**
- Select the fund source(s) that your school is using to support the instructional goal.
 _____ Tax Levy _____ Title I _____ Title IIA _____ Title III X Grants X Other

If other is selected describe here: Fair Student Funding in per diem for professional development. Senate grant in aide allocation was placed in OTPS to update technology.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- We don't have students in temporary housing.
- Funding to hire substitute teachers will allow teachers to participate in on- site training to refine their running record analysis training.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Extended day program Kindergarten-20 Grade 1-15 Grade 2-15 Grade 3-11 Grade 4-27 Grade 5-21	Small Group Small group	Before the school day
Mathematics	Extended Day Program Kindergarten-19 Grade 1-16 Grade 2-15 Grade 3-12 Grade 4-27 Grade 5-21 After school support will be initiated if budget allows.	Small Group Small group	Before the School Day After the school day
Science N/A			
Social Studies N/A			

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling Guidance Counselor-8 students Social worker-8 students	One to one	Twice a week
	School Psychologist-6 5	Small Group One to One	Once a week

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

In order to ensure that teachers remain highly qualified we provide them with the following opportunities:

- Mentors for new teachers.
- Professional development opportunities provided by the Network and on and off site to apply the Common Core Learning Standards in units of study and the use of assessment to drive instruction.
- Participation in Network professional development sessions that focus on Response to Intervention.
- Common Core and Teacher Inquiry collaboration period set aside for ESL and general education teacher to collaborate end plan based on student data/Common Core Learning standards.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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: N/A

- 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 DI

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:

- 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)
- Supporting or hosting Family Day events; Holiday dances, book fairs, Valentines dance, etc.
- 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 curriculum news;
- 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;
- Inviting parents to honor students as Citizen's of the Month at a monthly breakfast with parent participation.

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;
- Use of the Envisions program school wide
- respecting cultural, racial and ethnic differences;
- implementing and creating two units of study 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;
- Provision of professional development for teachers focusing on the Common Core Learning Standards, the use of assessment to drive instruction and RTI.
- Teacher Inquiry teams focusing on the student assessment and using data to differentiate instruction.
- AIS services provided before the school day for students in need of support

Support home-school relationships and improve communication by:

- Initiation and continuation of a monthly newsletter to inform and update parents of upcoming and important
- Providing monthly workshops to inform parents of academic expectations and how they can support their children at home.
- Continue to develop the school website as a vehicle of information and resources.
- Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- 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;
- Continuation of school messenger system to inform parents of upcoming events in Russian
- 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:

- Assisting parent in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities such as:
Understanding the CCLS in Reading and Writing
Understanding the CCLS in Math
ARIS and Acuity training for Parents
Accessing RAZ kids and Pearson Math at home
- Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- Sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- Check and assist my child in completing homework tasks, when necessary;
- Read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- Set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- Encourage my child to follow school rules and regulations and discuss this Compact with my child;
- Volunteer in my child's school or assist from my home as time permits;
- Participate, as appropriate, in the decisions relating to my child's education;
- Communicate with my child's teacher about educational needs and stay informed about their education by promptly 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;
- Be familiar with the school's campaign on Respect for All.
- Promote positive use of my child's extra-curricular time.

- 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.
- Maintain a positive attitude toward learning and believe in my ability to succeed.
- Come to school prepared with books, pencils, paper and any other materials and assignments as directed by my teachers.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

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 [?](#)

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%
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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 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 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 model since these children are in 4 students in different classes and on different grade levels. They are assessed initially using Fountas and Pinnell and then informal running records. They are then grouped according to their reading levels. Periodic Assessment results are also used to drive instruction for these children. The instructional materials that are used in the pull-out program are aligned with the materials used in the classroom which use a balanced approach to literacy instruction. Children in the upper grades use materials with a focus on vocabulary and comprehension skills. The vocabulary is embedded in high interest articles and stories. Each lesson teaches academic and content area vocabulary. These picture-rich books help to facilitate language acquisition. Thematic topics continue across grade levels for individualized instruction.

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 in reading or writing. Small group instruction incorporating the writing process as described in grades 3-5 Units of study by Lucy Calkins with differentiated learning as well as frequent monitoring will assist this child in making gains in his writing levels. This writing instruction will increase scores on standardized tests. The ESL and the classroom 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.

d.) There are no long term ELLs at the school, but if there were their learning needs would be met by assessing the reason why these students are not passing the NYSESLAT.

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

There is also a Title III After School Program for ELLs and former ELLs. ELLs attend the program on Tuesdays and Wednesdays (beginning when Title III money is available) for 1 1/2 hours per session for a total of 3 hours weekly for approximately 15 weeks. The Program addresses the needs of ELLs and Special Education ELLs in grades K-5. The goal of this program is to improve the language proficiency level of these children by stimulating language production, building vocabulary, modeling appropriate speech, teaching the skills necessary for reading and writing and expanding listening comprehension. In grades kindergarten through grade 2 the research-based materials used, Language First! Program and Leveled Reading Series by Leapfrog Schoolhouse address the needs of the beginner, intermediate and advanced student. Children also use the Options Best Practices in Reading series which builds comprehension skills and strategies. ELLs in the testing grades 3-5 will focus on test taking skills. They will use both ELA practice materials and NYSESLAT practice materials. For most of the children in this group, they are first time New York state test takers.

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

6.) Teachers of ELL-SWDs use instructional strategies that both access to academic content areas and accelerate English language development by separating tasks into smaller components. Separating tasks, helps students achieve the goal and complete the task.

A. Programming and Scheduling Information

Teachers use strategies to fit the needs of their students to provide access to academic content areas and to accelerate English language development. Teachers assess their students' multiple intelligences to see what kind of learner they are and then teach using strategies to accommodate their students' learning styles. If a child is a visual learner, the teacher will use visuals and graphic organizers to help them understand the content and build English language development. If a child is a kinesthetic learner, the teacher will use manipulatives for a math lesson to accommodate the child's need for physical learning. Etc. If a child needs help understanding and answering inferential questions, the teachers will practice skills on vocabulary and context so students can better understand and cope with the demands of deep inferential comprehension. Teachers teach their students to make a connection between the text and the outside world, to use prior knowledge to make a connection with the text and their own lives. Teachers will introduce and provide practice with the different genre features so students will be able to identify the conventions that specific genres follow. This will help ELL-SWDs better understand what is being asked of them. For example, to look for the main idea in a nonfiction book, they could look at the titles and subtitles. Grade level materials are used with teacher support and students build their knowledge until they can use grade level and above materials on their own.

7.) Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment by pulling children out of the classroom while their class is working on the subject that they have the most difficulty with to help break down the material in a more comprehensible fashion for them to better understand. The teachers address the students' weaknesses by matching their appropriate instruction. The students are supported where their individual needs are. Teachers also schedule to push in to see their students when they are the most productive and when the general education teacher is teaching the subject that the student has the most difficulty with. The goal is to keep students in general education classroom as much as possible and to target the instruction to target the students' weaknesses.

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

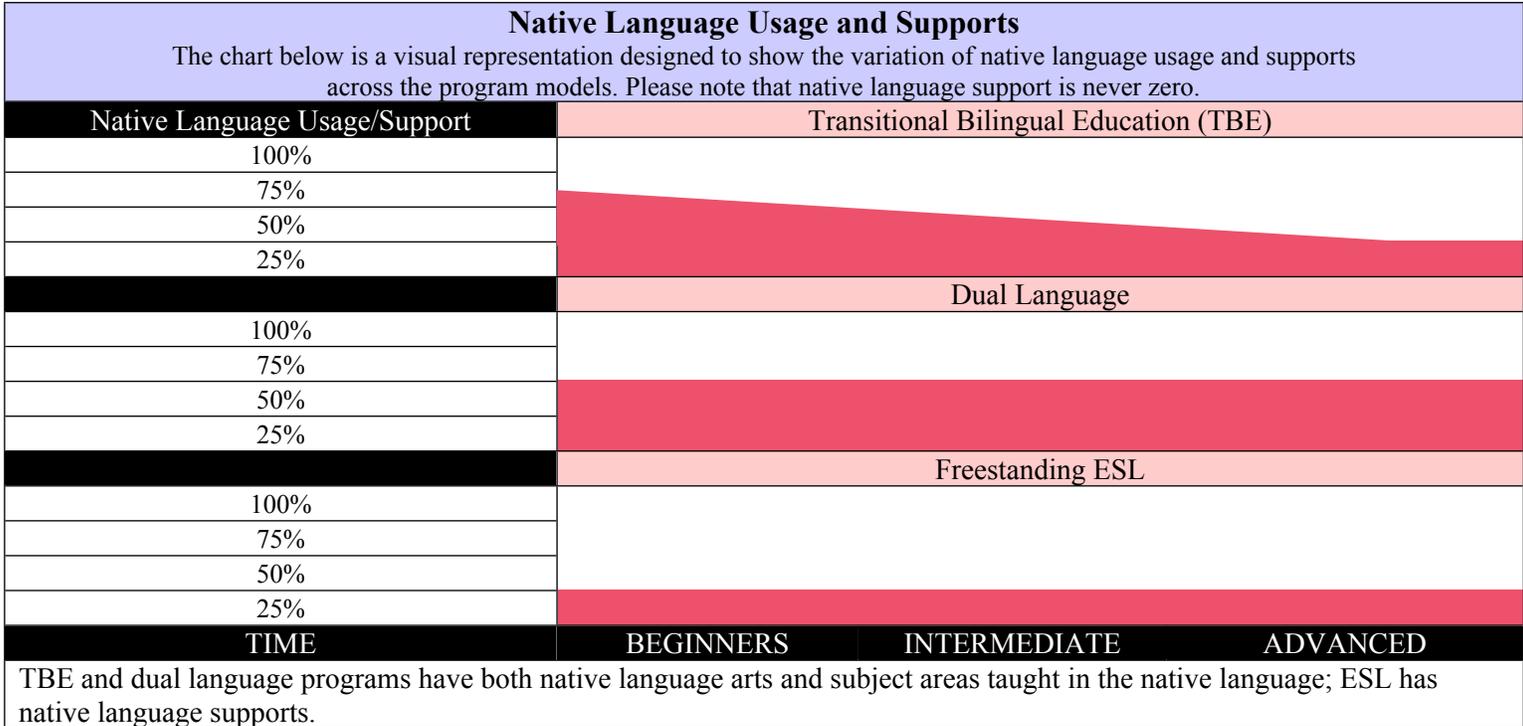
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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
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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 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.

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

This is a Title III After School Program for ELLs and former ELLs. ELLs attend the program on Tuesdays and Wednesdays (beginning when Title III money is available) for 1 1/2 hours per session for a total of 3 hours weekly for approximately 15 weeks. The Program addresses the needs of ELLs and Special Education ELLs in grades K-5. The goal of this program is to improve the language proficiency level of these children by stimulating language production, building vocabulary, modeling appropriate speech, teaching the skills necessary for reading and writing and expanding listening comprehension. In grades kindergarten through grade 2 the research- based materials used, Language First! Program and Leveled Reading Series by Leapfrog Schoolhouse address the needs of the beginner, intermediate and advanced student. Children also use the Options Best Practices in Reading series which builds comprehension skills and strategies. ELLs in the testing grades 3-5 will focus on test taking skills. They will use both ELA practice materials and NYSESLAT practice materials. For most of the children in this group, they are first time New York state test takers.

Children will attend this after school program for 15 weeks, for 1 1/2 hours per session, twice weekly (Tuesdays and Wednesdays), for a total of 30 sessions. The tentative start date is November 1, 2011 and the program will run until January, 2011.

The ESL teacher coordinates the Program. She also pushes-in to the classes and provides additional support where needed. The ESL teacher orders and distributes materials, writes and sends letters home and maintains 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 January or February 2011. All of the ELLs at P.S. 195, current and former are invited to participate in all of the activities during the school day and after school. Some of these activities during the day include early morning academic intervention, chess, ballroom dancing, music and yoga. After school activities include Test Taking Strategies for ELA ,math and science, Friday Homework Helper, chorus and band just to name a few. The school psychologist and social worker also make themselves available to ELLs.

13.) 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.

14.) The students are provided with instruction in their native language when needed. There are multiple staff members who substitute as translators in the child's native language. The students have access to glossaries and dictionaries in both languages.

15.) As mentioned in the answers 9-13, these services support, and resources correspond to ELLs' ages and grade levels by instructing not only on grade level, but also on English proficiency level to help students reach the proficient level in their English language development. Materials and activities ordered with the Title III money support this goal.

16.) 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.

17.) There are not language electives that are offered to ELLs at our school.

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 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
Intermediate(I)	2			1	1	1								5

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

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

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

1.) Student success is evaluated by recording running records, student achievement, and student progress. The ESL teacher will also assess through periodic assessments, writing, speaking and listening progression. The Fountas and Pinnell toolkit will also be used to determine if the student is advancing in his/her reading level.

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

3. & 4.) Patterns across NYSESLAT modalities will affect instructional decisions by focusing on students' weakness. The assessment analysis data was taken from last years NYSESLAT grades and will be used for this years guide for instruction. The students in my first grade ESL class will be working to improve their listening and speaking skills since one of them scored on an intermediate level and two of them scored on the advanced level. We will also work to improve their reading and writing skills since one of my first graders scored on the intermediate level and two of them scored on the advanced level.

The first grade has one student who scored as an intermediate on the speaking and listening portion of the NYSESLAT. This child needs practice on this modality and will be receiving instruction to help meet this goal. There are two first graders who scored out on the advanced level on the listening and speaking portion of the NYSESLAT and they also will receive instruction to help improve this modality of proficiency. The one student who scored on the intermediate level of reading and writing will receive specific instruction to help him reach the goal of proficient, as well as the two students who scored on the advanced level. The Fountas and Pinnell literacy toolkit will be included in instruction to help improve reading and writing scores for all grades and different levels.

The second grade student scored at the advanced level of the listening and speaking portion of the NYSESLAT and from looking at her individual score, listening is the section she did not test proficient on. Therefore, we will be focusing on her listening and focusing skills to help her in that area.

There was one 3rd grader who scored at the proficient level of listening and speaking, but at the beginner level of reading and writing. Instruction will focus on reading and writing to help this child achieve a proficient score in reading and writing.

Most of the 4th graders scored proficient on the listening and speaking portion of the NYSESLAT, except one who scored as advanced. One of them scored at the advanced level or reading and writing, the other scored as intermediate and the rest scored at the proficient level. Instruction will be geared to help these students in reading and writing.

5.) We do not have a dual language program.

6.) We evaluate the success of the programs for ELLs by seeing if there is improvement in their reading, writing, listening and speaking skills. Assessments are given out periodically and running records are taken to keep track of their strengths and weaknesses in reading and writing. Students' performance in the classroom reflects the effect of the after school program for the children that attend.

There isn't enough data to determine if ELLs are faring in tests taken in English as compared to the native language, there are only two upper grade ELLs.

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: <u>22K195</u>	
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 checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 26
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
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:

For the Title III ESL After School Program, classes are taught by general education teachers who receive professional development on ESL strategies twice a year. There are two kindergarten classes with eight kindergarteners each. There is a 1st and 2nd grade class that has seven 1st graders and one 2nd grader. There is an upper grade class that has one 2nd grader (who is supposed to be in 3rd grade) and two 5th graders. The ESL teacher rotates each meeting day and pushes into each class, dividing her time equally. Students are taught with supplemental material that is appropriate for their grade level and English proficiency level. This material teaches phonemic awareness, comprehension skills, elements of a story, sequence of events, etc.

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

Part B: Direct Instruction Supplemental Program Information

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

P.S. 195 is equally committed to ensuring the academic success of another group of ELLs. This target group consists of kindergarteners and first graders who are at the beginner, 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 20, 2012 and the program will run until February, 2013. 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 and there is one certified ESL teacher who splits her time with each of the four groups. The ESL teacher rotates each meeting day and pushes into each class, dividing her time equally among the four groups throughout the program.

The ESL teacher will coordinate the Program. She will also push-in to the classes and provide additional support where needed. Students' needs will be determined by teacher observations, student progress in his/ her general education class and in ESL class, by formative assessments (running records, questioning and student performance on classwork and homework). The ESL teacher will order and distribute materials, write and send letters home and maintain all record-keeping for the Title III Program. In

Part B: Direct Instruction Supplemental Program Information

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

Begin description here:

The ESL teacher will provide Professional Development to the general education teachers by turn keying the main ideas in a series of workshops she attened and will attend. The title of the PD series is, "Improving Outcomes for Students with Disabilities and English Language Learners."

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 is November 13, 2012 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

Part D: Parental Engagement Activities

- 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 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 		

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.
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		