



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: P.S. 195
DBN (i.e. 01M001): 12X195
Principal: ANDREW KAVANAGH
Principal Email: AKAVANA@SCHOOLS.NYC.GOV
Superintendent: MYRNA RODRIGUEZ
Network Leader: PETRINA PALAZZO

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
Andrew Kavanagh	*Principal or Designee	
Louis Slattery	*UFT Chapter Leader or Designee	
Ada Roman	*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	
Mildred Roldon	Member/ Parent	
Elizabeth Figueroa	Member/ Parent	
Shareta Peterson	Member/ Parent	
Lauren Parlato	Member/ Teacher	
Saheena Hylton	Member/ Teacher	
	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.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
	School Leadership Team Signature Page
	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
	Parent Involvement Policy (PIP)

School Information Sheet for 12X195

School Configuration (2013-14)

Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	929	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	2	# SETSS	N/A	# Integrated Collaborative Teaching	2
Types and Number of Special Classes (2013-14)					
# Visual Arts	40	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	83.9%	% Attendance Rate			91.3%
% Free Lunch	99.9%	% Reduced Lunch			0.0%
% Limited English Proficient	23.1%	% Students with Disabilities			12.5%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.8%	% Black or African American			21.9%
% Hispanic or Latino	74.4%	% Asian or Native Hawaiian/Pacific Islander			2.8%
% White	N/A	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	12.18	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			0.3%
% Teaching with Fewer Than 3 Years of Experience	30.2%	Average Teacher Absences			5.4
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	7.5%	Mathematics Performance at levels 3 & 4			6.9%
Science Performance at levels 3 & 4 (4th Grade)	71.8%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	Yes
Economically Disadvantaged	No		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		

Met Adequate Yearly Progress (AYP) in Science (2011-12)

American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP						
Describe the strengths of your school's 12-13 SCEP.						
The strengths of our school's 12-13 SCEP included the direct alignment to the major recommendations from our Quality Review, allowing us to address the areas that have the most impact on schools overall success to include the professional development provided to teacher, which supported the alignment of two units of study in both ELA and Math; Students successfully completing those tasks; expanding our extended learning time opportunities; and implementing a PBIS program						
Describe the areas for improvement in your school's 12-13 SCEP.						
The areas for improvement in our school's 12-13 SCEP include refining our plan to increase student achievement as we work towards mastery of common core learning standards and the continuous development of our teaching staff utilizing the Charlotte Danielson Framework Rubric. Additionally, we need to continue our efforts in improving communication with parents.						
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.						
Aligning the Quality tenants to the needs addressed in the feedback from the Quality Review posed some difficulty, as the feedback had to address the needs of the school from May 2010 and the needs of the school had changed slightly from that time. The parent survey did not reflect our anticipated results most likely due to the number of surveys that were completed in comparison to the district.						
Describe the degree to which your school's 12-13 SCEP was successfully implemented.						
During the 12-13 school year we successfully initiated school-wide PBIS. Additionally, teachers engaged in professional development supporting the CCLS alignment of two units of study in both ELA & Math resulting in the increased capacity and student achievement.						
Goal #3 Summary of progress: In January teachers in grades 3, 4 & 5 participated in professional development to learn about this year's CCLS Aligned Tasks prior to its implementation. During the months of January and February, 3rd, 4th and 5th grade worked collaboratively with Coaches and Assistant Principals to continue building their knowledge and teaching practices around the CCLS. Utilizing the CCLS Aligned Task in Mathematics more than 70% of participating students effectively completed the task. The focus of the aforementioned tasks was to develop and expand the concept of relationships between numbers by using several interpretations and different types of physical models. Throughout the year teachers have reviewed data collected from end-of-unit assessments, developing targeted skill groups and lessons that were spiraled into each unit to support student development. In comparison to the beginning baseline assessment and the results of unit exams, as well as Acuity data, at least 70% of students are making adequate progress in the targeted areas.						
Goal #4 Summary of progress: A team of teachers in collaboration with school building leaders have developed a series of comprehensive professional development workshops focusing on positive behavior intervention systems (PBIS) utilizing Domain 2: The Classroom Environment, Competency: 2d Managing Student Behavior of the Charlotte Danielson Framework. Parts of these workshops have included utilizing tools and modules from ARIS Learn. Additionally, we have successfully implemented a school-wide PBIS framework entitled S.O.A.R. (Safety, Ownership, Attitude, Respect), which through the team created matrix guided students to utilize appropriate behaviors. With these procedures in place we have had less student incidents during lunch and recess than in past years. Additionally, with the continuous visitation to the Danielson expectations rubric, teachers have become more self-aware of management practice, resulting in less classroom incidences.						
Were all the goals within your school's 12-13 SCEP accomplished?				Yes	X	No
If all the goals were not accomplished, provide an explanation.						
Parent survey did not yield anticipated results in comparison to the district results in which we are compared to.						
Did the identified activities receive the funding necessary to achieve the corresponding goals?				X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP				
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.				
NA				
List the 13-14 student academic achievement targets for the identified sub-groups.				

Student achievement targets identified in our state accountability report are Hispanic/Latino, SWDs and Economically Disadvantage.

Describe how the school leader(s) will communicate with school staff and the community.

School leaders will communicate with school staff during monthly faculty conferences, The Weekly (a weekly newsletter), and via email. Additionally, school leaders will utilize the school messenger phone system, monthly calendars, and backpack notices to communicate with the community.

Describe your theory of action at the core of your school's SCEP.

If we participate in continuous professional development, then student outcomes particularly those in the Hispanic/Latino, SWDs, and Economically Disadvantaged subgroups will improve.

Describe the strategy for executing your theory of action in your school's SCEP.

The strategy for executing out theory of action will be to continuously analyze school data from multiple sources to inform our instructional needs to accelerate student learning. Additionally, professional development will provide teachers the support they will need to make the necessary changes to impact student achievement.

List the key elements and other unique characteristics of your school's SCEP.

The key elements and unique characteristics of our school's SCEP include realistic outcomes, research based practices, current data, and school-wide systems that sustain improvement and growth.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

Evidence of our school's capacity to effectively oversee and manage the improvement plan includes, but is not limited to promoting the success of every student by collaboratively facilitating the development, articulation, and implementation of a shared school vision of learning through the collection and use of data.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Increase consistency of teacher practices across grades and content areas so that questioning and instructional routines result in higher order levels of participation and student work. (1.2)

Review Type:	Quality Review	Year:	2012-2013	Page Number:	4-5	HEDI Rating:	D
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Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	2.2 School leader's vision	X	2.3 Systems and structures for school development
X	2.4 School leader's use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

By June 2014, all staff will continue to engage in professional meetings such as weekly common planning time, team meetings developing common core standard units of study and teacher teams that norm and calibrate instructional practices utilizing the Danielson framework as measured/recorded by participate attendance.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

As recommended by the Quality Reviewers and guided through the Danielson Framework, each grade level team will meet on a weekly bases and memorialize their activities and discussions via an agenda and participant attendance. During team meetings each grade will utilize Treasures as a literacy resource to create thematic units of study, while utilizing CAFÉ common core aligned strategies which will directly impact Hispanic/Latino, SWDs and Economically Disadvantage students.

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

Grade Leaders, Teachers, Staff Developer, Assistant Principals, and Principal

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

The targets to evaluate the progress, effectiveness and impact of professional meetings and its impact on student progress(particularly those in the Hispanic/Latino, SWDs and Economically Disadvantage subgroups) will be measured based on:

- On-going monitoring of teacher progress through the use of targeted frequent short cycle and formal observations using the Danielson Framework Rubric
- Implementation of units of study as evident by administrative observations and student work
- Continuous improvement of instructional practices as evident by administrative observations and teacher feedback
- Student progress based on the analysis of data from weekly/unit tests, teacher-made tests, and periodic assessments (when applicable).

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

September 2013- June 2014

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

Daily CAFÉ instructional methodology with the use of Treasures as a literary resource and data systems for monitoring progress. We will also purchase extended level libraries for all classes and books on tape/cd to support the CARE model.

-2 Supervisors will facilitate grade band (K-2 & 3-5) planning 4 hours per week for 24 weeks

-A team of 6 teachers will meet 4 hours per week for 24 weeks to plan units of study

-Supplies to be purchased include (70 of each)for all teachers: binders, dividers, 64 GB flash drives , copy paper, & mix box of 100 binder clips

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT	X	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs			X	PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Ensure that academic tasks and assessments align to the school's curricula and the expectations of the Common Core Learning Standards so that across content areas, diverse learners are cognitively engaged. (1.1)

Review Type:	Quality Review	Year:	2012-2013	Page Number:	4	HEDI Rating:	D
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	3.2 Enact curriculum	X	3.3 Units and lesson plans
	3.4 Teacher collaboration	X	3.5 Use of data and action planning

Annual Goal #2

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

By June 2014, with the guidance of the elements of component 1e of the Danielson Rubric, teacher teams will ensure that academic tasks and assessments align to the school's curricula and the expectations of the Common Core Learning Standards so that diverse learners are cognitively engaged across content areas as measured by weekly/end of unit assessments.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

With the guidance of the vertical curriculum planning team, grade teams will work together to create literacy tasks and refine assessments for units of study, which target specific strategies/skills taught to all student with a major focus on Hispanic/Latino, SWDs and Economically Disadvantage students. Additionally, with each task and assessment an item analysis will be created to monitor student growth.

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

There will be a teacher representative from each grade (K-5) in addition to the Staff Developer, Assistant Principals, and Principal

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

The targets to evaluate the progress, effectiveness and impact of curriculum planning team and its impact on student progress(particularly those in the Hispanic/Latino, SWDs and Economically Disadvantage subgroups) will be measured based on:

- On-going monitoring of teacher progress through the use of targeted frequent short cycle and formal observations using the Danielson Framework Rubric
- Implementation of units of study as evident by administrative observations and student work
- Student progress based on the analysis of data from chapter/unit tests, teacher-made tests, and periodic assessments

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

September 2013-June 2014

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

The vertical curriculum planning team which consist of 6 teachers meets every Monday for 2 hours to collaborate efforts in designing coherent instruction and are paid per-session utilizing the Title I, priority/focus funds. Teachers meet during inquiry time on Monday during the school day as well as during scheduled common planning time

to work on tasks.

Budget and Resource Alignment

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

X	PF Set Aside		Tax Levy	X	Title IA		Title IIA		Title III		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core				
	PF ELT		PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders				

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Increase consistency of teacher practices across grades and content areas so that questioning and instructional routines result in higher order levels of participation and student work. (1.2)

Review Type:	Quality Review	Year:	2012-2013	Page Number:	4-5	HEDI Rating:	D
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	4.2 Instructional practices and strategies	X	4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture		4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

By June 2014 with the guidance of the elements of component 3b of the Danielson Rubric, teachers will use questioning and discussion techniques which will promote student thinking and understanding by creating genuine discussion as measured by increased student participation documented by teacher observational data.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

Through professional development and common planning, teachers will work collaboratively to embed various higher-order thinking question and discussion points within their lesson plans.

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

Teachers, Staff Developer, Principal and Assistant Principals

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

The targets to evaluate the progress, effectiveness and impact of questioning and discussion, and its impact on student progress (particularly those in the Hispanic/Latino, SWDs and Economically Disadvantage subgroups) will be measured based on:

- On-going monitoring of teacher progress through the use of targeted frequent short cycle and formal observations using the Danielson Framework Rubric
- Implementation of lessons as evident by administrative observations and student work
- Continuous improvement of instructional practices as evident by administrative observations and teacher feedback
- Student progress based on observational data

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

September 2013-June 2014

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

Teachers meet during inquiry time on Monday during the school day as well as during scheduled common planning time to develop to variety of questions or prompts that will challenge students cognitively. Teachers will also engage in professional development workshops to refine lessons to utilize best practices. Participants will be paid per-session utilizing the Title I, priority/focus funds during those sessions. We anticipate 25-30 participants.

Budget and Resource Alignment

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

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs	X	PF RTI				PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Enhance school wide structures for the consistent implementation of initiatives that strengthen teacher capacity to meet students' social/emotional needs and foster effective personal and academic behaviors.

Review Type:	Quality Review	Year:	2012-2013	Page Number:	5	HEDI Rating:	D
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	5.2 Systems and partnerships		5.3 Vision for social and emotional developmental health
	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

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

By June 2014 the school will continue implementing the PBIS program school in order to enhance school wide structures for the consistent implementation of initiatives as measured by the improvement of student's daily attendance from 91% to 98%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

PBIS committee will work together to address attendance in the S.O.A.R matrix. Guidance Counselor/Social Worker will work in collaboration with Family Workers and Attendance Teacher to provide outreach to families with high absenteeism. The school will also implement incentive programs to promote daily attendance, such as "perfect attendance" awards for individual students and class rewards.

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

Guidance Counselor, Social Worker, Family Workers, Attendance Teacher, Pupil Accounting, Teachers, Assistant Principal, and Principal

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

The targets to evaluate the progress, effectiveness and impact of PBIS program initiatives will include:

- Frequent review of attendance and online occurrence reports
- Improvement in student progress in both ELA and Math as evidenced by assessment data
- Improved home-school connection evidenced by the environmental survey

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

September 2013-June 2014

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

PBIS team will meet bi-monthly to review S.O.A.R. policy and procedures and its effectiveness. Purchase of incentives (such as pencils, stickers, keychains, silicone bracelets, ect.) for students and classes utilizing Title I funds.

Budget and Resource Alignment

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

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Based on the school's Learning Environment Survey 2012-2013 results, we need to improve parental communication about student progress.

Review Type:	Learning Environment Survey	Year:	2012-2013	Page Number:	p. 5 & 7	HEDI Rating:	N/A
---------------------	-----------------------------	--------------	-----------	---------------------	----------	---------------------	-----

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	6.2 Welcoming environment	X	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

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

By June 2014, the school will have timely and effective family communication systems in place regarding student achievement data. Parents will be informed of student strengths and needs via quarterly progress reports. Additionally, parent workshops will have been provided to inform stakeholders of the Common Core Learning Standards and methods to support their children's academic growth.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

The following methods of reciprocal communication between the school and the parent will be implemented to provide parents access to pertinent information:

- School Messenger services to automatically phone parents regarding, absences, lateness, special events, workshops, and meetings
- Back-Pack letters home with students
- Update school bulletin boards, calendars and signage with all events

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

Parents, Parent Coordinator, Secretary, Family Workers, School Aides, and Teachers

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

The targets to evaluate the progress, effectiveness and impact of improving family communication will include:

- Increased parent involvement in school community events/workshops
- Increased parent response on the Learning Environment survey

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

September 2013-June 2014

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

Monthly parent workshops will be provided and the continued use of reciprocal communication methods. Translation services, paper supplies used for notifications, and phone messenger service will be utilized.

Budget and Resource Alignment

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

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Reading skills with a focus on reading comprehension, fluency, vocabulary, phonics, sight words, writing activities, and games Program materials include: <i>Targeted Reading Intervention Program, Treasures Reading, Language Power iReady CCLS Reading</i>	Push-In/Pull-Out AIS Small group instruction	During the school day Extended day Afterschool programs
Mathematics	Targeted Mathematics Intervention Program: math skills with a focus on problem solving, vocabulary, use of manipulatives, and games Program materials include: <i>Targeted Reading Intervention Program, iReady CCLS Math Go Math Rtl</i>	Push-In/Pull-Out AIS Small group instruction	During the school day Extended day Afterschool programs
Science	Reading skills with a focus on reading comprehension, fluency, vocabulary, and writing activities	Small group instruction	During the school day
Social Studies	Reading skills with a focus on reading comprehension, fluency, vocabulary, and writing activities	Small group instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Crisis intervention, peer-mediation, conflict resolution	Small group intervention & 1:1 Social and emotional supports are provided confidentially.	During the school day

**Title I Information Page (TIP)
For School 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 *TA 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.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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.

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

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).

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

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.).

- We is assist with access materials and services for students in temporary housing
- We will provide anti-bullying workshops/presentations

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.).

Our transition plan includes, but is not limited to:

- Aligned curriculum
- Joint PD & parent involvement activities
- Sharing of records/info
- Early intervention services

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 decision making process regarding the use and selection of appropriate assessment measures and professional development provided regarding the use of assessment results to improve instruction is made collaboratively between administration, staff developers, and teachers alike.

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

P.S. 195 School Parent Involvement Policy

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

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

- Conduct yearly Parent Teacher Association elections for executive board members
- Conduct monthly Parent Teacher Association meetings
- Provide the Parent Teacher Association with an office, including furniture
- Offer parent training workshops related to:
 1. Fountas & Pinnell assessment data
 2. promotional criteria
 3. Common Core Learning Standards
 4. ELA/Math Testing
 5. Learning Leaders Volunteer programs
 6. Health/nutrition issues
 7. parenting skills
 8. stress management
 9. attendance
- Through the School Leadership Team, develop a plan for increasing the teacher's ability to effectively involve parents in their children's education
- Distribute all notices in the languages spoken by the parents
- Hold orientation meetings to present overall goals of the school, as well as specific grade and class goals (Annual Fall Back-To-School Night)
 - Provide resources for family outreach to assist and inform parents and involve them in the school community

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

P.S. 195 School Parent / Guardian Compact

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

Parent Responsibilities:

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

Student Responsibilities:

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

Teacher Responsibilities:

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

-----✂-----
Please sign and return to your child's teacher.

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

Child's Name _____

Class _____

Child's Signature _____

Parent's Signature _____

Teacher's Signature _____

Principal's Signature _____

**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 12	Borough Bronx	School Number 195
School Name Public School 195		

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 Andrew Kavanagh	Assistant Principal Xiomara Fernandez/Jeff Eason
Coach Karen Guzman-Brown	Coach type here
ESL Teacher Matthew Jensen	Guidance Counselor Cindy Levine
Teacher/Subject Area Christopher Hill	Parent type here
Teacher/Subject Area type here	Parent Coordinator Shawn Mastroianni
Related Service Provider Tara Nash	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	898	Total number of ELLs	168	ELLs as share of total student population (%)	18.71%
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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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained	1	1	1	1	1	1								6
Push-In	5	4	3	1	1	2								16
Total	6	5	4	2	2	3	0	22						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	168	Newcomers (ELLs receiving service 0-3 years)	132	ELL Students with Disabilities	0
SIFE	1	ELLs receiving service 4-6 years	36	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	132	1	0	36	0		0	0	0	168
Total	132	1	0	36	0	0	0	0	0	168

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		36	51	17	31	22								157
Chinese														0
Russian														0
Bengali			2											2
Urdu														0
Arabic														0
Haitian														0
French			2	1	1									4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2	1		1	1								5
TOTAL	0	38	56	18	33	23	0	0	0	0	0	0	0	168

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)		9	10	1	7	6								33

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)		18	16	4	12	6								56
Advanced (A)		13	30	13	13	10								79
Total	0	40	56	18	32	22	0	0	0	0	0	0	0	168

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	27	2	0	0	29
4	20	10	1	0	31
5	16	1	0	0	17
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	22	5	5	0	0	0	0	0	32
4	14	5	1	0	1	0	0	0	21
5	13	3	1	0	0	0	0	0	17
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	2	0	7	3	3	1	2		18
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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.

To assess early literacy skills we use the Fountas and Pinnell reading assessment system. After teachers have been informed of the assessment window to administer the running records, teachers are trained to use the NYC DOE STARS database to input their students' level of reading. Additionally, teachers maintain F & P levels in an Excel spreadsheet, which allows them to analyze student data and monitor progress. These data assist teachers and service providers in determining appropriate instructional materials and activities. Many of our ELLs are reading below grade level and in response, we will continue to utilize previously ordered leveled books from Rigby (On Our Way to English) that are designed specifically for ELLs. The strategy lessons included with these books provide teachers with ESL techniques to explicitly teach a variety of reading and vocabulary enrichment. Within each lesson teachers are required to incorporate all four domains (listening, speaking, writing, and reading). Every classroom has been provided with a new listening center (up to eight children) to provide learning opportunities to hear spoken English and to assist our ELLs with pronunciation and reading skills. Each year two periodic assessments are administered to our ELL population. The data is used to identify the areas of deficiency within the four domains. This allows us to identify students who require additional support through increased small group instruction or academic intervention services.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades? The NYSESLAT data patterns across proficiency levels for students in the ESL program reveals that the majority of the students are now at the Advanced level as per the following comparable data:

Proficiency	2011-2012	2012-2013
Beginner	28%	20%
Intermediate	39%	33%
Advance	33%	47%

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 [AMAQ tool](#))

As of 11/15 the RNMR report is not available.

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. On the NYS Math content area exam, the majority of the students in the ESL program fell within the Level 1 range. The scores imply that students in need to receive rigorous instruction in comprehending principles, concepts and vocabulary in the content areas. The NYS Science content area exam data revealed that students in the ESL program performed within of a Level 3.

As of 11/15 the RNMR report is not available.

b. Twice a year we assess our ELLs on the listening and reading components of the periodic assessments. This data is then provided to our teachers so they can identify students for targeted smaller group instruction. This information also provides school leadership with the insight they need to then support the ELL teachers with professional development series on effective and current ESL intervention practices.

c. From the ELL Periodic Assessment we will be able to measure student progress in English language proficiency and predict performance on NYSESLAT. Additionally, the data will provide teachers with detailed information about their students’ strengths and weaknesses in English language development and serve as a resource to help plan individual and group instruction.

Native Language is used in terms of explanation of grammar, vocabulary items, difficult concepts and for general comprehension as they transition into English proficiency.

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 data collected is used to guide instruction for ELLs as recommended in the framework of RtI.

In Tier 1 (core instruction) teachers analyze assessment data to determine performance levels and use this assessment data to plan

instruction. Additionally, they differentiate their instruction based on academic performance levels and the cultural background of the student.

In Tiers 2 and 3 (strategic and intensive levels of intervention) teachers identify students who continue to struggle with the academic material and require further intervention. Using a problem-solving model, the student data and the classroom instructional data is provided to the School Implementation Team (SIT) for analysis to determine an appropriate instructional plan.

6. How do you make sure that a child's second language development is considered in instructional decisions?
We provide rigorous and differentiated instruction that supports language and cognitive development to meet or exceed grade level standards. We support our students with native language development through resources such as bilingual dictionaries, internet access for research, and native language support from the classroom teachers and enrichment teachers. This support is in place to assist with the transition to second language proficiency. All instruction is conducted in English with native language support. We have numerous bilingual teachers to provide native language support. Teachers have been trained in ESL strategies to scaffold information for ELLs. Our staff provides resources to all teachers responsible for targeted instruction for ELLs. Teachers also differentiate lesson plans to meet the needs of our language learners. In extension to our daily instruction, parents of our ELLs are kept up to date with monthly parent meetings that provide parents with educational resources they will need to assist with their children's language development at home.
 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?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Reviewing data trends from current and past years we are able to evaluate the success of our programs for ELLs and make the appropriate adjustments.
As of 11/15 the RMNR report is not available.

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](#).)
At enrollment, the Pupil Accounting Secretary will contact the certified pedagogue, to conduct the initial screening procedure at registration of all newly admitted students to the New York City Public School system.

The certified pedagogue will administer the Home Language Identification Survey (HLIS) and conduct an informal interview in both English and in the native language with parent and child if the home language is Spanish or French. The Translation Unit will be contacted via phone for other native language assistance. Following the interview and analyzing the information provided in the HLIS, the student's home language (OTLE code) is assigned by the certified pedagogue. The Otle code is then entered in the designated Automate the Schools (ATS) Home Language screen by the school secretary. If the HLIS indicates that a language other than English is spoken in the child's home, the child is administered The Language Assessment Battery Revised (LAB-R) by the certified ESL teacher. If the home language is Spanish, and the student scores below the proficiency level on the LAB-R, then the Spanish Language Assessment Battery (LAB) will be administered by a certified licensed native speaking pedagogue. This exam will be used to determine language dominance and assist the school with instructional planning in providing the student with ESL or Bilingual services. This process will be completed within 10 school days of the child's entry into a New York City public

school as per NYS regulation.

Chris Hill, Karen Guzman-Brown, and Matthew Jensen are trained pedagogues who are available to administer LAB-R. additionally, they each provide translation when needed in the following languages: C. Hill – English/Spanish; K. Guzman-Brown – English/Spanish; M. Jensen – English/French.

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.
Entitlement letters are sent home by the certified pedagogue to parents with students in English or in their native language notifying them of their child's LAB-R score. Additionally telephone calls are made. In the letters, parents are invited to a parent orientation conducted by the certified pedagogue. This orientation is offered during the school day. Parents view the ELL Parent Orientation DVD provided by the Office of English Language Learners that explains the three program choices available: Transitional Bilingual, Dual Language, and Freestanding ESL in their native language. Additional information and clarification is provided in Spanish or the Interpretation Unit is contacted for other languages. Additionally, translated versions of the Parent Survey, Program Selection Forms and ELL Parent Brochures are provided to the parents. After viewing the DVD, parents are asked to complete the Parent Survey and Program Selection Forms. They are asked to select the ELL Program in order of preference. If a parent is unable to attend the orientation, they will be contacted via phone and schedule an individual ELL Parent Orientation meeting. Parent Surveys, Program Selection Forms and ELL Parent Brochures are provided to the parents in their native language. This is to ensure that parents are informed of ELL programs and have the opportunity to choose a program and complete the parent survey form. These orientations are conducted within 10 school days of the student's initial enrollment.
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 [\[see tool kit\]](#).)
Once the LAB-R has been hand scored, entitlement letters are sent home to the parent with the student. Also, telephone calls are made to the parents informing them of the date and time that the parent orientation will be held. The parents are also informed that if a program selection form is not submitted, the default program for their child will be the TBE program. Parent Survey and Program Selection Forms are distributed and collected at the end of the parent orientation. Copies are made of the entitlement letters, Parent Survey and Program Selection Forms. They are placed in the ELL Parent Binder and secured in the certified pedagogue's classroom. Original entitlement letters, Program Selection and Parent Survey forms are placed in the student's cumulative file.
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.
During the parent orientation, the certified pedagogue provides the HLIS, the LAB-R, and Spanish LAB scores to aid the parent in choosing the best ELL program to fit the needs of the student. Program Selection forms are reviewed carefully. If a parent chooses the TBE or ESL program, we honor the parent's preferred program choice and place the student immediately in the preferred program with a full schedule. Placement letters are sent home in the native language indicating the program the student has been placed. Parent's choice is indicated in the designated EPLC screen in ATS regardless if the ELL program is not offered at our school. This is done within 10 days of enrollment. If a parent chooses a program that is not currently available at our school, we schedule a meeting with the parent and inform the parent that their choice is not available. We provide the parents with the following options:
 - keep the student enrolled at our school in an ESL or TBE program. If the parent chooses this option we immediately place the child in the program and begin to service him.
 - transfer their child to a different school where the parent's choice is available.

If the parent chooses the transfer option, the school must contact the Office of English Language Learners which will coordinate the transfer with the Office of Student Enrollment. Students will be temporarily placed in an ESL program as he/she awaits the transfer. As soon as the program has been determined a placement letter will be sent home to the parent. All communication pertaining to a student's placement in an ESL or Bilingual program is communicated in the parent's native language either through the Interpretation Unit or in Spanish by the certified pedagogue. All native language letters including placement letters are downloaded from the NYCDOE website in the required language.

P.S. 195 ensures that all communication with the parent is kept on file in the ELL Parent Binder along with copies of the placement letter. The original placement letter is placed in the student's cumulative file.

When a transfer student is admitted into our school, we immediately verify the student's exam history as well as the Bilingual Student Information Survey (BESIS) program participation in ATS so that the student can continue in the appropriate ELL program.

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.

To support a collaborative partnership with our parents we have planned two informational sessions for January and March to familiarize parents with the NYSESLAT and its administration; and provide resources for home study. Before testing begins, all ELL parents are provided with a list of testing dates for the test, and they are provided with literature in English (and in their native language) with tips on how to support their children at home with a well-balanced diets and suggested hours of sleep specific to each age group.

All ELLs in our school will be given the NYSESLAT annually in accordance with state guidelines. NYSESLAT parent information letters are sent home with students notifying parents of the upcoming exam. A certified pedagogue runs the RLER-LAT NYSESLAT Eligibility Report in the Automate the Schools (ATS) computer system to ensure all ELLs are administered the NYSESLAT. Prior to administering the NYSESLAT, all staff are informed of the testing windows for the administration of the NYSESLAT. Testing teachers participate in a meeting to debrief on the instructional manual, procedures related to the administration of the NYSESLAT, and to answer any questions related to the test. In our school, all NYSESLAT dates are posted so all school staff are aware of testing days and times. The same building protocol for the NYS ELA and Math exams is instituted during the schoolwide NYSESLAT testing. We accommodate ELL students not in self-contained classes in set-up testing locations in our building. We offer the mandated five week testing window for the speaking section of the NYSESLAT. We individually test our ELLs within the Speaking component within the five week window. During this time, students are accommodated in a private area of the classroom, and we provide additional push-in support so the classroom teacher can devote the time needed to administer this assessment. In addition, our out-of classroom push-in teachers work with the classroom teachers to set-up a schedule for testing. Out of classroom ELLs are also testing and accommodated in a secure testing area with a licensed ESL teacher

We reserve an additional two week window for the remaining three components of the NYSESLAT. We offer weekly make-up dates to ensure we test students who were not present during a testing day. The listening component is administered in one day, the reading component is administered on the next day, and the writing component is administered the third day, and follows a Monday -Thursday listening, reading, and writing. Our students are tested only in the morning. Make-up dates are scheduled for the Monday and Friday of the week, and the third week is dedicated to provide any make-up exams prior to submitting our results.

Two of our out-of-classroom ESL teachers begin administering the Speaking section of the NYSESLAT on the start date to ensure that all students are tested. For the Listening, Speaking, and Reading sections, three mornings are blocked off the first week of the testing window for school-wide NYSESLAT administration. All students with IEPs are accommodated with appropriate testing modifications and settings. Afternoons of the first week and the entire second week are devoted to make-up sessions for absences. Testing regulations are strictly adhered to.

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. 
- The data indicates vast majority of families in our community prefer the freestanding ESL program. At present we have not received the 15 requests necessary to open a bilingual or dual language class across two contiguous grades. We will provide these programs when there are sufficient parent requests. At present, the following numbers are representative of our ELL population at PS 195:

Twenty-seven of our Kindergarten ELLs are in a self-contained ESL class.

Twelve of our Kindergarten beginner ELLs are entitled to 360 minutes of push-in ESL instruction per week.

Twenty-five of our ESL intermediate/advanced students in Kindergarten are entitled to 180 minutes per week of push-in ESL instruction. Twenty-four of our first grade ELLs are in self-contained ESL classes.

Fifteen other first graders receive push-in ESL services.

Twelve of our first grade ELLs are entitled to 360 minutes of ESL instruction per week.
Twenty-seven first grade ELLs are entitled to 180 minutes of ESL instruction per week.
Thirty of our second grade ELLs are entitled to 360 minutes of ESL instruction per week.
Twenty-six other ELL second graders are entitled to 180 minutes of ESL instruction per. These students include ELLs in special education classes.
Thirteen of our third grade ELLs are entitled to 360 minutes of ESL instruction.
Five of our ELL third grade ELLs are entitled to 180 minutes of ESL instruction.
Thirteen of our fourth grade ELLs are entitled to 360 minutes of ESL instruction with a bilingual certified teacher on her way to ESL certification.
Nineteen of our fourth grade ELLs are entitled to 180 minutes of ESL instruction.
Nine other fourth grade ELLs receive push-in ESL services.
Thirteen fifth grade ELLs are in a self-contained ESL class.
Nine other fifth grade ELLs in special ed receive push-in ESL services.

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])?
 - a. We offer a variety of organizational models to fit the needs of our ELL students. We offer one self-contained ESL class in each grade (K - 5) that receives 360 minutes of ESL instruction. In addition to this, each grade also has at least one class that has intermediate or advanced ELLs who require 180 minutes of ESL instruction from push-in teachers.
 - b. We offer a block schedule for all of our students, including ELLs. At any time, we do not have our students travel together to receive pull-out services. Our self-contained classes are grouped heterogeneously, with the majority of students being beginner ELLs, with a mixture of intermediate ELLs. We strive to not pull-out any of our ELLs for services, unless it is a matter related to assessing. Our remaining classes that receive ESL push-in services from an ESL teacher are also grouped heterogeneously. We do not promote homogeneous grouping for our ELLs in our school. We organize our rosters so that ELLs can be exposed to a variety of learning experiences through student interaction. The students who have received ESL services for one year or less are placed in an ESL self-contained class (not monolingual classes) and often receive additional small group instruction.

The daily instruction in the self-contained classes incorporate ESL strategies and best practices throughout the day in all content areas.

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)?

The English as a Second Language program will be effective by maintaining consistency in content area learning with a focus on literacy and language development. Academic rigor will be sustained as students participate in an instructional program that is aligned with mandated English as a Second Language (ESL), and English Language Arts (ELA) Common Core Learning Standards and the core curriculum. The mandated language instruction for English as a Second Language will comply with Part 154 of the Commissioner's Regulations (CR Part 154).

Students in participating in the ESL program will participate in small group instruction in an effort to provide opportunities for explicit skills instruction for certain tasks and to differentiate instruction. Students will participate regularly in instructional tasks that guide the production of language both in verbal and written form. Students will demonstrate their learning through measurable product development, demonstrations, and exhibits. Students will also use technology to enhance the core curriculum and be provided with opportunities for individual practice.

The goals of the ESL program are to provide explicit instruction in English using ESL strategies and methodologies. There will be common planning periods for the ESL and classroom teachers in order to maximize English language acquisition. Students will receive the New York State mandated ESL/ELA allotted instruction time based on student proficiency, 360 minutes for beginners and intermediate, and 180 minutes of ESL for advanced levels along with 180 minutes of ELA.

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.

Licensed teachers implement ESL strategies aligned to the New York State common core standards to promote academic success. Academic instruction at P.S. 195 follows the workshop model across curricula, which is well adapted to the needs of our ELLs. It offers the opportunity for heterogeneous small-group instruction, modeling, and cooperative learning groups.

We emphasize the development of oral language through explicit vocabulary exposure and a literacy rich environment. Beginner students are given opportunities to listen to the spoken language of English through group activity so they are exposed to a wide range of different language and literacy skills. Through comprehensible input, our ELLs are given the base for the information they need with selected key vocabulary to build their oral language development. Through context clues, building prior knowledge, cultural connections, visual interpretations, we build on their language and oral development so that they can attain

the academic vocabulary within the content presented. Our ELLs are not limited only to content based vocabulary, it is integrated cross curricula, and used multiple ways over extended periods of time; This includes merging science and social studies within the literacy blocks so that students have continuous and consistent exposure to the content, and vocabulary usage through reading, writing, listening, and speaking. This is all supported by the newly implemented C.A.F.E. model and Daily Five Routines, which include read to self, read to someone, listen to reading, word work, and work on writing. The C.A.F.E common core aligned menus ensure students are developing various strategies in comprehension, accuracy, fluency, and expanded vocabulary.

Ongoing adjustment of instruction is a key component of our instructional approaches. Teachers closely monitor student progress to modify instructional practices for all of our ELLs. Through this method, teachers are able to differentiate their lessons to meet the language needs of their ELLs. Through differentiation, teachers modify texts by selecting different levels of literature on similar content. Text complexity is scaffolded for our beginner to advanced ELLs. Teachers model oral reading, and students also participate in shared reading.

As mentioned before, academic vocabulary is attained through interactive learning practices. With SMART BOARD technology, we work with our ELL students to show them real-world information on the content they are learning about. We promote small research based projects (resources provided by the teacher) to combine oral, research, vocabulary and written exposure to the English language. Through these practices we are able to foster the development of the English language so that our ELLs can attain proficiency in English over a period of time. These instructional methods are sustained school-wide for our ELLs. Through these practices, we foster the development of the English language to promote proficiency in English.

In mathematics, we provide our ELL students the learning opportunity for active participation. Through discussion and explaining our ELLs can understand mathematical problems before they are solved. Our ESL teachers provide real-world mathematical experiences so that ELLs can represent, reason, make conjectures, and construct arguments in math. Our ELLs (beginner to advanced) have multiple opportunities to apply reading, written and the spoken application of the English language. ELLs participate in mathematical discussions as they learn English. Our ELLs have access to technology, teacher created materials, manipulatives, and supplemental resources to enhance their learning.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Though we have Spanish LAB on file, we do not have the adequate personnel to evaluate everyone in their native language at this time. We are presently in the process of hiring more ESL pedagogues.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Before the beginning of the new school year, we analyze the NYSESLAT results as a base to monitor growth in the four domains. As the year progresses we use data from conferencing, ELL periodic assessments, teacher created materials, and formal assessments (designed to assess the four domains of English) to evaluate the English acquisition.
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).

Instructional plan for SIFE students includes providing rigorous curriculum with technological support, intensive academic literacy instruction in the student's first language (L1) and second language (L2) with the use of word for word glossaries and when possible direct translation. SIFE students are also provided intensive ESL instruction is provided. Additionally, teachers of ELLs are provided with various professional development opportunities. The ESL teacher along with the classroom teacher discusses and plans collaboratively to meet the need of individual students and/or groups utilizing the RtI model. Differentiation for SIFE students will consist of small group instruction, which includes explicit instruction in an age appropriate manner of the five components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) with the use of high interest materials. Additionally, various strategies will be utilized to include, but not limited to activating prior knowledge, providing a print rich environment, hands-on learning so students are physically involved, checking periodically for understanding, use of teacher created materials and assessments, visuals and graphic organizers, as well as building the native language content and literacy instruction in order to develop English proficiency.

ELLs in the United States less than three years (newcomers) will be provided differentiated instruction (Tier 1) using the

following strategies:

- Simplified sentence structure
- Give step-by-step directions
- Use of visual and concrete supports
- Picture books and picture dictionaries
- Provide scaffolds and Total Physical Response
- Hands-on activities
- Develop background knowledge
- Use of pattern/predictable books
- Books with pictures cues that correspond to text
- Peer-buddy of the same native language

ELLs receiving services 4 to 6 years will be provided differentiated instruction (Tier 1) using the following strategies:

- Providing a print rich environment
- The introduction of new concepts via essential academic vocabulary using vocabulary journals, word webs, and word walls.
- Providing multiple opportunities for peer-to-peer interactions as they learn content and develop the use of academic language in speaking, listening, reading and writing.
- Using a variety of activities and tasks to check for understanding when completing reading/writing journals, quick-writes, during guided reading, and think-alouds.

Long-Term ELLs receiving services in excess of six (6) years and have not responded to specific Tier 1 instructional strategies will need more intense support. Tier 2 interventions to include small-groups and/or one-on-one tutoring interventions may take place with an AIS teacher as a push-in model. These sessions will vary depending on the intervention plan. The duration of the Tier intervention may also vary depending on the skill being mastered. Differentiated strategies for Long Term ELLs will consist of small group instruction with explicit lessons in reading comprehension strategies, modeling, graphic organizers, think alouds to model comprehension strategies, and daily read alouds.

SIFE, ELLs receiving services 4-6 years, and long term ELLs are invited to participate in an extended day program, Academic Intervention Services (AIS) and both afterschool programs, Targeted Intervention or Language Power. These programs are also open to all ELL subgroups.

Former ELLs will receive two years of transitional support by the ESL teacher. This will consist of small group differentiated instruction. They will also receive all ELL testing accommodations which include extended time, word for word glossaries and translated editions for the content area exams. Former ELLs are invited to participate in our extended day program as well as our Saturday Academy.

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?

All Special Education students are exposed to the same rigorous academic programs and are given both grade level and functional level instruction.

The instructional strategies and grade-level materials used by teachers of ELL-SWD are aligned to the Common Core Standards and provide access to academic content areas and accelerate English language development via the CAFÉ Model exposes students to various domains through reading, writing, listening and speaking. Each domain encompasses content area topics to include science, social studies and the arts. The domains allow for accountable talk and academic language development. The CAFÉ Model supports the instruction of English language skills. Additionally, during small group instruction teachers utilize the current program to accelerate the reading development of struggling students such as our ELL-SWDs.

Students are afforded several opportunities to utilize classroom libraries, which are leveled and organized by various genres. They are exposed to grade appropriate literature, which are used as mentoring text. Science and Social Studies research based curriculum programs by Harcourt and Go Math have an embedded ESL/ELL component and differentiation strategies to support ELL-SWDs.

Instructional strategies will include visual aids, realia, manipulatives, Total Physical Response. Teachers also take into account

students' learning styles and multiple intelligences to differentiate in the classroom and small group instruction.

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?

P.S. 195 uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment by providing a rotating cluster schedule to expose all students to art instruction, and physical education. This flexibility in scheduling has been used to pair general education classes with special needs classes to receive physical education together each week. Technology is also integrated within our daily instructional time. Teachers provide differentiated instruction to meet the needs of individual students with the use of visuals, auditory and tactile approaches. The materials that are used in content areas are adapted and modified by the teachers to meet the accommodations that are specified in a student's IEP or 504 plan as well.

To ensure that ELL-SWDs receive all services our IEP Facilitator reviews each IEP and compares that data to that of the Projected Register Report. Related Service Providers and ESL teachers are given the opportunity to review each IEP for students requiring mandated services. They then work with other service providers to create schedules to ensure students receive the mandated ESL instructional minutes. Teachers are then required to call the Interactive Voice Response (IVR) system record their first attend dates. Subsequently, service providers record progress in the Special Education Student Information System (SESIS).

Courses Taught in Languages Other than English ⓘ

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

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

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

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

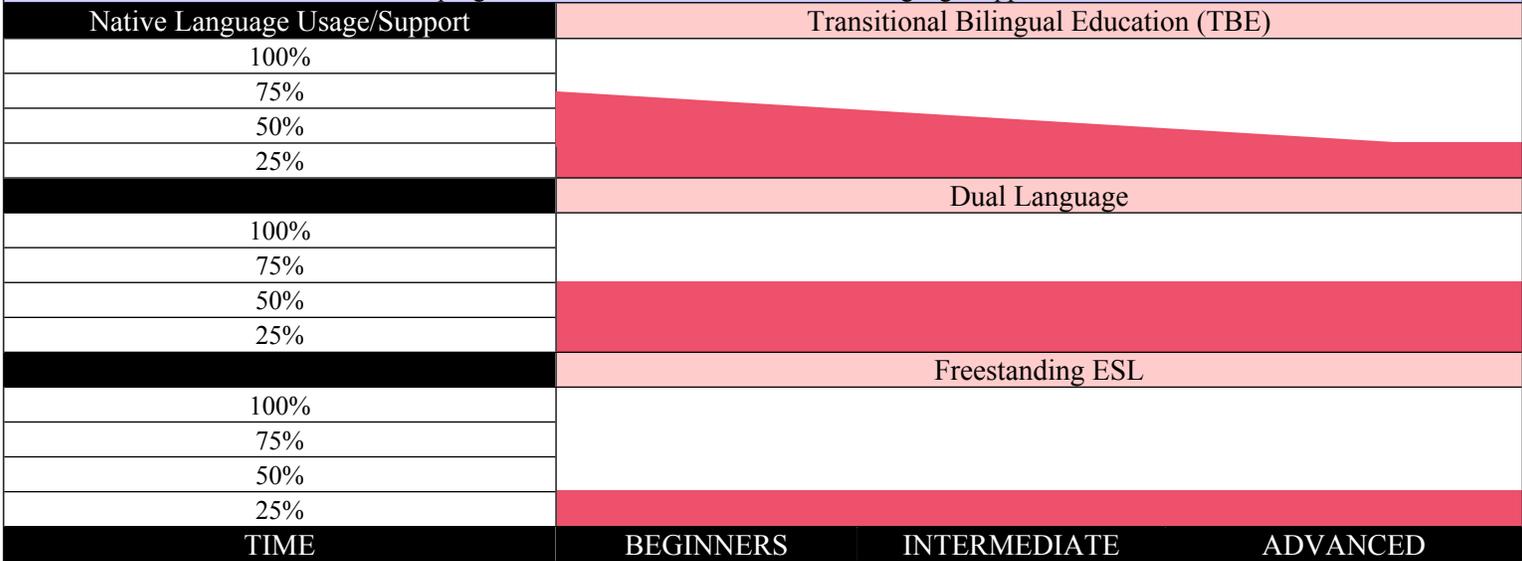
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



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.

Intervention programs utilized during the manadatd school day include Fountas & Pinnel Intervention, and On Our Way to English. We also provide school-wide extended time for our students. Within each classroom every 10 students is assigned one classroom teacher to target math and literacy skills three days out of the week for a period of 38 and 1/2 minutes. Based off student performance, IEP status, and ELL status, we have tailored academic intervention programs year-round.

To continue our intervention services we identify students who are performing below grade level based on running records and math assessments as well as formal and informal assessments. These results assist in identifying students that require supplemental support. Two of our intervention programs run for eight months of the school year. One of those programs is the ELL Afterschool Program. In this program our ELLs are grouped homogenously according to their proficiency level and grade band; therefore classes have a range of different grade levels. All students have been placed based on NYSESLAT results.

We utilize materials specifically tailored to immerse our ELL students in the four domains of the English language.

We continue this support for our ELLs with a Saturday academy program, and we also extend these programs into the summer for year-round intervention to our ELLs, SWD ELLs, IEP, and mainstream students. Our intervention programs are tailored to meet the needs of our beginner, intermediate, and advanced ELLs.

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

We noticed a growth in our students who attained proficiency in the English language based on NYSESLAT results (Spring 2013). We will continue to support our ESL teachers in the methodologies and practices written in Part A, question 3.

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

At this time we will continue to offer the aforementioned programs allow for growth and consistency.

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

No programs will be discontinued.

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

All ELLs are afforded equal access to all school programs. ELLs participate in gym, music, school trips, monthly award assemblies, holiday shows, and extra curricular activities. ELLs will participate in our Extended Day program.

All ELLs are invited to participate in Afterschool and Saturday Academies. The goal of the ELL Language Power, Targeted Intervention and Saturday Programs are to provide instructional opportunities for ELL students, who are at risk; who have the potential of becoming long-term ELLs; or did not score proficiency on the NYSESLAT.

The goal of the Saturday Academy is to provide extracurricular support in Reading, Writing, and Math.

Letters are sent home inviting parents to apply to either program; however the certified pedagogue and the Parent Coordinator work collaboratively to ensure that ELL students apply to the most appropriate program.

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

All Classrooms have Smart Boards, leveled classroom libraries, and bilingual dictionaries. The ESL programs we work with have book sets in several genres at each level. All ESL classrooms are supplied with Level libraries from Rigby's On Our Way to English. Language and literacy development support is delivered through the use of our literacy program, Treasures along with the CAFÉ model. The instructional materials utilized in the content area are: social studies textbooks by Houghton-Mifflin, Harcourt science and content area libraries. Support materials such as dictionaries, glossaries and native language glossaries are provided in all programs. Technology has also been incorporated into every classroom.

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

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

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

All required services and resources provided are grade appropriate. All ELLs have access to the resources that are provided for other classrooms within their grade level. Through differentiation, ESL teachers and ESL push-in teachers provide appropriate resources and teacher created materials according to proficiency level of their 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.

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

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. 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)?

N/A

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.

The professional development plan will help to provide sensitivity training and knowledge of ESL methodologies, and explore new quality teaching approaches that are aligned to the Common Core Learning Standards to staff members in order to create a positive environment for our ELL population.

This year we are working with a State Ed. specialist who will provide weekly professional development in an effort to assist our teachers in providing researched based instructional strategies to support our English Language Learners and Students with Disabilities. Topics that will be offered are inclusive but not limited to the following; NYSESLAT data analysis, Using NYSESLAT and state ELA findings to determine sub-skill focus , Instructional strategies aligned to the CCLS, as well as Co-teaching and planning.

Staff will be supported by school leaders and guidance counselor by collaborating with school stakeholders by advocating for programs and services that positively impact student success. They will also develop prevention and intervention services in the areas of personal, social-emotional development, and academic advancement, which are aligned with school counseling ethical standards and school leadership standards for education.

To assist ELLs as they transition for elementary to middle school, the Parent Coordinator and Social Worker will receive training in the Student Enrollment Management System (SEMS) to ensure all student data is entered in a timely manner and are applying to middle school that offer the appropriate ELL program.

Teachers must be provided with high-quality, sustained staff development in academic language scaffolding strategies. Specialized personnel will train teachers in ESL strategies, methodologies, and first and second language acquisition. We will provide the 7.5 hours of ELL training as per Jose P. for all common branch teachers, administrators and the Parent Coordinator.

Special Education teachers will receive the mandated 10 hours of ELL training.

Attendance record (signature page) will be maintained in the designated ELL Compliance Binder secured by the ELL Coordinator. Teachers are also encouraged to attend workshops given by the Office of English Language Learners.

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?

In addition to providing information to families concerning the ELL program selection process, we offer parents of our English Language Learners multiple opportunities throughout the school year to support their children's academic needs through parent workshops. We offer parent surveys to inquire about what kind of support ELL parents would like to see in our school. The ESL coordinator also works with teachers to provide parents with educational workshops specific to the curricula needs of their child. To ensure the home-school connection we offer translation in both English and Spanish via in-house staff or utilize translation services when needed.

The Parent Coordinator in collaboration with the Parent Association will provide content area workshops for parents that will strengthen that home-school partnership. We participate in outreach services and events with our community councilman. This year we are also working with external resources such as Good Shepard Services, Cornell University Nutrition, FDNY and the United Federation of Teachers union to provide workshops and training for parents at no cost to the school. ELL parents are invited to participate in all workshops, where we will provide translation services.

Adult ESL class is offered at the same time as our after school programs for children. The adult ESL conversation classes meet three days a week for 2-hour sessions. The main focus is developing English spoken language skills, literacy, and vocabulary based on materials from Pro Lingua Associates including "The Sanchez Family" and "Where in the World." Active participation is encouraged and parents are provided with a comfortable environment and multiple opportunities to practice and improve their speaking skills in English and to give them a better idea of how English language material is being presented to their children.

To supplement the ELL workshops, ELL parents are invited to attend the parent association meetings held monthly. In collaboration with community organizations, ELL parents are offered health and nutrition workshops, anti-bullying courses, and a variety of other topics. The ESL coordinator is available to offer translation services. Parents are invited to celebrate and participate in school-wide events such as Movie Night, Ballroom Dancing, Gymnastics performances, Cup Stacking Competitions, etc.

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.

In addition to the above written support services for ELL parents and ELL students, we provide opportunities for ELL parents to have access to the academic progress of their child 5 times out of the school year through progress reports (3 times) and report cards (2 times). We also provide our ELL parents with informational workshops to assist them with access to ARIS. ELL parents are provided with NYSESLAT scores and a workshop is provided to explain the modalities. As written before, parents are also trained and supported with educational resources prior to the NYSESLAT.

The ESL coordinator is available to meet with ELL parents and offer individualized support.

Part VI: LAP Assurances

School Name: P.S. 195

School DBN: 12X195

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Andrew Kavanagh	Principal		11/15/13
Xiomara Fernandez	Assistant Principal		11/15/13
Shawn Mastroianni	Parent Coordinator		11/15/13
Matthew Jensen	ESL Teacher		11/15/13
	Parent		1/1/01
Christopher Hill/ESL	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		1/1/01
Karen Guzman-Brown	Coach		11/15/13
	Coach		1/1/01
Cindy Levine	Guidance Counselor		11/15/13
	Network Leader		1/1/01
Tara Nash	Other <u>IEP Facilitator</u>		11/15/13
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 6 Network: 606

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

Part A: Needs Assessment Findings

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

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

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

According to our data, we found that the breakdown of languages spoken by parents includes the following numbers: 432 Spanish, 3 Bengali, 1 Chinese, 5 French, 10 Fulani, 1 Slovak, and 2 Soninke. Other than Spanish, parent letters and notifications sent home or posted within the school need to be written in parents' native languages. Additionally, oral communication, via school visits as well as telephone, need to be addressed. These findings will be shared within our school community during our School Leadership Team meetings. Our parent constituents will turnkey this information at Parent Involvement Activities. This information is also available online in our school's CEP.

Part B: Strategies and Activities

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

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

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

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

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

P.S. 195 will continue to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. The school will ensure that parents in need of translation services will be afforded all opportunities to take advantage of translation services available at the school level. All information translated by the Department of Education will be available to parents. Parents who do not have a command of the English language will receive school notices in their native language when possible. Where necessary, the school will engage the services of local translators to assist in the translation of materials. All parents have and will continue to have full access to all necessary information via the appropriate translation/interpretation services.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: P.S. 195	DBN: 12X195
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>80</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 4
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

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

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

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

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

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

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here:

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

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

1. English Language Learners in the Mathematics Classroom

Description:

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

Proposed dates: December 2 & 16

Duration: 1 hour each session

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

Description:

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

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

Proposed dates: January 7 & 21

Duration: 1 hour each session

3. Scaffolded Reading Experiences for English-Language Learners

Part C: Professional Development

Description:

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

Proposed dates: February 11 & 25

Duration: 1 hour each session

Part D: Parental Engagement Activities

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

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

Begin description here:

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

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

-Supporting Learning at Home

-Talking with Youth about Bullying

-Reading & Writing With Your Child

-Tips for Successful Test-Taking

-Nutrition and Health classes

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

Part E: Budget

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

Allocation Amount: \$

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