



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name: WILLIAM HABERLE ELEMENTARY SCHOOL**

**DBN (i.e. 01M001): 29Q195**

**Principal: MS. BERYL BAILEY**

**Principal Email: BBAILEY@SCHOOLS.NYC.GOV**

**Superintendent: MR. LENON MURRAY**

**Network Leader: DR. JOANNE JOYNER-WELLS**

**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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

| Name                   | Position and Constituent Group Represented   | Signature |
|------------------------|--|-----------|
| Beryl Bailey           | *Principal or Designee   |           |
| Kathryn Williams       | *UFT Chapter Leader or Designee  |           |
| Myriame Bonny-Francois | *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/  |           |
| Donna Alexander        | Member/  |           |
| Corlyss Gamble         | Member/  |           |
| Schaneick Thomas       | Member/  |           |
| Georgia Woodfolk       | Member/  |           |
| Jawanda Boling         | Member/  |           |
| Tricia Binns           | 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 which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed

|          |  |
|----------|--|
| <b>X</b> | <b>School Leadership Team Signature Page</b>   |
|          | <b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>             |
|          | ▪ Annual Goal  |
|          | ▪ Comprehensive Needs Assessment   |
|          | ▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal |
|          | ▪ Budget & Resource Alignment section (indicating all funding sources)                           |
|          | <b>Academic Intervention Services (AIS)</b>  |
|          | <b>Title I Plan (Only for schools receiving Title I funding)</b>                                 |
|          | <b>Parent Involvement Policy (PIP)</b>   |

## **Goal and Action Plan #1**

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

### **Annual Goal #1**

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

In order to promote student learning, ensure academic rigor and improve pedagogy through effective teaching, we will ensure that by June 2014 all of our teachers will attend a minimum of 3 hours per month of the Professional Development offerings on the 2013/2014 Professional Development Calendar.

### **Comprehensive Needs Assessment**

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

The teacher results section of the Learning Environment Survey 2013 teachers indicated the need for stronger preparation in order to strengthen their pedagogy skills. In addition, teachers need to strengthen the instructional core and classroom instruction in order to help our students generate academic gains.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. We will implement a year-long professional development calendar of activities which promote pedagogy practice targeted to strengthen student learning and achievement.
2. In November, 2013 we will create a Teacher Resource Center. The Teacher Resource Center will have sections that will strengthen teacher development and understanding of CCLS, Thinking Maps, Overcoming Test Anxiety, Strengthening Questioning and Developing Supportive Learning Environments.
3. Teacher Team meetings will include professional development on effective use of student data and aligning instruction to the CCLS. Teachers will share best practices to improve instruction and student learning. Teacher Teams will meet weekly to discuss and analyze student work as related to the CCLS
4. Designing coherent instruction, using questioning and discussion techniques aligned with Danielson Framework for Teaching, and using assessment in instruction aligned with Webb's Depths of Knowledge
5. The principal will schedule interim checkpoints to monitor the effective implementation of the professional development calendar to ensure that 100% of teachers are have met the identified goal of 3 hours of professional development monthly

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. School principal, administrative team members, lead teachers
2. School principal, contracted educational consultants, Zaner- Bloser (Voices Literacy), Selected Staff
3. School principal, lead teachers, educational consultants,
4. Administrative team members, school principal, technology teachers, educational consultants
5. Administrative team members, school principal, grade leaders

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. By December, 2013 100% of the reaching staff will participate in e hours monthly of professional development activities. Lead teachers and administrative team members will review the calendar monthly to ensure participation.
2. Formal and informal evaluations conducted by school administrators in classrooms. School administrators should see evidence of one level of growth in all teachers use of pedagogy skills shared during various professional development activities.
3. Teacher team meetings will have all members sharing thoughts, student data, and teaching strategies with their colleagues.
4. By May, 2014 school administrator will see all teachers improving their instruction as evidenced by one level of growth and movement as indicated on the Danielson rating scale.
5. By February, 2014 the school principal will review checkpoints and have evidence that all teachers have participated and use strategies discussed in professional development activities.

#### **D. Timeline for implementation and completion including start and end dates**

1. We will create and implement the year-long calendar of professional development activities from September, 2013 – June, 2014.
2. The Teacher Resource Center will be created in October, 2013 and will be available for professional use from November, 2013 - June, 2014.
3. We will work with educational consultants and network support to improve student achievement in Teacher Team meetings from November, 2013 – June, 2014.
- 4.
- 5.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Meetings and workshops conducted at the school which promotes further understanding of rigorous teaching practices and Danielson Framework of Teaching in order to strengthen student achievement and understanding of content area.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parent coordinator will meet with parents at the beginning of the school year to explain the CCLS and how they can promote student understanding at home.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| X | Tax Levy | X | Title IA |  | Title IIA |  | Title III |  | Set Aside |  | Grants |
|---|----------|---|----------|--|-----------|--|-----------|--|-----------|--|--------|
|---|----------|---|----------|--|-----------|--|-----------|--|-----------|--|--------|

List any additional fund sources your school is using to support the instructional goal below.

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**Goal and Action Plan #2**

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

**Annual Goal #2**

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

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

**Comprehensive Needs Assessment**

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

With the shift in the NYS mathematics assessment the percentage of students who received a level 3 or 4 declined. This is further evidenced in specific mathematical strands. In grade 5 students have not exhibited strong mastery with understanding fractions. The average student proficiency in 2012 was 2.87 and in 2013 it was 2.13.. The percentage of students who scored level 3 or 4 in mathematics was 11.4% in 2013. We realized the need to identify a plan of action to increase the number of students scoring at a proficiency level.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Teacher Teams will meet weekly to analyze student work & data in order to increase performance as related to the CCLS to improve mathematics instruction. Teachers will share best practices to improve mathematics instruction and student learning.
2. Use Danielson's Framework with a direct focus on assessment, questioning, design of coherent instruction, and using assessment in instruction in mathematics instruction.
3. School wide initiatives to ensure the use of iPads/Laptops and Smart boards being incorporated into mathematics instruction to further increase student engagement and deepen understanding.

4. Thursday Academy After-School Tutorial is being offered to help all students improve their academic progress.

**B. Key personnel and other resources used to implement each strategy/activity**

1. School Principal, Classroom Teachers, Lead Teachers, Administrative team members
2. School Administrator, Grade Leaders, educational consultants
3. School Principal, Technology teacher, cluster & classroom teachers, school administrator.
4. School Principal, Thursday Academy teachers, inquiry team members

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Inquiry team, Teacher Team meetings will monitor the work of teacher teams monthly to ensure that they are meeting their benchmark.
2. Formal and Informal observations will be reviewed to ensure that teachers are moving at least one level. Results from student data and periodic ongoing assessment analysis.
3. We will analyze benchmark and target assessments.
4. Principal and administrative team will monitor progress of use of in instruction and student data.

**D. Timeline for implementation and completion including start and end dates**

1. Monthly feedback and monitoring from classroom teachers and grade wide teacher team meetings will occur from September, 2013 – June, 2014
2. Teachers will receive periodic checkpoint feedback from school administrator from October, 2013 – June, 2014
3. Teachers will use ipads and smartboards in classroom instruction from September, 2013 – June, 2014 and receive feedback from school administrators.
4. Inquiry team members will monitor progress from December, 2013 – May-2014.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Teachers will participate in collaborative planning and use the data from grade assessments and benchmark data.
2. Teachers will engage in professional activities and conversations that focus on Danielson’s Framework, and will implement the strategies in their classroom. During professional planning, grade meetings, and weekly teacher team meetings the teaching staff will analyze their use of the various strategies, and how it impacted student achievement.
3. Shared best practices on integrating technology in the classroom (lesson plans and student activities)

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

PTA Meetings, Family Activity Nights (embedded instructional areas), Parent Support Workshops during the course of the year, instructional focus parent newsletters (monthly), and student progress reports Math Night, Math Workshop for all parents of children with levels 2-4 to help accelerate progress

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

| x | Tax Levy | x | Title IA |  | Title IIA |  | Title III |  | Set Aside |  | Grants |
|---|----------|---|----------|--|-----------|--|-----------|--|-----------|--|--------|
|---|----------|---|----------|--|-----------|--|-----------|--|-----------|--|--------|

List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #3**

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

**Annual Goal #3**

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

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%. We realized the need to identify plans of action to increase the number of students performing at level 3 or 4.

**Comprehensive Needs Assessment**

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

With the shift in the NYS ELA Assessment, a lower percentage of our students performed at level 3 or 4 (18.7%). Improving ELA performance would help close the achievement gap to ensure that our students are making progress.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Implement small group instruction such as push-in AIS assistance for struggling students, and increase student stamina
2. Develop periodic assessments, and timelines of Assessments utilizing the, Envision, Voices Unit Assessments. Classroom teachers will generate exams 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.
3. We will analyze a variety of assessment results including the following, teacher observations, periodic assessments, grade level assessments including performance tasks.

**B. Key personnel and other resources used to implement each strategy/activity**

1. School principal, administrative team members, Teachers, paraprofessionals, and support staff
2. School principal, administrative team members Inquiry team members, classroom teachers, outside professional development opportunities
3. School principal, administrative team members Inquiry team members, administrators, teacher team meetings

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Analysis of student data of the students who participate in the push-in AIS assistance
2. Review and analyze results of the periodic assessments (monthly) throughout the school year.
3. Observation results review meetings with teachers (monthly) which will help impact direct instruction

**D. Timeline for implementation and completion including start and end dates**

1. Administrative team members will ensure that classroom teachers and support staff are providing direct small group instruction from October, 2013- June -2014.
2. Inquiry team and teacher teams will develop and administer school wide benchmark assessments from October, 2013 – May, 2014
3. Instructional team members and inquiry team will analyze assessment and data from October, 2013- June, 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Teachers and paraprofessionals will attend workshops, plan during common planning periods to design activities that promote student understanding.
2. Inquiry team members will look at hard data and identify trends to provide teaching staff with information to help chart the needs of students to increase student performance
3. Principal will meet regularly with teaching staff to review their teaching design and strategies used to drive instruction that deepens student understanding.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Strategies to increase parental involvement will include scheduled conversations with parents of students who scored a level 1 on the NYS Assessment, outreach to parents from the parent coordinator via telephone and e-mail, and a needs assessment survey during parent workshops to inquire what areas parents would like additional assistance in order to help increase student performance.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| x | Tax Levy | x | Title IA |  | Title IIA |  | Title III |  | Set Aside |  | Grants |
|---|----------|---|----------|--|-----------|--|-----------|--|-----------|--|--------|
|---|----------|---|----------|--|-----------|--|-----------|--|-----------|--|--------|

List any additional fund sources your school is using to support the instructional goal below.

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|--|

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

Throughout the 2013-2014 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**

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

To meet the CCSS and promote academic achievement, parents are necessary to help propel student success. There is a need for various methods of engagement to propel parent participation as indicated from the learning environment survey.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**1. Strategies/activities that encompass the needs of identified subgroups**

1. 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.
2. Parents are provided the opportunity to participate in book clubs to enhance their knowledge about topics related to parenting and increase their reading ability.
3. 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, take part in conversations and are taught test strategies they can work on with their children.
4. The school website provides detailed information for parents about school testing. Teachers also have class websites that keep parents informed of testing related information.

**2. Key personnel and other resources used to implement each strategy/activity**

1. Principal, Parent Coordinator, Lead Teachers
2. Principal, Parent Coordinator, Lead Teachers, Social Worker, Instructional Team Members
3. Principal, Parent Coordinator, Lead Teachers, Social Worker, Instructional Team Members
4. Classroom Teacher, Data Specialist

**3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Increased participation of parents at monthly Saturday workshops, PTA meetings
2. Parent forum discussions with the parent coordinator, and book club facilitator
3. Parents will receive information from parent coordinator and instructional specialists at parent workshops.
4. Many parents main source of communication with the school is via the school website. School personnel ensure that parents have the ability of being kept abreast of school occurrences, and methods to help their child through the school website and phone calls. Parent coordinator will tally attendance on a monthly basis to see if we are meeting our target. Teachers will continue distribution of grade level parent newsletters

**4. Timeline for implementation and completion including start and end dates**

1. Parent coordinator will monitor attendance from August, 2013 – June, 2014
2. Parent coordinator will monitor attendance from January, 2014 – June, 2014
3. Staff facilitator and Parent coordinator will monitor parent participation and attendance from December, 2013 – June, 2014
4. Parent coordinator will monitor attendance from August, 2013 – June, 2014

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

Our Kids Place, Kiddies World, KJK Tutoring, Track Star Tutoring and DCAIB provide after-school homework assistance and charter education for the students. In

addition Scholastic partners with P.S. 195 and provides our fourth grade students with an opportunity to write and publish their own book. Swim for Life Program provides our Grade 2 students with free swimming lessons.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

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

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| x  | Tax Levy | x | Title IA | Title IIA | Title III | x | Set Aside | Grants |
|--|----------|---|----------|-----------|-----------|---|-----------|--------|
| List any additional fund sources your school is using to support the instructional goal below. |          |   |          |           |           |   |           |        |
|  |          |   |          |           |           |   |           |        |

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

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**

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

Students with disabilities did not meet the intended performance goal for the past two years. In order to close the achievement gap with the SWD population, students in grades 4 and 5 self-contained classes received departmentalized instruction. Teachers will be able to focus on one core area subject (mathematics, writing, or reading) and they will instruct their homeroom class in social studies, science and art. This will provide students with intense subject based instruction from classroom teachers.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**253 Strategies/activities that encompass the needs of identified subgroups**

1. Blooms Taxonomy will be utilized in classrooms as teachers use higher order questions and thinking techniques.
2. A multi-sensory approach to meet the needs of all the students, and differentiated instruction in mathematics, literacy, and writing
3. Use of Math Envisions web based support activities, Kidspiration (graphic organizers and Technology-based activities embedded in literacy and math curriculum.

**254 Key personnel and other resources used to implement each strategy/activity**

1. Special Education Coach, Principal, Lead Teachers, Classroom Teachers
2. Special Education Coach, Principal, Lead Teachers, Classroom Teachers
3. Special Education Coach, Principal, Lead Teachers, Classroom Teachers, CFN Support Staff

**255 Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Teacher feedback from informal and formal observations from school administrators.
2. Ongoing assessments will enable teachers to identify specific student weaknesses in ELA & Math, and identify if the multi-sensory approaches are strengthening student understanding.
3. Directly align with our Envisions math curriculum with CCLS. Teacher Teams collaborate and design lesson and unit plans to address grade level/Special Education department needs.

**256 Timeline for implementation and completion including start and end dates**

1. Instructional specialists and administrators will Share DOE Instructional Expectations from September, 2013- May 2014
2. Classroom teachers will participate in Professional development activities around using multisensory approaches in January, 2014
3. Teachers will receive professional development will be designed to deepen their understanding and use of web based and alternative support activities from September, 2013- June, 2014.). Differentiated professional development will be designed to address the individual needs of the using web based activities during the same time period..

**257 Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Classroom teachers will meet together to analyze and critique student progress.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Over the years we've had an active home school parent collaboration and we will continue to support and increase parent involvement as indicated below.

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

testing related information

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| <b>x</b>   | <b>Tax Levy</b> | <b>x</b> | <b>Title IA</b> |  | <b>Title IIA</b> |  | <b>Title III</b> |  | <b>Set Aside</b> |  | <b>Grants</b> |
|--|-----------------|----------|-----------------|--|------------------|--|------------------|--|------------------|--|---------------|
| List any additional fund sources your school is using to support the instructional goal below. |                 |          |                 |  |                  |  |                  |  |                  |  |               |
|  |                 |          |                 |  |                  |  |                  |  |                  |  |               |

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

| <b>Type of Academic Intervention Service (AIS)</b>  | <b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>  | <b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b> | <b>When the service is provided (e.g. during the school day, before or after school, etc.)</b> |
|---|--|--|--|
| <b>ELA</b>  | Extended Day Instruction<br><br>Thursday After School Academy intensive ELA instruction<br><br>AIS Pull-out/Push-in<br><br>Lunch and Learns<br><br>AM Grade Tutorial<br><br>Wilson Reading Program | Small Group and 1:1 Tutoring   | During the day, after school, and before school  |
| <b>Mathematics</b>  | Envisions Math<br>Extended Day<br><br>Thursday Tutorial AIS<br><br>Pull-out/Push-in<br><br>Lunch and Learns<br><br>AM Tutorial   | 1:1 Tutoring and Small Group   | During the day<br>After-School   |
| <b>Science</b>  | Friday Intensive and Saturday Academy  | Small groups/classroom delivery and one-to one instruction                           | Four Sessions in the Spring  |
| <b>Social Studies</b>   | Friday Intensive interactive writings and activities   | Small groups/classroom delivery  | During the day   |
| <b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b> | Support Groups   | One to one, small group  | 1- 4 Days per week depending on the service required. For a duration of 6 weeks or as needed   |

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

|  |                                  |  |   |
|--|----------------------------------|--|---|
| Indicate with an "X" your school's Title I Status. |                                  |  |   |
| <b>x</b>   | <b>School Wide Program (SWP)</b> |  | <b>Targeted Assistance (TA) Schools</b> |
|  |                                  |  | <b>Non-Title I</b>                      |

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

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.

### **High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

The strategies and activities used to accelerate high quality professional development that enable students to meet the CCSS are monthly professional development topics including strengthening mathematics/ELA and Science instruction, differentiated instruction, cooperative activity-based groups, integrated instruction, use and use of visuals and graphic organizers. In addition staff members embed the use of technology within their instruction, and staff members receive ongoing professional development that adequately provides them with guidance on using data to drive their instruction

### **Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Students are provided with additional academic assistance, in school counseling, SAPIS instruction in grade 5 classrooms and the purchase of supplies for students as needed.

### **SWP Schools Only**

#### **Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

The school based support team partners with the office of early childhood education to ensure that students who are “Turning 5” the school psychologist coordinates meetings with local early childhood centers and the office of early childhood education. The prekindergarten department meets with representatives from New York State office of Early Childhood Education to ensure the instruction practices are state aligned and CCSS centered. The prekindergarten social worker also collaborates with the parent coordinator to identify activities and opportunities for parents that will help support the education of young students and help prepare them for elementary school. The social worker from the elementary school meets with the prekindergarten social worker to identify children who may be in need of support services in grades kindergarten – grade 5.

#### **Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The strategies and activities teachers use to identify high quality assessments that enable students to meet the CCSS are teacher team meeting and common planning to create and identify assessments that highlight student understanding of mathematics topics /ELA and Science instruction.

### **TA Schools Only**

#### **Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

#### **TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

---

**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

***Public School 195***

***William Haberle Elementary School***

***253-50 149<sup>th</sup> Avenue Rosedale NY 11422***

***Telephone: 718-723-0313***

***Fax: 718-7237826***

***Beryl E. Bailey***

## ***Principal***

### **P.S. 195Q SCHOOL PARENT INVOLVEMENT POLICY**

**2013-2014**

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

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

**Public School 195**

**The William Haberle Elementary School**

**257-50 149<sup>th</sup> Avenue**

**Rosedale, New York 11422**

**Telephone: 718 – 723 – 0313**

**Fax: 718 – 723 – 7826**

**Beryl E. Bailey**

**Principal**

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**PS 195 Q**  
**2013-2014 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 2013-2014.*

**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 PK -5 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/or Saturday AIS Programs are offered to address the academic needs of level I and Level II students in grades 2-5.*

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: November, January, March, Mid May 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/punctuality.*
- *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.

I have read the above compact and understand the school and my responsibilities.

|              |           |         |
|--------------|-----------|---------|
| Beryl Bailey |           |         |
| School       | Parent(s) | Student |

|                |      |  |
|----------------|------|--|
| September 2013 |      |  |
| Date           | Date |  |

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

|  |                       |                          |
|--|-----------------------|--------------------------|
| 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 NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

|  |                                       |
|--|---------------------------------------|
| Principal <b>Beryl Bailey</b>                                      | Assistant Principal <b>N/A</b>        |
| Coach <b>type here</b>   | Coach <b>type here</b>                |
| ESL Teacher <b>Garvin Chapman</b>                                  | Guidance Counselor <b>Ms. Fairley</b> |
| Teacher/Subject Area <b>Ms. Gaddipati/Special Ed.</b>              | Parent <b>Ms. Bonny-Francois</b>      |
| Teacher/Subject Area <b>Ms. Antoine/Common Branches</b>            | Parent Coordinator <b>Ms. Harris</b>  |
| Related Service Provider <b>Ms. Coronel/Speech</b>                 | Other <b>type here</b>                |
| Network Leader(Only if working with the LAP team) <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 currently teaching in the ESL program.           | <b>1</b> | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program                                  | <b>1</b> | Number of teachers who hold both content area and ESL certification          | <b>3</b> |
| Number of certified bilingual teachers currently teaching in a bilingual program  | <b>0</b> | Number of certified NLA/foreign language teachers  | <b>0</b> | Number of teachers who hold both a bilingual extension and ESL certification | <b>0</b> |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | <b>2</b> | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | <b>0</b> | Number of special education teachers with bilingual extensions               | <b>1</b> |

### D. Student Demographics

|  |            |                      |          |   |              |
|--|------------|----------------------|----------|---|--------------|
| Total number of students in school (Excluding Pre-K) | <b>632</b> | Total number of ELLs | <b>7</b> | ELLs as share of total student population (%) | <b>1.11%</b> |
|--|------------|----------------------|----------|---|--------------|

## Part II: 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><br>(60%:40% → 50%:50% → 75%:25%) |   |   |   |   |   |   |   |   |   |   |    |    |    | 0       |
| <b>Dual Language</b><br>(50%:50%)  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0       |
| <b>Freestanding ESL</b>  |   |   |   |   |   |   |   |   |   |   |    |    |    |         |
| SELECT ONE   |   | 1 | 1 | 3 | 0 | 2 |   |   |   |   |    |    |    | 7       |
| SELECT ONE   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0       |
| <b>Total</b>   | 0 | 1 | 1 | 3 | 0 | 2 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 7       |

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |   |  |   |                                |   |
|-----------------------------|---|--|---|--------------------------------|---|
| All ELLs                    | 7 | Newcomers (ELLs receiving service 0-3 years) | 7 | ELL Students with Disabilities | 3 |
| SIFE                        | 0 | ELLs receiving service 4-6 years             | 0 | 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 SWD. [?](#)

| ELLs by Subgroups |                  |                                    |
|-------------------|------------------|------------------------------------|
| ELLs (0-3 years)  | ELLs (4-6 years) | Long-Term ELLs (completed 6 years) |

|  | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
|--|-----|------|-----|-----|------|-----|-----|------|-----|-------|
| TBE  |     |      |     |     |      |     |     |      |     | 0     |
| Dual Language  |     |      |     |     |      |     |     |      |     | 0     |
| ESL  | 6   |      | 3   | 1   |      |     |     |      |     | 7     |
| Total  | 6   | 0    | 3   | 1   | 0    | 0   | 0   | 0    | 0   | 7     |
| Number of ELLs who have an alternate placement paraprofessional: 0 |     |      |     |     |      |     |     |      |     |       |

### 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    |
| Haitian  |          |          |          | 1        |          | 2        |          |          |          |          |          |          |          | 3        |
| Spanish  |          | 1        | 1        | 2        |          |          |          |          |          |          |          |          |          | 4        |
| SELECT ONE                                     |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| <b>TOTAL</b>                                   | <b>0</b> | <b>1</b> | <b>1</b> | <b>3</b> | <b>0</b> | <b>2</b> | <b>0</b> | <b>7</b> |

\*EP=English proficient student

| 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       |
| SELECT ONE                                     |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| SELECT ONE                                     |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| SELECT ONE                                     |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 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 |
| SELECT ONE                                     |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE                                     |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE                                     |     |    |     |    |     |    |     |    | 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 |
| <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: |
| Native American: ____   | White (Non-Hispanic/Latino): ____  | Other:           |

**Freestanding English as a Second Language**

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

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

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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) |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |

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

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

| NYS ELA               |         |         |         |         |       |
|-----------------------|---------|---------|---------|---------|-------|
| Grade                 | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3                     |         |         |         |         | 0     |
| 4                     |         |         |         |         | 0     |
| 5                     |         |         |         |         | 0     |
| 6                     |         |         |         |         | 0     |
| 7                     |         |         |         |         | 0     |
| 8                     |         |         |         |         | 0     |
| NYSAA Bilingual (SWD) |         |         |         |         | 0     |

| NYS Math              |         |    |         |    |         |    |         |    |       |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade                 | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                       | English | NL | English | NL | English | NL | English | NL |       |
| 3                     |         |    |         |    |         |    |         |    | 0     |
| 4                     |         |    |         |    |         |    |         |    | 0     |
| 5                     |         |    |         |    |         |    |         |    | 0     |
| 6                     |         |    |         |    |         |    |         |    | 0     |
| 7                     |         |    |         |    |         |    |         |    | 0     |
| 8                     |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual (SWD) |         |    |         |    |         |    |         |    | 0     |

| NYS Science           |         |    |         |    |         |    |         |    |       |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                       | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                       | English | NL | English | NL | English | NL | English | NL |       |
| 4                     |         |    |         |    |         |    |         |    | 0     |
| 8                     |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual (SWD) |         |    |         |    |         |    |         |    | 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 Foreign Language |                            |                 |                             |                 |
| Government                      |                            |                 |                             |                 |
| 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<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile   | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) |   |                        |                        |                        |   |                        |                        |                        |
| Chinese Reading Test       |   |                        |                        |                        |   |                        |                        |                        |

**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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The assessment tools used to assess early literacy skills in ELLs are the DRA2 and the QRI. These tools are instrumental in identifying students' strengths and weaknesses. Based on the information collected from these assessments, the ESL teacher designs and incorporates techniques and strategies that are aimed at addressing the needs of the student. The assessments are aligned with the Common Core Learning Standards so that the required skills are mastered on every level. The DRA2 Benchmark Assessment measures each student's reading proficiency through systematic observation, recording, and evaluating of performance. The QRI is an "individually administered, informal reading inventory designed to provide diagnostic information about the conditions under which students can identify words and comprehend text successfully and the conditions that appear to result in unsuccessful word identification, decoding and/or comprehension." The QRI-II was designed to provide a variety of different opportunities to observe a student's reading behavior.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Across proficiency levels it is revealed that the students struggle with skills such as reading comprehension, making inferences, and attacking problems that require higher order thinking skills. The ESL students come in with a lot of life experience that is used by the teacher in the classroom to enhance their learning experiences.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

PS 195Q uses information about Annual Measurable Achievement Objectives to structure lessons and programs in the school that foster academic, social, and emotional growth. PS 195 has implemented numerous programs that aim to meet the needs of students in each modality. At the classroom level, instruction is differentiated, and based on the needs of the student. If students are still proven to be lacking in a particular modality, that student will receive academic intervention services (RTI), can attend our After School services, and be part of our Zero Period where academic services are rendered in the morning before that start of the first period of the day. The data reveals that most of our ELLs, not unlike the general population, struggle with higher order thinking skills as well as writing in a structured, cohesive manner. The ELL students are resilient, hardworking, and accept most challenges given to them.

4. For each program, answer the following:

- a. 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?

a. The patterns across proficiencies and grades are that students struggle with reading skills that require higher order thinking skills. ELLs are faring the same in English as compared to the native language. ELLs have a more difficult time with idioms, prepositions, and some grammatical structures. With the earlier grades we see that most of the struggles come with speaking and using complex sentences (which is expected).

b. At PS 195Q we are very fortunate to have school leadership that is strong, caring, and quick to act. School leadership and teachers are using the ELL Periodic Assessments to identify strengths and weaknesses so that they can use that data to guide instructional planning, differentiate lessons, set goals for the students, target students' needs, and structure programs for the students.

c. From the Periodic Assessments, the school is learning about the strengths and weaknesses of each ELL student. The school correlates the data from these assessments with classroom data to evaluate instructional strategies, program effectiveness, and RTI effectiveness. If it is evident that a student is lacking in a particular skill then the teachers on the Inquiry, Instructional, and Grade meetings work together to share best practices so that other effective strategies can be used to meet the needs of that particular student.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

The school uses data to guide instruction for ELLs within the Response to Intervention framework by making sure that instruction meets the needs of the student based on the data. Instructors ensure that all tasks are rigorous, challenging, evidence based, and

focused. If an ELL struggles with a particular subject area then they will receive extra attention, activities, and experience targeted to that specific child, in addition to common core instruction.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
A child's second language development is considered in instructional decisions by making sure that their instructors are included in all levels of the school teams, including the Inquiry team, Instructional team, School Leadership team, Administrative team, and Teacher teams. Instructional decisions at PS 195 are made with all populations in mind. This is done to ensure that every student is serviced according to his/her needs and requirements.
7. 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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
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.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
During the intake process the ESL teacher (NYS certification in ESL and Special Education) assists all parents with the completion of the Home Language Identification Survey. Upon completion of the HLIS, the ESL teacher interviews both the parents and the students. School translators are available in Creole, French, and Spanish to assist the parents during the interview process. Based on the information gathered from the interview, and the information stated on the HLIS, the student must then take the initial LAB-R assessment within the first ten days of school. If the student scores at or below the cut scores, he/she is entitled to Bilingual/ESL services. If the student's native language is Spanish and he/she scores at or below the cut scores, then he/she will be administered the Spanish LAB once during the same testing period in order to determine language dominance for instructional planning in providing bilingual and ESL services. The Spanish LAB scores are not used to determine entitlement. The NYSESLAT is administered to the students in the Spring to assess their growth. The NYSESLAT is administered to ELL students by grade level in small groups. Each of the four components is given separately within the testing period established by the state. In September, upon the release of the results of the NYSESLAT, all results are carefully reviewed to determine if returning students would continue to receive ESL services.
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.  
Approximately one week after ELL students have been identified, a parent meeting is convened to inform parents of the program choices. PS 195 only has an ESL program so most of the parents opt for the ESL program for their child. ELL parents are still informed of the various programs that are available to them within the district. 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. Transitional Bilingual Education (TBE) programs include language arts and subject matter instruction in the students' native language and English as well as intensive instruction in English as a Second Language. As the student develops English proficiency using the strengthened knowledge and academic skills acquired in the

native language, instruction in English increases and native language instruction decreases. Dual Language programs provide half of the instruction in English and half in the native language of the ELLs in the program (e.g., Spanish, Chinese, Haitian Creole). Students of the native language are taught alongside English-speaking students so that all students become bicultural and fluent in both languages. Freestanding English as a Second Language (ESL) programs provide all language arts and subject matter instruction in English through the use of specific instructional strategies. Support in the native language may be available. Parents are then given 2-3 days to return the parent notification letter. To alert parents of the upcoming meeting, a written notice is sent both in English and their 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 always available for all parent meetings.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

The school uses its ATS system to generate reports used to determine NYSESLAT eligibility. Following student assessment administration, parents/guardians are notified in letter form with request for signature upon receipt. Students are to return to school with these forms. If the notices are not returned within a week, contact home is made, reinforcing the need for receipt of the signed letter. The Parent Survey and Program Selection Form (Appendix D), which is typically attached to the notification of entitlement to ELL services (Appendix C), contains specific information on how ELL program information is delivered. The parent coordinator, Ms. Annette Harris, and school staff uses the survey portion of the notification to make sure ELL parents are being reached, and that the information that they are getting is useful, thorough, and timely. Parent coordinators, as well as other designated school personnel, are always able to access all signed forms as they are stored in an ESL binder for that particular year and kept in a file cabinet in the main office of the school.

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.

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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT is administered according to the guidelines set by the state. The test is given by grade and by modality. Students come into the classroom with only their pencil. All phones and gadgets are removed from their person. Once the student is seated and ready to begin the test, the booklets are distributed and the rules in the booklets are read to them as they read along. Each modality is given on different days.

6. 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.) 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. 
- PS 195 only has an ESL program and usually the parents opt to keep them in the ESL program at the school. Currently less than two percent 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. The program model is aligned with parent requests. Parents require that the program offer intense instruction where the students are immersed in real-life situations and meet the demands of the new Common Core requirements.

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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)?
    1. ELLs are serviced by a certified ESL teacher in a free standing program of heterogeneously grouped students through push-in/pull-out services, which include English Language Arts and Content Area instruction. The instructional minutes are 360 minutes per week for beginning and intermediate students. Advanced students receive 180 minutes per week.
    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. 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 foster language development and meet the demands of the Common Core Learning Standards.

Content area instruction has been supported by the acquisition of supplemental instructional materials aligned to the New York State Common Core 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 Raz-kids for enrichment. At PS 195, we use a very comprehensive math program known as Envisions. This program is aligned with the NYS Common Core requirements and places similar importance on students' ability to use language to effectively perform and communicate their understanding. Students are challenged to not only compute mathematical problems, but also express in writing their thought process for solving these problems. The Science and Social Studies programs are also common core aligned and are aimed at challenging the students' thought process. In Science and Social Studies, where there is a lot of technical jargon, the target language uses are expressed in

meaningful progressions that assist teachers to appropriately scaffold and support students in continually building the capacities needed to develop sophisticated content knowledge, skills and abilities. In the ESL program the language used is English. The scores from the NYSESLAT also help teachers plan programs that best fit ELL needs by allowing them to group like students for tailored learning activities, or pair students at different proficiency levels in class.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

N/A

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

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.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. PS 195 uses the Achieve3000 program to address the needs of English Language Learners (ELLs)— including Students with Interrupted Formal Education (SIFE) and long-term ELLs (LTEs)—by building skills in reading comprehension, vocabulary and writing. Because the program takes current articles from the Associated Press and rewrites them for twelve different reading levels, students have access to high interest articles that are motivating and relevant to various areas of study, e.g., health, history, education, the environment, technology, business, spotlight on people, elections, and arts and entertainment. Achieve3000 benefits include:

- Opportunities to differentiate instruction for heterogeneous groupings;
- Texts that are read aloud for students at the Beginning Reader (BR), 1, or 2 reading levels;
- Use of the native language for SIFE students with low literacy skills;
- Opportunities to gain self-esteem for long-term ELLs who are below grade-level in literacy;
- Access to a web-based writing center which provides a host of activities, prompts, and graphic organizers to assist students as they develop skills in expository and persuasive writing.

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. Students who have more than 6+ years in the ESL program receive vigorous academic interventions, receive differentiated instruction, are grouped according to their abilities, and are monitored regularly to assess academic and social growth.

e. The plan for former ELLs is to continue to monitor their academic and social performance in their classroom as well as the general school community. The ESL teacher will maintain discussion and inquiry into their work, strategies being used, and programs provided for them so that they continue to have resources available to them.

7. 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?

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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><br>Native Language Arts              | 45 minutes per day   | 45 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><br>Native Language Arts              | 45 minutes per day   | 45 minutes per day   | 45 minutes per day   |

### Native Language Usage and Supports

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

| Native Language Usage/Support  |  | Transitional Bilingual Education (TBE) |              |          |
|--|--|--|--------------|----------|
| 100%   |  |  |              |          |
| 75%  |  |  |              |          |
| 50%  |  |  |              |          |
| 25%  |  |  |              |          |
|  |  | Dual Language                          |              |          |
| 100%   |  |  |              |          |
| 75%  |  |  |              |          |
| 50%  |  |  |              |          |
| 25%  |  |  |              |          |
|  |  | Freestanding ESL                       |              |          |
| 100%   |  |  |              |          |
| 75%  |  |  |              |          |
| 50%  |  |  |              |          |
| 25%  |  |  |              |          |
|  |  |  |              |          |
| TIME   |  | BEGINNERS                              | INTERMEDIATE | ADVANCED |
| TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports. |  |  |              |          |

## B. Programming and Scheduling Information--Continued

9. 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.

At PS 195, the VOICES literacy program has a component that specifically targets ELLs. We also use an online interactive website called Raz-kids.com that assists both parent and child in literacy. Students who are struggling with literacy also receive help using the Wilson program. PS 195 acknowledges the importance of integrating language and content. For math, the students and parents can also work together using the Envisions math program that the students have access to at home using the online component. 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 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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current program is extremely effective as most of the students moved from Beginning and Intermediate to Advanced over the last year. We measure the success of our program through the movement of the students from one level to another as well as their integration into the school community through the many programs that we offer at the school. We also keep track of the ELLs progress on content areas through regular Inquiry data investigation, teacher team meetings, and grade meetings.

11. What new programs or improvements will be considered for the upcoming school year?

We do not expect any new programs for the upcoming school year.

12. What programs/services for ELLs will be discontinued and why?

We are not planning to discontinue any programs or services.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

PS 195 ensures that ELLs are included in all school academic and extracurricular activities. Some of these programs are: Afterschool Tutorial, AIS, Student Council, Band, Chorus, Dance, Step, Varsity Basketball, and Scholastic Writers of Tomorrow.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?

- e. 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 here:

### **C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) 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. The PDs focus 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. All teachers receive ongoing professional development on the Common Core Learning Standards throughout the year. Each professional development class is taught with all members of the school community in mind, and therefore, is designed to help instructors meet the needs of every student, including the ESL student.

3. 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. The guidance counselor also receives intensive training on identifying different schools and programs offered that would best meet the needs of the students transitioning from Elementary school to Middle school.

4. 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. During the training, teachers analyze and design lessons that would interest and motivate students, use lessons that use all the senses, and manage all ability levels.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

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, Father-Daughter Dance, Basketball Night, 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 provides 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 those 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.

## E. 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.

## Part VI: LAP Assurances

**School Name: William Haberle Elementary**

**School DBN: 29Q195**

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

| Name (PRINT)           | Title                | Signature | Date (mm/dd/yy) |
|------------------------|----------------------|-----------|-----------------|
| BERYL BAILEY           | Principal            |           | 11/12/13        |
| N/A                    | Assistant Principal  |           |                 |
| ANNETTE HARRIS         | Parent Coordinator   |           | 11/12/13        |
| GARVIN G. CHAPMAN      | ESL Teacher          |           | 11/12/13        |
| MYRIAME BONNY FRANCOIS | Parent               |           | 11/12/13        |
| INDIRA GADDIPATI       | Teacher/Subject Area |           | 11/12/13        |
| ANISE ANTOINE          | Teacher/Subject Area |           | 11/12/13        |
|                        | Coach                |           | 11/12/13        |
|                        | Coach                |           |                 |
| JANEIKA FAIRLEY        | Guidance Counselor   |           | 11/12/13        |
|                        | Network Leader       |           |                 |
| ANDREA CORONEL         | Other <u>Speech</u>  |           | 11/12/13        |
|                        | Other                |           |                 |
|                        | Other                |           |                 |
|                        | Other                |           |                 |

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 29Q195 School Name: The William Haberle Elementary

Cluster: 2 Network: CFN 205

**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.

Every September, the ESL teacher and school members involved with school registration compile a list of all the different languages spoken at the home of all the students using the UPPG report in ATS. At PS 195, the data shows that most of the languages spoken are Spanish, Creole, and French. Any time letters are sent home, the staff at the school who are proficient in those languages, translate the letters and send them home to the parents. That way, the parents receive the letters in both the home language and English. Should translation services be required for languages not spoken at the school, or for critical information regarding registration, application, selection, standards and performance, conduct, safety, discipline, special education and related services, and transfers and discharges, the Department's Translation and Interpretation Unit is contacted. PS 195 also offers the parents whose primary language is not English a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services. Translation services are for all parents who may need them, not just parents of ELLs.

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.

PS 195's written and oral interpretation needs are not very high. The ELL population at the school is just over 1 % of the total school population, so there are not many parents presently needing translation and oral interpretation services. The findings were reported to the school community through Inquiry, teacher team meetings, the School Leadership Team, and administrative bulletins.

## 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.

Upon identification of a different language spoken at home, parents are given a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services. At PS 195, we provide several programs and professional development sessions to help educate the parents about content area and the new Common Core Curriculum. Once notified that a parent whose language is not English is attending one of the professional development sessions or informational meetings, we ask a staff member at the school who speaks that particular language to attend so that translation services can be provided. Any documentation given at those meetings will also be translated and given to the parents involved. If translation or oral interpretation is needed in a language that is not spoken by a staff member at school, then the school would notify the Department's Translation and Interpretation Unit well in advance so that timely service can be rendered. PS 195 also posts a sign of each of the most prominent covered languages indicating the availability of interpretation services in very prominent locations in the school, mainly the main office and the main lobby. Translation services may be provided in-house by school staff or parent volunteers.

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.

Upon identification of a different language spoken at home, parents are given a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services. At PS 195, we provide several programs and professional development sessions to help educate the parents about content area and the new Common Core Curriculum. Once notified that a parent whose language is not English is attending one of the professional development sessions or informational meetings, we ask a staff member at the school who speaks that particular language to attend so that translation services can be provided. Any documentation given at those meetings will also be translated and given to the parents involved. If translation or oral interpretation is needed in a language that is not spoken by a staff member at school, then the school would notify the Department's Translation and Interpretation Unit well in advance so that timely service can be rendered. PS 195 also posts a sign of each of the most prominent covered languages indicating the availability of interpretation services in very prominent locations in the school, mainly the main office and the main lobby. Translation services may be provided in-house by school staff or parent volunteers.

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>.

PS 195 posts a sign of each of the most prominent covered languages indicating the availability of interpretation services in very prominent locations in the school, mainly the main office and the main lobby. All parents of ELLs are given the Bill of Parent Rights and Responsibilities so that they are aware of their rights regarding translation and interpretation services. PS 195's safety plan includes procedures for ensuring that all parents, regardless of language spoken, have access to the school's administrative offices. PS 195 also informs all parents about the Department of Education's website and the translation and interpretation services that can be accessed. PS 195 ensures that parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education.