



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: PS 195

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 12X195

PRINCIPAL: ANDREW KAVANAGH **EMAIL:** AKAVANA@SCHOOLS.NYC.GOV

SUPERINTENDENT: MYRNA RODRIGUEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Andrew Kavanagh	*Principal or Designee	
Louis Slattery	*UFT Chapter Leader or Designee	
Rafael Escalante	*PA/PTA President or Designated Co-President	
Shawn Mastroianni	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	
Mildred Roldan	Member/	
Judith Pierre	Member/	
Adela Sealy	Member/	
Saheena Hylton	Member/	
	Member/	
	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“The school leader should reassess the present support organization structure and reinstate ELA and math coaching positions with appropriately trained personnel.” (JIT, 2010, pg. 3)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

____ 2.2 School leader’s vision

____ 2.4 School leader’s use of resources

x 2.3 Systems and structures for school development

____ 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, All teachers will receive professional development support in aligning two units of study in both ELA & Math to the common core learning standards resulting in an increase in the percent of students scoring at mastery on the common core aligned tasks.

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,

The school will hire coaches for both ELA & Math to work with all teachers K-5. The coaches will facilitate meetings once per week during common planning time to align curriculum units to the common core standards as well as develop the summative tasks. Additionally the coaches will provide differentiated professional development for the teachers based upon the conversations & observations during the common planning periods.

b) key personnel and other resources used to implement these strategies/activities,

ELA coach, Math coach, data specialist

c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

The coaches will engage in peer observations with the teachers whom they support and the target to evaluate progress will be both formative & summative data as well as movement within the Danielson indicator 1E, planning coherent instruction

d) timeline for implementation.

September 2012- June 2013

Budget and resource 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 IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: _____

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).

For the 2012-13 school years 12x195 hired three new full time positions. These positions include the following, two coaches and full time data specialist.

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“Curriculum maps should be appropriately aligned to content based state standards. Appropriate pacing should be affixed to curriculum maps and adhere to across grades to avoid duplication and redundancy.” (JIT, 2010, pg.3)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, All students will be able to analyze informational text and create arguments while incorporating the six traits of writing evidenced by an increase in the percent of students scoring proficient within the common core aligned writing assessments connected to the units of study.

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,

A curriculum mapping vertical team will be established to align the literacy curriculum to the common core standards. This team will provide alignment from grade to grade to ensure that key skills around supporting use of informational text are developed cognitively for students throughout the early childhood and the upper elementary grades. This team meets 1.5 hours, three days per week in a three week cycle for a total of three cycles per year, after school hours.

- b) key personnel and other resources used to implement these strategies/activities,

There will be a teacher representative from each grade (K-5) in addition to ELA & math coaches that comprise the curriculum mapping team.

- c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

Targets will include an increase of student mastery on opinion pieces supported by arguments derived from the individual class item analysis reports based upon the “writer’s express” method which is embedded in the treasures program.

- d) timeline for implementation.

September 2012-June 2013

- a) strategies/activities that encompass the needs of identified student subgroups,

The school purchased a researched based program called, Treasures to support balanced literacy development grades k-5.

- b) key personnel and other resources used to implement these strategies/activities,

All teachers grades k-5 received professional development support on the Treasures program from McGraw Hill.

- c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

The targets to evaluate progress grades K-5 will include, Fountas & Pinnel, as well as A-Z reading.

- d) timeline for implementation.

September 2012-June 2013

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

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).
The curriculum mapping team which meets 1.5 hours, three times per week in a three week cycle for a total of three cycles per year. This team consisting of 6 teachers who are paid per-session utilizing the title I, priority/focus funds.
The Treasures program & professional support days was purchased for the school from McGraw Hill. The school purchased 5 calendar days from McGraw Hill to support implementation of the Treasure's program K-5. Supplemental Kindergarten materials were purchased at the request of the teachers after reviewing and implementing the program.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“A variety of appropriate support programs in addition to the Wilson Program should be implemented, especially for students with disabilities and ELL’s.” (JIT, 2010, pg. 4)

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 4.2 Instructional Practices and strategies

___ 4.4 Classroom environment and culture

_____ 4.3 Comprehensive plans for teaching

x 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

“By June 2013, extended learning time opportunities will be in place for all students identified through data analysis resulting in an increase in the percent of the students participating in the extended learning time programs scoring at proficiency on the NYS ELA & Math exams.”

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,

The used focus & priority funding to develop extended learning time opportunities for identified students for the, Targeted Intervention program (all students) & the Language Power program (specific for ELLs)

- b) key personnel and other resources used to implement these strategies/activities,

There are 14 teachers & 2 coaches who facilitate the extended learning time programs for the identified students.

- c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

The target to evaluate progress will consist of both on-going formative assessments from the programs as well as the performance on the NYS ELA & math summative exams

- d) timeline for implementation

September 2012- June 2013

Budget and resource 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 IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: _____

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).

The curriculum materials to include, but not limited to Targeted Intervention and Language Power kits, student consumables and general supplies for the extended learning time programs were purchased through title I, priority focus funding.

There are 14 teachers & 2 coaches that facilitate the extended learning time programs, in addition to 1 school aide, who monitors hallway and escorts student during the after-school program. The school aide also provides translation for 2 of our ESL students currently registered in the Language Power ELL program.

These teachers work three days per week and each session is one hour and 45 minutes. The teachers are paid through both Title I, priority focus funding as well as Title III.

Additionally, the school is providing an adult ESL class utilizing the 6-8 Language Power program, which mirrors the structure of the student program.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

The Learning Environment Survey stated that only 67% of teachers strongly agreed or agreed to the statement, “I can get the help I need at my school to address student behavior issues” (LES, 2011-12, pg. 12)

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, the school will implement the PBIS program school wide.

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,

Implement a PBIS program school wide for all teachers.

b) key personnel and other resources used to implement these strategies/activities,

There is a PBIS team comprised of parents, students, teachers & administrators.

c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

There will be an increase in the percent of teachers who strongly agree or agree that, “I can get the help I need at my school to address student behavior.

There will be a reduction in classroom incidences reported on OORS.

d) timeline for implementation.

September 2012- June 2013

Budget and resource 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 IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: _____

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). The PBIS team consists of 6 teachers & 2 administrators. This team will meet twice per month for one hour after school hours. The team will meet a total of 10 times per year.

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).

The parent liaison will provide community events/workshops for parents. During these meeting materials will be purchased to support parents.

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	Reading skills with a focus on reading comprehension, fluency, vocabulary, phonics, sight words, writing activities, and games Program materials include: <i>Targeted Reading Intervention Program, Treasures Reading, Language Power</i>	Push-In/Pull-Out AIS Small group instruction	During the school day Extended day Afterschool programs
Mathematics	Targeted Mathematics Intervention Program: math skills with a focus on problem solving, vocabulary, use of manipulatives, and games Program materials include: <i>Targeted Reading Intervention Program, Everyday Math</i>	Push-In/Pull-Out AIS Small group instruction	During the school day Extended day Afterschool programs
Science	Reading skills with a focus on reading comprehension, fluency, vocabulary, and writing activities	Small group instruction	During the school day
Social Studies	Reading skills with a focus on reading comprehension, fluency, vocabulary, and writing activities	Small group instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Crisis intervention, peer-mediation, conflict resolution	Small group intervention & 1:1 Social and emotional supports are provided confidentially.	During the school day

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.

- We will provide various opportunities (internally and externally) to improve teacher content knowledge and build capacity
- We will provide continuous professional development and support to increase skills in methods on how to teach students with disabilities and ELLs
- Support and train teachers in utilizing ARIS Learn to create a customized learning plan to facilitate in their own professional growth

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLEMENT 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.

[Continue to next page](#)

Andrew Kavanagh, Principal

Jeffrey Eason, Assistant Principal
Xiomara Fernandez, Assistant Principal (I.A)

P.S. 195 School Parent / Guardian Compact

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

Parent Responsibilities:

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

Student Responsibilities:

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

Teacher Responsibilities:

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

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Please sign and return to your child's teacher.

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

Child's Name _____

Class _____

Child's Signature _____

Parent's Signature _____

Teacher's Signature _____

Principal's Signature _____

Andrew Kavanagh, Principal

Jeffrey Eason, Assistant Principal
Xiomara Fernandez, Assistant Principal (I.A)

P.S. 195 School Parent Involvement Policy

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

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

- Conduct yearly Parent Teacher Association elections for executive board members
- Conduct monthly Parent Teacher Association meetings
- Provide the Parent Teacher Association with an office, including furniture
- Offer parent training workshops related to:
 1. ECLAS assessment data
 2. promotional criteria
 3. primary Literacy Standards
 4. ELA/CTB Testing
 5. Learning Leaders Volunteer programs
 6. Health/nutrition issues
 7. parenting skills
 8. stress management
 9. attendance

- Through the School Leadership Team, develop a plan for increasing the teacher's ability to effectively involve parents in their children's education
- Distribute all notices in the languages spoken by the parents
- Hold orientation meetings to present overall goals of the school, as well as specific grade and class goals (Annual Fall Back-To-School Night)
- Provide resources For Family outreach to assist and inform parents and involve them in the school community

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/Petrina Palazzo	District 12	Borough Bronx	School Number 195
School Name			

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

Principal Andrew Kavanagh	Assistant Principal Kristy Faella
Coach type here	Coach type here
ESL Teacher Matthew Jensen	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	4	Number of certified bilingual teachers	3	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	2
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2		

D. School Demographics

Total number of students in school	794	Total Number of ELLs	196	ELLs as share of total student population (%)	24.69%
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Part II: ELL Identification Process

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

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

1. Parents fill out the Home Language Survey (HLS) in the main office at the time of registration. A number of bilingual pedagogues are available to support parents as they complete the HLS, to interview the parents (in Spanish or French) and to informally interview students. If a student is eligible to be tested according to the HLS responses and the informal interview, one of our two out-of-classroom ESL teachers administers the LAB-R to the child and makes sure that the answer document is dated and submitted before the next dead line. A sheet of handscored test results are kept in our records until testing information appears on ATS. Letters that are sent to parents of ELLs are informing them of their child's process as a potential ELL. Once a child is identified as an English language learner, another letter is sent to the family inviting them to return to the school for a parent orientation. After parents view the orientation video, bilingual teachers are available to answer any questions concerning the video, the informational brochure ("Guide for Parents of English Language Learners" in their native language if available) and the "Parent Survey and Program Selection Form" is completed. During the orientation process, ESL licensed pedagogues fluent in French and Spanish are available to answer any questions and assist with completing the "Parent Survey and Program Selection Form." If parents do not attend this session within 10 days, we contact them by phone to invite them to come back to the school at their earliest convenience. The orientation is offered every Friday morning at 8AM in the parent room. Parents who have yet to attend are contacted weekly or provided with the full orientation at Open House Night and Parent-Teacher Night. Parents are informed ahead of time about this opportunity to discuss their child's program. Students are identified and placed within 10 days of enrollment in this school. Students are placed according to proficiency level and grade and are provided with the appropriate number of minutes of instruction according to CR Part 154 requirements. The LAB-R is administered by Matthew Jensen and Christopher Hill, whom are both licensed ESL pedagogues. The Spanish LAB-R will be administered by Spanish speaking pedagogues. They also regularly check the ATS Exam History report to identify students who are required to take the NYSESLAT. Our list of ELLs is updated monthly based on ATS reports such as Exam histories and biographical profiles.

2. To ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL), they are invited via letters and phone calls to view the orientation video at a time convenient for them. They are given the opportunity to discuss questions and/or concerns with bilingual staff members. Parents who have chosen the Bilingual or Dual Language options are kept informed about the possibility of such classes opening based on sufficient numbers. In addition to providing information to families concerning ELL program selection process, we offer parents of our English Language Learners multiple opportunities to support their children in meeting academic as well as social-emotional goals. In addition to the beginning of the year Open House Night, we have other events to inform families of academic and assessment expectations in various subject areas. These meetings take place in the evening allowing parents more opportunities to attend. Staff and administrators host family math nights to provide opportunities to support our families in working together with their children at home to improve skills in mathematics. Several staff members collaborate to present ELA preparation workshops so that parents understand the importance of good study habits. Translation is provided at all these presentations and meetings. There are movie nights held throughout the school year to facilitate parents' participation in the school community. After every unit of study teachers in conjunction with our music teacher organize presentations and concerts that promote a multicultural community as children have learned songs in Spanish and other languages.

An adult ESL class is offered at the same time as our after school programs for children. The adult ESL conversation classes meet three days a week for 1.5 hour sessions. The main focus is English social interaction and vocabulary based on the Harcourt program

"Moving into English". Active participation is encourage and parents are provided with a comfortable environment and multiple opportunities to practice and improve their speaking skills in English and to give them a better idea of how Egnlish langage material is being presented to their children.

3. Upon registration, parents are informed of all of their child's options regarding their ESL education. If after LAB-R testing a student is deemed an ELL, Entitlement letters are sent to families informing them and inviting them to a Parent Orientation. Parent Survey and Program Selection forms are distributed during the Parent Orientation as indicated in Question #1. If forms are not returned, the ESL teachers conduct follow-up meetings.

4. Children who are enrolled in our school are then evaluated and placed in an appropriate setting according to Parent Selection. At this time families in our community are selecting the ESL program which is what PS 195 offers. We maintain records of Parent Selections, so that if 15 families across two contiguous grades request bilingual or dual language programs, our school will set up classes to accommodate parental requests. Continued Entitlement letters are sent to parents of those students who did not score proficient on the NYSESLAT and continue to receive ESL services. Non-entitled letters for these children who tested proficient on the NYSESLAT are also sent to parents. All Letters are sent within 10 days on the start of school. Entitlement letters and completed/signed Parent Choice surveys are kept on file in a closet with other important materials and documents.

5. Before 2010 P.S. 195 housed Grades 2-5. Our feeder school students came to us from ESL classes as there were no bilingual classes. The vast majority of our incoming second graders had received ESL services and not bilingual instruction. Parent input came to us via ESL continuation forms, open school nights and individual meetings with the teacher. We understand that switching between programs is detrimental to the child's academic achievement. This year the parents of newly admitted student filled have been invited to Parent orientations to discuss options for instruction and to view the video in their native language as well as conferences with a ESL instructor. All conferencing was done in their native language when necessary as we have Spanish and French speakers on staff. Of the 26 parents of newly admitted students, 22 have chosen Freestanding English as a Second Language as their choice for instruction. The trend toward Freestanding ESL appears to be a result of parents' own experience in bilingual education and the limited exemption from English language testing be shortened to one year.

6. Based on parent choice, the Freestanding ESL model is the program that we presently offer. At present we have no bilingual classes as less than 5 parents of newly admitted students have requested it. Given that our now defunct feeder school did not have a bilingual program, it does reflect the trend among parents in this neighborhood. Many of them speak both English and Spanish at home. We cannot offer Dual Language and Transitional bilingual as we do not have sufficient numbers requesting it.

Part III: ELL Demographics

A. ELL Programs

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

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

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	To t #
Transitional Bilingual														0

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	196	Newcomers (ELLs receiving service 0-3 years)	158	Special Education
SIFE	0	ELLs receiving service 4-6 years	38	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										
	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	
TBE										0
Dual Language										0
ESL	158		8	38		15				196
Total	158	0	8	38	0	15	0	0	0	196

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

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
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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	37	32	36	33	22	28								188

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
Chinese		1												1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French			1		1									2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1	1	1	1									5
TOTAL	38	34	38	34	24	28	0	196						

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?
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. Rigorous and differentiated instructional practices that support language and cognitive development with a goal of meeting or exceeding grade level standards are provided to meet the needs of our ELLs. Thirteen of our Kindergarten ELLs are in a self-contained ESL class. Twelve of our Kindergarten beginner ELLs are entitled to 360 minutes of push-in ESL instruction per week. Twenty-five of our ESL intermediate/advanced students in Kindergarten are entitled to 180 minutes per week of push-in ESL instruction. Our thirty-four first grade ELLs receive push-in ESL services. Sixteen of our first grade ELLs are entitled to 360 minutes of ESL instruction per week. Eighteen first grade ELLs are entitled to 180 minutes of ESL instruction per week. Twenty-four of our second grade ELLs are in a self-

A. Programming and Scheduling Information

contained class. Fourteen other ELL second graders receive push-in or pull-out services. These students include ELLs in special education classes. Nineteen of our third grade ELLs are in a self-contained class. Another nine third grade ELLs are in a class with a teacher with bilingual certification and a Masters degree in ESL. She will be taking the state exam in the spring of 2012. The other six third grade ELLs receive push-in or pull-out services. These students include ELLs in special education classes. A fourth grade ESL class has a bilingual certified teacher on her way to ESL certification and one fifth grade ESL self-contained classes provide content area requirements and ESL instruction according to the required number of minutes. Another fifth grade ESL class contains eight students who receive services from a teacher on her way to ESL certification. The seven fifth grade ELLs in special ed require services with a push-in or pull-out model

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

2. The ESL coordinator works toward making sure that the diverse needs of our ELLs and their mandated service minutes are being met given the vacancies in our faculty. None of the 196 ELLs at P.S. 195 are identified as SIFE (Students with Interrupted Formal Education). Mandated minutes of ESL are met during the daily literacy blocs and during the skills period. Also Extended Time School is used to meet the mandated minutes for some students. The students who have received ESL services for a year or less are placed in ESL self-contained classes (not monolingual classes when avoidable) and receive additional small group instruction with an ESL licensed teacher in either a push-in or pull-out program. In order to meet students' individual needs, we analyze NYSESLAT data (from ARIS) to determine the skill areas in which individual students require additional instruction. In addition to identifying proficiency levels for mandated service minutes, push-in/pull-out teachers confer with classroom teachers to address issues that arise in formal and informal classrooms assessments. Newly arrived students receive individual and/or small group instruction until the teachers deem that they can function successfully with their peers in their larger ESL classroom. Beginner and Intermediate level students are identified for 360 minutes per week of ESL instruction and Advanced level students for 180 minutes of ESL instruction. A list of ELLs and their corresponding proficiency levels is maintained by the ESL coordinator using exam histories and on-going testing results.

3. Licensed teachers implement ESL strategies aligned to the New York State standards to promote academic success. Rigby's On Our Way to English as well as other ESL books from Harcourt provide materials that address all four skill areas as well as New York State standards. Academic instruction at P.S. 195 follows the workshop model which is well adapted to the needs of our ELLs. It offers the opportunity for small-group instruction and modeling as well as cooperative learning groups. Science and social studies information is incorporated into the literacy blocks to allow for repeated exposure to the material. Classrooms are equipped with Smartboards as well as content area textbooks with a wide variety of visual representations of material.

4. Though we have Spanish LAB on file we do not have the personnel to evaluate everyone in their native language at this time.

5. Even though we do not have any confirmed SIFE students at this point, their instructional needs would be assessed by the ESL evaluators and the classroom teachers. Additional support services can be provided by ESL and AIS personnel on a push-in/pull-out basis. ESL licensed teachers provide ESL services to our special education students who are in ICT classes and 12:1:1 classes. ELLs with IEPs are most often in self-contained ESL classrooms. ESL classroom teachers are responsible for ESL content area instruction, which is delivered 3 times a week for social studies and twice a week for science. At least ten of our teachers are fluent Spanish speakers and can assist children with translation and additional native language support.

In order to differentiate instruction for ELL students, we provide Academic Intervention Services for ELL newcomers as well as those with IEPs or those at risk of promotion. In addition, our SETTS teacher pushes into ESL classrooms to assist students with IEPs. Newcomer ELLs are provided with individual and small group instruction time when necessary for a smooth transition into their classroom

A. Programming and Scheduling Information

environment. ELLs with 4-6 years of service are identified by the ESL coordinator and receives instruction in their classroom or on a pull-out basis when appropriate.

6. Our SBST team along with the Parent Coordinator, IEP Teacher, Speech, resource room, and occupational therapy providers are in close communication with the ESL providers to make sure that their related services and ESL services are delivered appropriately. This would include students with disabilities

7. All students participate in the wide variety of classes we provide including music, art and physical education. Collaborative groups are set up in the classrooms so that student can develop a strong academic working environment with their peers.

Courses Taught in Languages Other than English ⓘ

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

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

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

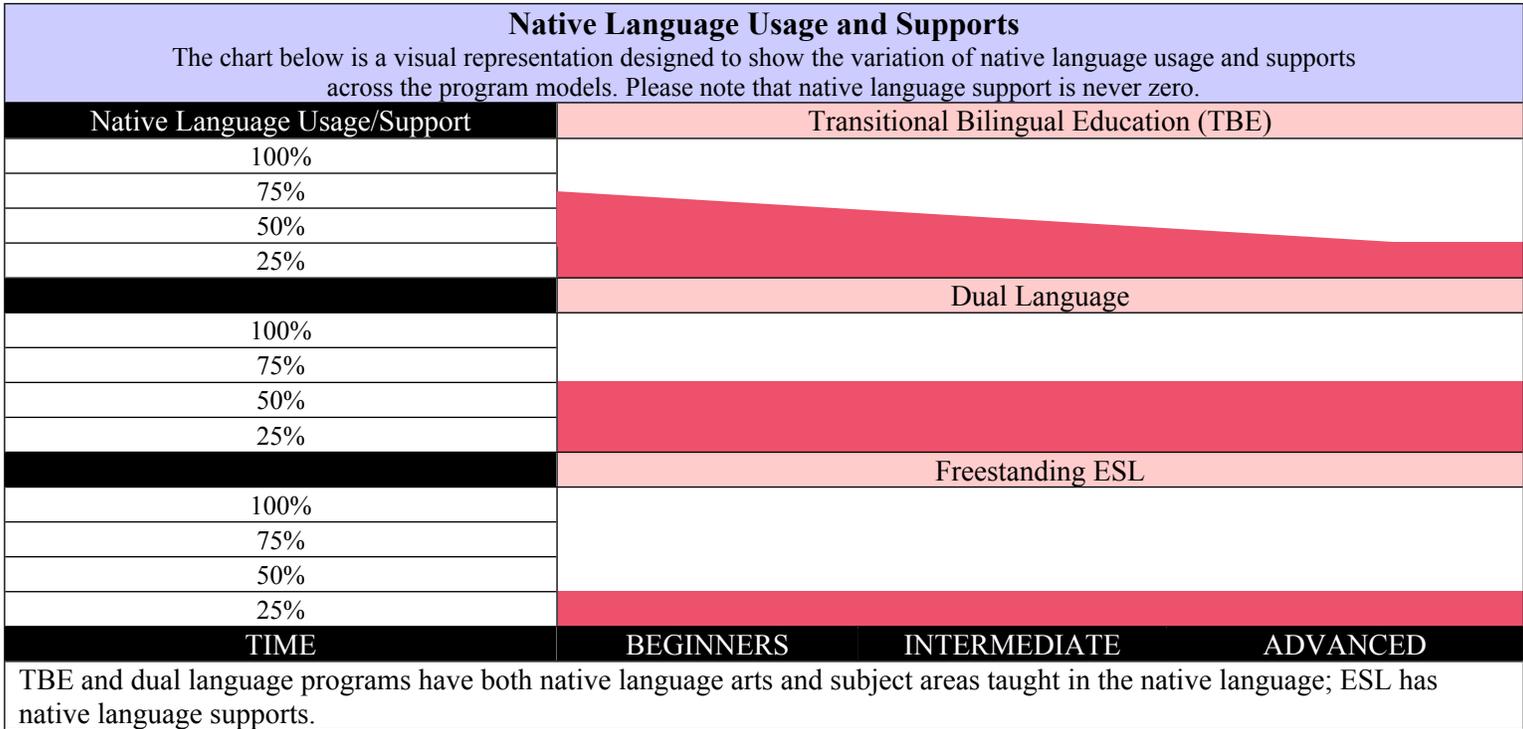
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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



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. Intervention programs include Wilson, Foundations, Explode the Code and On Our Way to English. These programs target students who are performing below grade level based on running records as well as formal and informal assessments.

9. Transitional students are identified and the list is updated as necessary. The testing coordinator and the ESL coordinator meet in advance of any testing to ensure that appropriate accommodations for former ELLs and ELLs with other accommodations as per their IEP. Out of classroom teachers and service providers proctor testing periods that require specific accommodations.

10. We will continue to expand the use of Rigby's On Our Way to English and Explode the Code. We also hope to increase the number of staff members trained in Wilson. The math coach and IEP teacher are researching intervention programs that include ELL components.

11. No programs will be discontinued.

12. ELLs participate in all program including art, music, science, physical education and/or dance, and technology on their grade level. They are also well-represented in our afterschool program (BELL). ELLs participate fully in school activities including performance such as monthly assemblies that may incorporate their native language. Our music teacher includes foreign language songs in his curriculum. Our art and technology teachers are fluent in Spanish and a number of bilingual para-professionals are in classes to assist.

13. Classrooms have Smart Boards, leveled classroom libraries, and bilingual dictionaries. The ESL programs we work with have book sets in several genres at each level. All ESL classrooms are supplied with Level libraries from Rigby's On Our Way to English.

14. Over ten of our teachers are bilingual in Spanish and one speaks French. They provide essential language support when necessary including translation and scaffolded support.

15. The services that our school provides are organized by grade level. Pull-out groups are organized by grade and ability level when possible. ESL teacher follow the curriculum guides so that ESL instruction mirrors the material that is being covered in the classroom.

16. At spring pre-registration workshops staff reaches out to parents to provide details about the parent choice process and the various options available to them. Bilingual office staff is present to assist with this process. During the year the parents of newly enrolled students meet with an ESL provider via translation to ensure a smooth transition to our school. The students may have some initial individualized instruction to support their adjustment to the classroom.

17. There are no language electives for our students at this point.

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.

Our ESL coordinator is available to meet with all ESL teachers for assistance with unit and lesson planning. These meetings take place during the ELL personnel's preparation periods, for 30 minutes each Monday afternoon, or during mutually agreed upon times during lunch or after-school. One of the mentor teachers holds an ESL/Bilingual license and is in classrooms to strengthen instruction with lesson demonstration and feedback to teachers. Inter-visitations and lesson demonstrations are arranged for teachers to learn from one another in presenting mini-lessons. After each demonstration or visitation, teachers debrief to discuss the best practices viewed.

E. Parental Involvement

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

The parent association hosts monthly workshops, which increases parent involvement within the school. These workshops include a variety of topics such as health and nutrition, how to access library materials, anti-bullying courses, etc. Translators are available at each meeting to provide translation to parents who speak Spanish. Our bilingual staff represent a wide variety of Latin American cultures. Our translators are sensitive to the cultural and social differences which exist and are capable of addressing these issues when translating.

Throughout the academic year, we offer multiple opportunities for students and their families to participate in school events. For example, families of our school community are invited to attend Movie Night (once per month), Family Math Night, the Math Bowl, end-of-unit culminating performances by grade (every six weeks), Ballroom Dancing performances, Gymnastics shows, Cup Stacking Competitions, etc.

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)		16	12	11	2	4								45

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)		14	14	20	3	10								61
Advanced (A)		4	12	3	19	14								52
Total	0	34	38	34	24	28	0	0	0	0	0	0	0	158

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		2	1	0		2							
	I		7	3	4		2							
	A		17	24	10	6	5							
	P		8	9	20	17	19							
READING/ WRITING	B		16	11	11	1	4							
	I		14	14	20	3	9							
	A		4	8	3	18	15							
	P		0	4		1								

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	14	1		22
4	8	19	7		34
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	2		14		6				22
4	1		21	3	8		3		36
5	1		14		34		1		50
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			6		18		1		25
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. We use Fountas and Pinnell and TCRWP. Teachers input their class reading assessment data into an online program called, “Assessment Pro.” This program assists teachers in analyzing the student data. It organizes the data in various ways so that teachers may track student progress. The Assessment Pro data helps teachers make instructional decisions.

Many of our ELLs are reading below grade level and in response we have ordered level books from Rigby that are designed specifically for ELLs. The strategy lesson included with these books provide teacher with ESL techniques to explicitly teach a variety of reading strategies. Teachers have incorporated more listening activities in the instructional day. Also listening centers provide more opportunities for student to hear spoken English.

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

3. Refer to question number 2.

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

5. N/A

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Andrew Kavanagh	Principal		1/1/01
Kristy Faella	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Matthew Jensen	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 6 Network: 606

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.

Based on the Home Language Identification Surveys, the blue emergency contact cards at initial registration, as well as the ATS Home Language Report (RHLA) we found a need for communication to parents to be disseminated in languages other than English. Many parents need someone to interpret for them in several situations, specifically when parents are meeting with their child's teacher, during school meetings, workshops and home contacts, as well as written communications.

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

According to our data, we found that the breakdown of languages spoken by parents includes the following numbers: 394 Spanish, 3 Bengali, 1 Chinese, 7 French, 10 Fulani, 1 Slovak, 2 Soninke and 1 Twi. Other than Spanish, parent letters and notifications sent home or posted within the school need to be written in parents' native languages. Additionally, oral communication, via school visits as well as telephone, need to be addressed. These findings will be shared within our school community during our School Leadership Team meetings. Our parent constituents will turnkey this information at Parent Involvement Activities. This information is also available online in our school's CEP.

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.

We plan to provide written translation of all parent letters. Posted communication such as monthly school calendars, Mission Statements, Discipline Codes, and parent workshop schedules will be written in languages other than English. Written information given at Open House, Orientations, and PTA meetings will also be in the languages common to P.S. 195. In addition, information about after-school programs and services will be translated by the appropriate personnel. This will help to encourage parent participation in school activities.

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.

We plan to provide personnel to assist parents during Parent-Teacher meetings, conferences, general parent orientations, PTA meetings and workshops provided by Parents Association and/or school staff. Oral communication, such as telephone contacts, will be made by school personnel in the parent's native language when such personnel is available at the school level. There will also be personnel assisting at the front desk, in the main office and in classrooms as well. Additionally, P.S. 195 will utilize the Department of Education's Language and Interpretation Unit.

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 will continue to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. The school will ensure that parents in need of translation services will be afforded all opportunities to take advantage of translation services available at the school level. All information translated by the Department of Education will be available to parents. Parents who do not have a command of the English language will receive school notices in their native language when possible. Where necessary, the school will engage the services of local translators to assist in the translation of materials. All parents have and will continue to have full access to all necessary information via the appropriate translation/interpretation services.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: P.S. 195	DBN: 12X195
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: <u>80</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 4
of content area teachers:

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:

The Title III funds will provide supplemental instruction for ELLs during our afterschool ELL Excellence Program. It will target ELLs in grades 2-5 who did not score proficiency in the LAB-R or NYSESLAT. It will provide additional instructional opportunities for ELL students who are at risk, or are potential long term ELLs not meeting the mandated improvement; nor have acquired language proficiency. Activities will include the use of Literacy and Mathematics. The program will include extensive writing activities to improve student reading and comprehension skills in English.

- This program will be offered to all identified ESL students including Special Education students according to NCLB to help students attain English and math proficiency in grades 2-5.
- We propose to implement an afterschool program beginning in the Fall of 2012 and extending through the Spring 2013. The program will be in effect for a time period of 22 weeks (January 8 - June 6 excluding Spring Break). The program will be held 3 days per week in 2 hour sessions. We will supplement some of the additional cost using another funding source as follows:

4 teachers X 22 weeks x 6 hours x \$50.19 = \$26,500.32* (Difference: \$26,500.32 - \$23,264= 3,236.32)

*Please note that we will supplement \$3,236.32 from another funding source to cover the length of the program as it utilizes slightly more than 60% of the allotted funding.

- Instruction will be provided in English.
- Our four highly qualified licensed ESL or bilingual teachers will provide instruction. To ensure that we provide the highest quality support to our ELL students, teachers will meet weekly to plan with the support of an instructional coach.
- Materials to be used include: Language Power (Teacher Created Materials) & Buckle Down Math.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here:

- The Title III Professional Development program at P.S. 195 will help to provide sensitivity training and knowledge of ESL methodologies, as well as explore new quality teaching approaches to staff members in order to create a positive environment for our ELL population. It will provide high quality, sustained staff development.
- Professional development will be provided to staff members.
- A certified ESL staff member will provide 6 one hour comprehensive professional development sessions to staff members on topics such as:

-The following titles are provided by Course Crafts, Inc., an author and developer of successful educational materials for English language learners (ELLs) and their teachers.

1. English Language Learners in the Mathematics Classroom

Description:

This professional development opportunity will help teachers meet the needs of your English Language Learners. It will offer strategies, guidelines, and classroom vignettes; English Language Learners in the Mathematics Classroom will demonstrate how to adjust mathematics instruction to make the learning less language-dependent while fostering language development. This PD will also help teachers develop understanding and knowledge of strategies for supporting a high level of mathematics learning along with language acquisition for ELLs.

Proposed dates: December 2 & 16

Duration: 1 hour each session

2. Assessing English Language Learners: Bridges From Language Proficiency to Academic Achievement

Description:

This professional development opportunity will allow teachers to examine the unique needs of English Language Learners. They will learn strategies for implementing instructional assessment of language and content.

During this opportunity teachers will be provided with several practical resources to assist them in how to equitably and comprehensively assess the language proficiency and academic achievement of ELLs.

Proposed dates: January 7 & 21

Duration: 1 hour each session

3. Scaffolded Reading Experiences for English-Language Learners

Part C: Professional Development

Description:

This professional development opportunity will provide teachers with the tools they need to help English-language learners excel in reading and the content areas by creating lessons for fiction and non-fiction texts. During this PD teachers will examine examples and models of exemplar lessons they can apply to their own classrooms. Teachers will also be provided with resources for planning and developing ELLs' academic needs.

Proposed dates: February 11 & 25

Duration: 1 hour each session

Part D: Parental Engagement Activities

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

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

Begin description here:

Here at P.S. 195 we understand that communication with parents is essential to promote the home-school connection. Translation and interpretation services will be provided to meet community needs. In line with this commitment, an Adult ESL program will be provided by a certified ESL Teacher (Matthew Jenson) beginning in the fall of 2012 and extending through Spring of 2013. The program will be in effect for a time period of 20 weeks 1 hour 3 days per week.

- In addition to our ESL adult program, workshops and training will be provided for parents by our parent liaison and community affiliates to include, but not limited to 1on1 Academic Tutors Foundation. ELL parents are invited to participate in these workshops. Some tentative workshop titles include:

-Supporting Learning at Home

-Talking with Youth about Bullying

-Reading & Writing With Your Child

-Tips for Successful Test-Taking

-Nutrition and Health classes

- Parents will be notified of these events by fliers and/or letters sent home with students.

Part E: Budget

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

Allocation Amount: \$

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