



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** THE WILLIAM HABERLE ELEMENTARY SCHOOL

**DBQ:** 29Q195

**PRINCIPAL:** BERYL BAILEY

**EMAIL:** [BBailey@schools.nyc.gov](mailto:BBailey@schools.nyc.gov)

**SUPERINTENDENT:** LENON MURRAY



## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Beryl Bailey	*Principal or Designee	
Kathryn Williams	*UFT Chapter Leader or Designee	
Maryabsa Thomas	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Rebecca Keslowitz	Member/UFT	
Donna Alexander	Member/UFT	
Corylss Gamble	Member/UFT	
. Bonny-Francios	Member/Parent	
Cheryl Squires	Member/Parent	
Schanieick Thomas	Member/Parent	
M. Beckford	Member/Parent	

\*\* 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**

- In order to promote student learning, ensure academic rigor and improve pedagogy through effective teaching, we will ensure that by June 2013 all of our teachers will attend a minimum of 90% of the Professional Development offerings on the 2012/2013 Professional Development Calendar.

### **Comprehensive needs assessment**

- NYS assessment data from spring 2012 indicates that 42% of students scored at Level 3 and 4 in both ELA and Math. In addition, the newly released state teacher reports indicated a need for additional professional development. In order to make progress, we realize that based on the soft data such as walkthrough documents and observations, we need to focus on the instructional core and improve classroom instruction in order to increase rigor and student engagement in our classrooms.

### **Instructional strategies/activities**

- Work collaboratively with AUSSIE to provide teachers with Professional Development on how to implement the CCLS in their lesson plans.
- Using Danielson's Framework with a direct focus on 1e, 3b, and 3d – Professional Development (AUSSIE) and feedback from observations using Danielson's Professional Practices
- Teacher Resource Center will have a CCLS exemplary text section enabling teachers to model exemplary reading and writing strategies.
- Teacher Teams will meet weekly to discuss and analyze student work as related to the CCLS. Teachers will share best practices to improve instruction and student learning.
- Teachers will receive on-going Professional Development on ELA and Math instructional strategies and best practices.
- Teachers use data to plan instruction for all students and to differentiate instruction as indicated by the data. Teachers will continue to receive professional development in the use of data to design instruction that is differentiated to support the strengths and weaknesses of the students
- Designing coherent instruction, using questioning and discussion techniques, and using assessment in instruction aligned with Webb's Depths of Knowledge
- Using curriculum maps to align CCLS with Envision Math and our Voices reading program
- Teachers meet regularly to create unit plans aligning them to the CCLS
- Schedule interim checkpoints to monitor the effective implementation of the curriculum
- Enhance differentiated instruction utilizing enhanced stamina, depth, high order probing, enabling rigor to be increased
- Provide extensive professional development around the use of the Danielson framework and ensure that PD offerings include necessary components of the framework

### **Strategies to increase parental involvement**

- Saturday Parent workshops in CCLS will be provided several times over the course of the year.
- Monthly newsletters are sent home informing parents of the curriculum being taught for the month.
- Progress reports are sent home
- Encourage parents to go onto Acuity and ARIS to monitor their child's progress.

### **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.

  x   Tax Levy      x   Title I      x   Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

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

DCAIB, Our Kids Place, and Marsha's Daycare provide after-school homework assistance and charter education for the students

Scholastic provides our fourth grade students with an opportunity to write and publish their own book.

Flushing Pool provides our Grade 2 students with free swimming lessons. RESO A Funds allowed us to purchase laptops and smartboards to increase the use of technology throughout the school.

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

- Through implementation of the Common Core Learning Standards in Math, students in grades 3-5 will demonstrate progress. We will increase the percentage of students scoring level 3 and level 4 on the NYS Math exams by 3%.

### **Comprehensive needs assessment**

- We have made instructional and organizational changes to address our mathematics performance over the years and have made progress. Currently, we have 41.8% of our students scoring at level 3 and level 4 in Math. Improving Math performance would help us close the gap to ensure that our students are making progress.

### **Instructional strategies/activities**

- Teacher Teams will meet weekly to discuss and analyze student work as related to the CCLS. Teachers will share best practices to improve instruction and student learning.
- Strategies and activities to accomplish this goal will include utilizing instructional teams/Teacher Teams to meet students' needs.
- Instruction Teams such as; Inquiry Team, AIS teachers, Grades 3-5 teachers, ICI staff developer, Lead Teachers will be responsible for assessing, identifying, analyzing data and provide continuous assessment, benchmarks, and targeted instruction to increase student scores
- Implement a Saturday program targeted towards student performance levels of 1 and 2 in math
- Implement small group instruction such as push-in AIS assistance for struggling students, to meet the needs of the RTI
- Create benchmark and check points to analyze and modify instruction as needed
- Develop Timelines of Assessments utilizing the Acuity Baseline and Benchmark assessments, Envision, Voices Unit Assessment, teacher generate examination from September to June to track students weaknesses and strengths of targeted population in order to provide specific instructional needs and increase scores by 3% on the NYS Math Examinations
- We analyze a variety of assessment results including the following, teacher observations, periodic assessments, grade level assessments including performance tasks.
- Use Danielson's Framework with a direct focus on 1e, 3b, and 3d – Professional Development (AUSSIE) and feedback from observations using Danielson's Professional Practices
- IPADS/Laptops and Smartboards are also utilized for instruction and engagement throughout the school day.
- Teachers use data to plan instruction for all students and to differentiate instruction as indicated by the data. Teachers will continue to receive professional development in the use of data to design instruction that is differentiated to support the strengths and weaknesses of the students

### **Strategies to increase parental involvement**

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

- Saturday workshops provide instruction for parents in math strategies to be done at home.
- Parent workshops on the CCLS will be provided several times over the course of the year.
- Parent workshops are given by various school staff members addressing test prep skills, questions and curriculum.
- Parents are given the opportunity to see test designs and are taught test strategies to work on with their children.
- Grade Newsletters are sent home monthly to inform parents of the curriculum and news of the month

**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  Other

If other is selected describe here:

**Service and program coordination**

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

DCAIB, Our Kid's Place, and Marsha's daycare provide after-school homework assistance and charter education for the students

Scholastic provides our fourth grade students with an opportunity to write and publish their own book.

Flushing Pool provides our Grade 2 students with free swimming lessons. RESO A Funds allowed us to purchase laptops and smartboards to increase the use of technology throughout the school.

### **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**

- Through implementation of the Common Core Learning Standards in ELA students in grades 3-5 will demonstrate progress. We will increase the percentage of students scoring level 3 and level 4 on the NYS ELA exams by 3%.

#### **Comprehensive needs assessment**

- We have made instructional and organizational changes to address our mathematics and ELA performance over the years and have made progress. Currently, we have 41.3% of our students scoring at level 3 and level 4 in ELA. Improving ELA performance would help us close the gap to ensure that our students are making progress.

#### **Instructional strategies/activities**

- Teacher Teams will meet weekly to discuss and analyze student work as related to the CCLS. Teachers will share best practices to improve instruction and student learning.
- Strategies and activities to accomplish this goal will include utilizing instructional teams/Teacher Teams to meet students' needs.
- Instruction Teams such as; Inquiry Team, AIS teachers, Grades 3-5 teachers, ICI staff developer, Lead Teachers will be responsible for assessing, identifying, analyzing data and provide continuous assessment, benchmarks, and targeted instruction to increase student scores
- Implement a Saturday program targeted towards student performance levels of 1 and 2 in ELA.
- Implement small group instruction such as push-in AIS assistance for struggling students, to meet the needs of the RTI
- Create benchmark and check points to analyze and modify instruction as needed
- Develop Timelines of Assessments utilizing the Acuity Baseline and Benchmark assessments, Envision, Voices Unit Assessment, teacher generate examination from September to June to track students weaknesses and strengths of targeted population in order to provide specific instructional needs and increase scores by 3% on the NYS Literacy Examinations
- We analyze a variety of assessment results including the following, teacher observations, periodic assessments, grade level assessments including performance tasks.
- Use Danielson's Framework with a direct focus on 1e, 3b, and 3d – Professional Development (AUSSIE) and feedback from observations using Danielson's Professional Practices
- Technology instruction; students in grades preK-5 use RAZkids, a comprehensive reading program, for both home and school.
- IPADS/Laptops and Smartboards are also utilized for instruction and engagement throughout the school day.
- Teachers use data to plan instruction for all students and to differentiate instruction as indicated by the data. Teachers will continue to receive professional development in the use of data to design instruction that is differentiated to support the strengths and weaknesses of the students

#### **Strategies to increase parental involvement**

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

- Each grade provides a detailed monthly newsletter informing parents to what their child will be learning.
- Parent workshops are given by various school staff members addressing questions, curriculum and test prep skills.
- Student Progress Reports and the use of School Messenger are used to keep parents informed.

**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  Other

If other is selected describe here:

**Service and program coordination**

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

DCAIB, Our Kid's Place and Marsha's daycare provide after-school homework assistance and other charter education for the students.

Scholastic provides our fourth grade students with an opportunity to write and publish their own book.

Flushing Pool provides our Grade 2 students with free swimming lessons. RESO A Funds allowed us to purchase laptops and smartboards to increase the use of technology throughout the school.

## **ANNUAL GOAL #4 AND ACTION PLAN**

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

### **Annual Goal #4**

- Throughout the 2012-2013 school year, we will continue to work with parents to increase parent participation by 5% and design more effective communication tools for parents that will improve the level of parent engagement and provide information on the needs of the students at P.S. 195.

### **Comprehensive needs assessment**

- Based on parent surveys, we need to increase our parent involvement in school activities and home/school communication to meet the needs of our students. Our 2011-12 School Survey also indicated that we had a significant percentage of parents (60%) who felt that they needed more information from the school regarding their child's progress or lack thereof.

### **Instructional strategies/activities**

- Parents are provided the opportunity to attend Saturday workshops on the NYS ELA and Math exams. Parents will receive workshops on reading to their child at home (Pre-K-2)
- Parents will be provided with workshops to participate in book clubs
- Parents will attend Saturday workshops provided by school staff members to address test taking techniques and various strategies to use at home (grades 3-5)
- Parents will be provided with workshops on the CCLS in literacy and math throughout the school year.
- Parent workshop will be given by Special Education Specialist to address issues, skills, and questions to provide multiple resources to help their child at home.

### **Strategies to increase parental involvement**

- Parents are notified of monthly newsletters to inform them of what their child is working on in the classroom.
- Pearsonsuccesnet.com provides parents with a way to monitor their child's math progress at home.
- Parents will be provided with a workshop on RAZ kids reading program, as a way to monitor their reading progress at home.
- To enhance reading and math fluency, parents are provided with a list of suggested books that they can use to actively engage their child in reading at home as well as math techniques to build math fluency.

### **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  Other

If other is selected describe here:

### **Service and program coordination**

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## **ANNUAL GOAL #5 AND ACTION PLAN**

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

### **Annual Goal #5**

- We will increase the percent of students with disabilities performing at proficiency and meet our Safe Harbor Target in ELA and Mathematics through an intense program of professional development and directed efforts at improving instruction in our CTT and Self-Contained classes.

### **Comprehensive needs assessment**

- The data from our April 12, 2012 State Report Card indicated that our Students with Disabilities had not met AYP in ELA and Mathematics from the previous school year. . As we wait for the new data our work is to use soft data from school-wide assessments to measure our progress towards meeting our safe harbor targets and revise instruction to better meet the needs of our students.

### **Instructional strategies/activities**

- **The following staff will be used to implement three strategies/activities: classroom teachers, cluster teachers, supervisors, service providers, and special education supervisor/administrative assistant**
- **A major step taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities is to make data interpretation and student-work focus a main part and purpose of the inquiry/instructional and grade teams. Also, teachers have to work together to design and implement each unit of study in both Math and ELA.**

#### **The strategies/activities will be implemented by:**

- **Depth of Knowledge wheel will be utilized in classrooms as teachers use higher order and thinking techniques to promote and encourage deeper and broader thinking. Teachers will use a variety or series of questions or prompts to challenge students cognitively.**
- **Universal Design for Learning – use multiple entry points to allow access for all students**
- **Thinking maps are now being utilized in grades 3-5 to develop stronger reading and writing skills**
- **Differentiated Instruction**
- **Reading A-Z.com – Comprehensive reading program to assist students in all reading components, including comprehension and fluency.**
- **Saturday and After-School tutorial is now being offered to our students to push them from one level to another.**
- **Voices Reading Program – comprehensive reading program**
- **School staff utilizes lunch recess to do literacy and math drills and test prep to increase student achievement**
- **Technology based activities embedded in literacy and math curriculum**
- **Acuity activities and assessments to build and assess students' needs**
- **Math Envision online component**
- **Multi-sensory approach to meet the needs of all the students**
- **Academic Intervention Services provided as a push in/pull out support for special education students who need that extra push**
- **Project based activities to build student involvement and participation across disciplines.**
- **Zero period – early morning tutorial to assist students who are lacking academically.**

### **Strategies to increase parental involvement**

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

- Saturday workshops provide instruction for parents in math and ELA strategies to be done at home.
- Parent workshops on the CCLS will be provided several times over the course of the year.
- Parents are provided the opportunity to participate in book clubs to enhance their reading ability

- Parent workshops are given by various school staff members addressing test prep skills, questions and curriculum. Parents are given the opportunity to see test designs and are taught test strategies to work on with their children.
- Grade Newsletters are sent home monthly to inform parents of the curriculum and news of the month

**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     Other

If other is selected describe here:

**Service and program coordination**

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**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 Saturday Tutorial AIS Pull-out/Push-in Lunch and Learns AM Grade 5 Tutorial	Small group and One to One	During the School Day 2 to 3 days per week Saturday Mornings 3 hours Monday – Wednesday 37 ½ Tutorial Tuesdays/Wednesdays 45 Min. ea day
Mathematics	Extended Day Saturday Tutorial AIS Pull-out/Push-in Lunch and Learns AM Grade 5 Tutorial	Small group and One to One	During the School Day 2 to 3 days per week Saturday Mornings 3 hours Monday – Wednesday 37 ½ Tutorial Tuesdays/Wednesdays 45 Min. ea day
Science	Hands On Science Saturday Test Prep	Small Group Small Group	One time per week Saturdays in the Spring
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The Guidance Counselor, Psychologist, and social Work will service At Risk Students who are brought to the PPT with concerns.	Small Group and One to One	1- 3 Days per week depending on the service required. For a duration of 6 weeks

## 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

As a Title I Schoolwide Program (SWP) school, we qualify for Conceptual Consolidation. We use the flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of upgrading the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, we maximize fiscal resources by combining Federal, State and local funds such as Tax Levy, Title I, Title III, NYSTL and other available resources to implement activities and strategies to reach our goal.

Our school continuously monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met. For example:

- Professional development conducted by instructional lead teachers in the areas of Mathematics, Literacy and Science.
- Teacher teams looking at student work to improve teaching practices in questioning techniques and feedback to students.
- Textbook and instructional materials purchased for all Subject areas.
- After school programs in Math, Literacy and Science.
- Use of Instructional Coach to provide support to all teachers as needed

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

Prior to hiring a candidate, their credentials are verified by our Network's HR Director to ensure that the candidate holds valid NYS certification in that license area. The BEDS survey is reviewed periodically by the principal and the Human Resources director who works with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.

Strategies and activities used to attract highly qualified teachers to our school include:

- Frequent communication with our Network Human Resources Director when vacancies occur.
- The Network Human Resources Director partners with Central for assistance and guidance and for candidate referrals. The Central Office of Talent and Recruitment partners with colleges to locate highly qualified candidates.
- The school participates in Central Hiring Fairs where pre-screened HQT candidates are interviewed and recruited.
- The school establishes a partnership with a local college(SUNY Old Westbury) to support the grooming of student teachers in the search of HQT candidates.
- The school engages in interviews with HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool.
- The school establishes a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and a review of New York State certification/licensing.
- The school maintains a professional library to promote promising and effective practices.
- The school provides teachers with curriculum maps, instructional resources and professional learning opportunities designed to ensure high quality instruction.

**PS 195 Q**  
**2012-2013 Parent Compact**

\* \* \* \* \*

**SCHOOL-PARENT COMPACT**

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

*This school-parent compact is in effect during school year 2012-2013.*

**School Responsibilities**

The William Haberle Elementary School PS 195Q will:

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

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

- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to**

**the individual child's achievement.** Specifically, those conferences will be held:

-  **In September a Parent Forum is held where parents are informed of the vision for that school year as well as expectations. From the forum the parents meet with the individual classroom teachers and discuss the grade expectations for the present school year.**
  -  **Parent Teacher conferences are held in the Fall and Spring of every year. Conferences are Held in November and March. At that time teachers distribute report cards and meet individually with parents to discuss their child's progress.**
  -  **In February we hold a Conference with the parents of all PID's.**
  -  **In the spring a Conference is held with all parents of students being held over.**
- 3. Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:
-  **Parents will receive Progress reports as follows: November, January, March, May (Only to students still having academic difficulty) and June.**
- 4. Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:
-  **Ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents.**
  -  **Teachers are available to meet with parents during their preps. Some staff members make themselves available before and after-school.**
- 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**
-  **Parents that wish to volunteer in the classes are required to attend and be certified as a learning leader.**
  -  **Parents are welcome to come in and observe, but, they are required to make an appointment. For the safety of the students we do not allow parents to walk in and sit in a class.**
  -  **If a Parent wishes to come and just observe through the door they may do so and they are accompanied by the Parent Coordinator.**

### Parent Responsibilities

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

- ***Monitoring attendance.***

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



## **OPTIONAL ADDITIONAL PROVISIONS**

### ***Student Responsibilities***

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

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

### **Additional Required School Responsibilities**

The William Haberle Elementary School PS 195Q will:

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

10. Ensuring that the Title 1 funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy.
11. Advising parents of their right to file a complaint under the Department's General Complaint.

Beryl Bailey		
School	Parent(s)	Student
September 2012		
Date	Date	

### **P.S. 195Q SCHOOL PARENT INVOLVEMENT POLICY 2012-2013**

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

- Parents are notified monthly of school activities through a monthly calendar. A monthly newsletter from the principal is also sent home along with the calendar.
- The PTA will highlight school activities and accomplishments distribute a school newsletter.
- The PTA Executive Board meets with the principal to discuss the curriculum and educational plans for the up coming year.
- The first general meeting of the PTA and parent orientation is held in September affording parents the opportunity to come out and meet the teacher and learn about the grade specific curriculum and expectations.
- School Report Cards can be generated by going to the Central DOE website.

- Parents are given the opportunity to come in and observe their child at work during open school week. We also, open our doors for parent to arrange with the teacher at anytime during the year to come and visit and observe the class, teacher and especially their child in action working.
- We welcome community organizations that wish to sponsor events/activities for our students to come in.
- Teaching staff is expected to frequently keep the parents informed of their child's progress or lack of.
- School personnel are available to meet with parents based on a scheduled appointment.
- A parent handbook with School Wide Code of Conduct, Expectations, Homework Policy, and more will be distributed.
- Class websites enable parents to be aware of important test dates, curriculum and school information.
- Parent Coordinator serves as a liaison between school and families. Parent Coordinator also provides workshops based on the needs of the parents and children of the school.
- Parent workshops will be provided by school staff and outside organizations. Parents are provided with information and training needed to effectively be involved in supporting the education of their child.

**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 <b>Dr. Joyner-Wells</b>	District <b>29</b>	Borough <b>Queens</b>	School Number <b>195</b>
School Name <b>William Haberle Elementary School</b>			

### B. Language Allocation Policy Team Composition

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

### 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	<b>3</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>718</b>	Total Number of ELLs	<b>19</b>	ELLs as share of total student population (%)	<b>2.65%</b>
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## Part II: ELL Identification Process

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

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

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

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

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

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

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

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

# Part III: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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 #
<b>Transitional Bilingual Education</b> (60%;40% → 50%;50% → 75%;25%)														0
<b>Dual Language</b> (50%;50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	1	1	1	1	1	1								6
<b>Total</b>	1	1	1	1	1	1	0	0	0	0	0	0	0	6

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	17	0	4	2	0	1	0	0	0	19

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
Total	17	0	4	2	0	1	0	0	0	19
Number of ELLs in a TBE program who are in alternate placement:										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1		1		2	2								6
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian	1	2	1	2	2	1								9
French	1		1	1		1								4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	3	2	3	3	4	4	0	0	0	0	0	0	0	19

# Part IV: ELL Programming

## A. Programming and Scheduling Information

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

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

4. N/A

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

a. There are no SIFE students at PS 195.

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

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

d. N/A

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

## A. Programming and Scheduling Information

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

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

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports

across the program models. Please note that native language support is never zero.

across the program models. Please note that native language support is never zero.			
<b>Native Language Usage/Support</b>	<b>Transitional Bilingual Education (TBE)</b>		
100%			
75%			
50%			
25%			
	<b>Dual Language</b>		
100%			
75%			
50%			
25%			
	<b>Freestanding ESL</b>		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

**B. Programming and Scheduling Information--Continued**

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

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

9. For ELLs who have reached proficiency on the NYSESLAT, we continue to monitor their progress through the use of data. This includes ACUITY, the VOICES thematic assessments, Envisions Unit Assessment, ECLAS, and DRA. With these assessments, the students are able to receive differentiated instruction for English Language Acquisition.
10. We are not planning any new programs for the upcoming school year.
11. We are not planning to discontinue any programs or services.
12. PS 195 ensures that ELLs are included in all school academic and extracurricular activities. Some of these programs are: Afterschool Tutorial, Saturday tutorial, AIS, Student Council, Band, Chorus, and Dance.
13. Instructional materials that are used to enhance ELL learning are: the use of Smartboards for instruction, laptops, listening centers, audio recordings, computers, games, charts, graphic organizers, television, iPads, and numerous interactive websites.
14. Native language support is facilitated by dual language books given to all concentration classes. Dual language books and resources are available in the library for students and teachers. The ESL teacher speaks limited French and Spanish, which are the native languages of the ESL population.
15. Required support and services are made available to all ELL concentrated classes. Bilingual dictionaries and glossaries, picture books, audio/video manipulatives, and hands-on materials are available in each grade level. The age and grade appropriate materials are given to all concentrated classes and the ESL teacher, who pushes in to each class to provide support to teachers and students.
16. The school offers translators to assist in the registration process. The Parent Coordinator offers information on organizations that would assist parents and students who are new to the public school system.
17. N/A

### **C. Schools with Dual Language Programs**

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

N/A

### D. Professional Development and Support for School Staff

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

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

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

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

### E. Parental Involvement

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

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

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

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	1				2								5
Intermediate(I)		1	2	2	1	1								7
Advanced (A)	1	0	1	1	3	1								7
Total	3	2	3	3	4	4	0	0	0	0	0	0	0	19

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	2	1		4
4		1			1
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		2		1				4
4	1		2						3
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

**NYS Science**

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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. Acuity, DRA, and ECLAS assessments for ELLs have provided teachers with detailed information about student strengths and weaknesses and will help drive instruction and professional development. NYSESLAT data has indicated that ELL students across all proficiency levels performed best on the listening and speaking sections of the assessment. With knowledge of this data, the ESL teacher and mainstream teachers have been working to improve students' writing and reading skills. Our AIS teachers provide additional small group instruction in reading and writing as well as mathematics and problem solving according to the Common Core Standards. NYSESLAT data, ECLAS, DRA and Acuity data help teachers plan programs and differentiate instruction to best meet the needs of ELLs and allows them to group students for targeted instruction.

2. Data patterns reveal that ELLs across all proficiency levels performed at a lower level in reading and writing. With the support of the ESL teacher and AIS providers, mainstream teachers have been working to improve students' reading and writing skills. The teachers now infuse more opportunities in their lessons to build students' reading and writing skills so that benchmarks are met and the students are meeting their goals in these areas.

3. The modality patterns as identified across proficiency levels and grade are shared with teachers of those classes containing ELL students during weekly Inquiry meetings. With knowledge of this data, teachers, AIS providers, along with the ESL teachers work with students to help improve performance in deficient areas. It is evident through the data that students on average perform better on listening and speaking than they do on the reading and writing portions of the test.

4. a. The proficiency patterns range from Beginning to Advanced for each ELL across grades (K-5). Students score a higher grade when exams are given in their native language. Students tend to score higher when they are given the opportunity to succeed in real-life situations and role-play. Students move from Beginning to Advanced when they are totally immersed in real-life situations and learning is fun and challenging. Having support from the AIS teachers also assist with the academic growth of each ELL student.

b. The school leadership and teachers use the ELL periodic assessments to inform and cooperatively plan with service providers to maximize the support needed for students who score below proficiency levels. School leadership ensures that all weak areas are addressed and that a plan of action is in place. Students are closely monitored to make sure that the students are receiving the help that they need. All teachers involved in the education of the ELL student are kept abreast through weekly team meetings.

c. The school uses periodic assessments as one of the tools to drive instruction. Native language is used (whenever possible) as a tool to support students as they learn a second language. Students do better on the tests if given in their native language. However, with time and constant teacher/student feedback, students make marked improvements when tests are given in English rather than their native language. From the periodic assessments the school has learned that it is critical that the results from the tests are analyzed and shared immediately with all staff associated with the ELL student. If this is done, then everyone involved will be aware of strengths and weaknesses and can plan accordingly. Pedagogues will be able to see if their teaching strategies are effective and can make adjustments accordingly. When looking at the data compared to non ELLs it is obvious that ELLs do not perform as well because of the language barrier. In time, we do see improvements and gaps become smaller.

5. N/A

6. At PS195 we evaluate the success of our ESL program through the movement from Beginning to Proficient on the NYSESLAT, as well as the ability of our ELL students to integrate and participate, with confidence, in the school community. We know that our program is a

successful one if the ELLs are making big strides academically, are not afraid to make mistakes, and are involved in the many extracurricular activities at the school.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** William Haberle Elementary

**School DBN:** 195Q

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Beryl Bailey	Principal		11/28/11
	Assistant Principal		11/28/11
Ms. Annette Harris	Parent Coordinator		11/28/11
Mr. Chapman/Ms. Rhodes	ESL Teacher		11/28/11
Ms. Harrison	Parent		11/28/11
Ms. Gaddipati	Teacher/Subject Area		11/28/11
Ms. Antoine	Teacher/Subject Area		11/28/11
	Coach		11/28/11
	Coach		11/28/11
Ms. Fairley	Guidance Counselor		11/28/11
	Network Leader		11/28/11
	Other		11/28/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

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

**Cluster:** 2      **Network:** 2.05

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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