Department of Education
Carmen Fariña, Chancellor

2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (*i.e. 01M001*):	29Q195
School Name:	WILLIAM HABERLE ELEMENTARY SCHOOL
Principal:	BERYL BAILEY

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Prekindergarten - 5th

School Number (DBN): 29Q195

School Type: District

Grades Served: Prekindergarten – Fifth

School Address: 253-50 149th Avenue

Phone Number: (718) 723-0313

Fax: (718) 723 -7826

School Contact Person: Beryl Bailey

Email Address: bbailey@schools.nyc.gov

Principal: Beryl Bailey

UFT Chapter Leader: Kathryn Williams

Parents' Association President: Sherie Brummel

SLT Chairperson: Beryl Bailey

Student Representative(s): n/a

District Information

District: 29

Superintendent: Lenon Murray

Superintendent's Office Address: 222-14 Jamaica Avenue, Rm 217 Queens Village, NY 11428

Superintendent's Email Address: lmurray@schools.nyc.gov

Phone Number: 718-264-3146

Fax: 718-264-3148

Cluster and Network Information

Cluster Number: 2

Cluster Leader: Despina Zaharakis

Network Number: 205

Network Leader: Dr. Joanne Joyner-Wells /MaryJo Pisacano

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 Chancellor's Regulation A-655, available on the New York City Department of Education (NYCDOE) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Beryl Bailey	*Principal or Designee	
Kathryn Williams	*UFT Chapter Leader or Designee	
Sherie Brummel	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Allasandra Crawford	Member/ Parent	
Natalie Wilson	Member/ Parent	
Georgeba Woolfolk	Member/ Parent	
Jawanda Boling	Member/ Parent	
Rebecca Keslowitz	Member/ UFT	
Corlyss Gamble	Member/ UFT	
Donna Alexander	Member/ UFT	
	Member/	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning Memorandum.

The Capacity Framework and CEP Development

The Capacity Framework encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.

Aligned with the Chancellor's Four Pillars, the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of Chancellor's Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. Step 1: Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. Step 2: Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. Step 3: Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. Step 4: Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. Step 5: Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

P.S. 195, Queens is a district elementary school located in the Rosedale neighborhood of southeast Queens. Many of the students that attend the school were born in another country, or many of their parents identify as being from another country. This is part of the rich cultural composition of the P.S. 195 community. Most families come from several islands in the Caribbean and several countries in Africa, including Nigeria, Jamaica, Haiti, Dominican Republic, Trinidad, Ghana, and others.

The mission of the William Haberle Elementary School is to advocate for all students by providing a learning environment which empowers students, staff and the community to maximize their academic and creative potential. To ensure that each student strives toward and achieves academic excellence as well as develops an appreciation of the fine arts. We believe that children learn in different ways therefore we offer a variety of learning opportunities. In partnership with the home and the community we have a vision of enabling our students to become socially responsible, productive, life-long learners. We provide the highest quality of education by addressing the academic, social and emotional needs of every student.

Strategic collaborations include partnering with National Basketball Association Cares, Pilots Association, and the New York City Dept. of Parks and Recreation, which provides water safety and swimming lessons for all second grade classes.

At P.S. 195 we encourage all parents to participate in any and all workshops and activities. For the most part, we usually have a large parent turnout to all activities. Some of these activities are Multi-Cultural Night, Meet The Teacher Night, The Holiday Show, Grandparents Day Performance, Spring Concert, Spring Carnival, Movie Day, Father-Daughter Dance, Basketball Night, and many more. PS195 provides parent workshops on select Saturdays on various topics. Translators are always available at these workshops for French, Spanish, and Haitian-Creole speaking families. We also have a Book Club that provides books and other supplies to ELL students and their parents. The school usually partners with other agencies or Community Based Organizations to provide workshops or services to ELL parents. This year PS195 is partnering with the Junior Tennis League to provide tennis instruction for parents as well as the Department of Parks and Recreation Services and the Department of Health and Fitness for swimming lessons. Discussions at PTA meeting as well as SLT meetings are used to determine parent need. After the needs are determined, workshops are designed to address those needs. Parental involvement activities address the needs of the parents as they are focused and designed based on the wishes of the parents through a parent survey at the beginning of the year.

P.S. 195

- Strengths – maintaining a school environment that promotes closing the achievement gap among Students with Disabilities (SWD) and black and Latino males. Additional accomplishments include: continuous use of grade level rubrics, and instructional practices offering differentiated instruction that support social emotional development.
- Challenges - Effective use of data to drive instructional practices.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 2. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
The 2013-14 School Quality Guide data indicates that only 19.8% of our students were performing at Level 3 or 4 on the NYS mathematics assessment in grades 3-5. The average student proficiency is 2.35 for our school; therefore we have identified a need to focus on strengthening fluency in mathematics processes and discussion. The Common Core Learning Standard requires students to implement the mathematical practices and shifts in mathematics and it is imperative that our students become fluent and that our teachers implement the shifts and practices in their instructional plans. We also saw the need to improve this instructional approach in our early childhood grades. In addition school stakeholders will focus this year to improve student progress, application, and understanding of mathematics. Strengths – One of our school's strengths is that our teachers regularly plan together; make effective use of teacher team meetings, design coherent instruction, use questioning and discussion techniques aligned with Danielson Framework for Teaching, and use assessment in instruction aligned with Webb's Depths of Knowledge. It is our expectation that we will through this goal be able to improve mathematics instruction and student academic achievement.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
• By June, 2015, 80% of our students in grades PreK- 5 students will demonstrate improvement in mathematical fluency as evidenced by end of unit assessments, New York State assessments and classroom assessments.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) *Who will be targeted?*	Timeline *What is the start and end date?*	Key Personnel *Who is responsible for implementing and overseeing the activity/strategy?*
1. Professional learning (PL) meetings will be conducted weekly for staff according to their professional learning needs and interests that will strengthen teachers' understanding of mathematics content.	Classroom Teachers, Educational Assistants	September, 2014 – June, 2015	School Administrators, Teachers

2. In order to address the needs of SWD, ELL, and other high-need student subgroups classroom teachers and educational assistants will use daily mathematical routines and practices in the classroom to help support SWD, ELL and high-need student subgroups.	High-Need Subgroups, teachers, and families	September, 2014 – June, 2015	ELL Teacher, SBST, classroom teachers, educational assistants
3. In an effort to increase parent involvement and engagement, staff members will promote a school environment directed at increasing the use of mathematical language at home. School activities such as Supermarket Bingo, Literacy and Math Night etc. will be planned for the 2014-15 school year.	Parents and guardians	September, 2014 – June, 2015	Parent Coordinator, School Administrators, Teachers
4. Staff will work collaboratively in teams to conduct visitations and inter-visitations around math planning and lesson execution.	School Staff Members	September, 2014 – June, 2015	School Administrators, Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
In order to implement this goal, we will utilize the expertise of our consultants from our mathematics programs, network staff and our Mathematics and Literacy Lead teachers, grade leaders, administrative team, etc. We will also assess our present instructional resources such as mathematics resources available in the Professional Learning Library, Envisions materials, on-line resources, Webinars, etc.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2. Specify a timeframe for mid-point progress monitoring activities.				
Weekly conversations with teachers to determine impact of professional learning initiatives. Professional learning committee will meet and review the calendar on a **monthly** basis to make revisions as needed. In **December** common assessments in mathematics will be reviewed by teachers to assess student performance and make adjustments to areas in teaching. Administration, Parent Coordinator and Professional Learning committee will review attendance sheets and other documentation from parent meetings. Administrators will monitor implementation of mathematical routines during formal and informal observations **weekly.**				
Part 6b. Complete in February 2015.				
1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 4. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
The data shows that Public School 195 is increasing the number of students with disabilities on a yearly basis. We currently have 20% of our students with IEPs. Components of P.S. 195 that provide support for all learners, including Students with Disabilities, ELL's include: School's Strengths (Supportive Environment) • Having a character education based literacy program to promote confidence and social awareness • Partnership with New York Community Bank who provides financial literacy classes for students during the day and for families in the evening • Moving approximately 10% of students in SC/ICT/SETSS to less restrictive environments in the last three years according to the School Quality guide 2013-2014. In order to further promote the mission of P.S. 195 which is to advocate for all students by providing a learning environment which empowers students, staff and the community to maximize their academic and creative potential we have identified several needs as indicated by the 2013-2014 School Quality Guide. The Schools' Needs include: • Movement from Self Contained and Collaborative Team Teaching (CTT) to least restrictive environment has declined in recent years. We need to improve our supportive environment efforts to maintain and increase the percentage of students moving to a more restrictive environment. • There is a need for SWD to increase their academic performance as indicated by classroom assessments, NYS English Language Arts (ELA), mathematics assessments, and student portfolios.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
By June, 2015 will increase the percentage of students with disabilities (SWD), performing at or above grade level by at least three percent.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust	Target Group(s) *Who will be targeted?*	Timeline *What is the start and end date?*	Key Personnel *Who is responsible for implementing and overseeing the activity/strategy?*

5. Use of Imagine Learning technology based program to help strengthen student performance.	SWD, ELL	September 2014 – June 2015	Special Education Coach, Lead Teachers, and Administrators
6. AIS during school hours	Students, Educational Assistants, Out of Classroom Personnel	September 2014 – June 2015	ESL Teacher, Special Education
7. Workshops on CCLS, test skills, questions and curriculum. Book clubs parents can participate to enhance their knowledge and reading ability.	Parents, Teachers	September 2014 – June 2015	Parent Coordinator, Teachers, Administrators
9. At-risk counseling, School Based Support team, workshops for parents	Students, Educational Assistants, Out of Classroom Personnel	September 2014 – June 2015	Parent Coordinator, Teachers, Administrators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Resources needed include school staff (teachers, parent coordinator, administration), web based instructional resources

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 10. Specify a timeframe for mid-point progress monitoring activities.				
A midpoint benchmark will include results from periodic assessments, student portfolios, and classroom assessments. Mid-point benchmarks will be reviewed by classroom teachers and members of the inquiry team in January, 2015.				
Part 6b. Complete in February 2015.				
11. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 14. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
Our data from 2013-14 indicated that the majority of our teachers were rated as effective. Understanding the need to improve pedagogy and increase the number of teachers in the highly effective range, we have developed this goal to improve teaching and build on a strong collaborative community of Public School 195 with the caveat that student achievement will improve if all students have "highly effective" teachers. Strengths - The 2013-2014 Learning Environment Survey responses indicated that over 97% of teachers agree that time is provided for regular collaboration with their colleagues on a weekly basis. Needs – As indicated on the Quality Guide there is a need to develop content specific pedagogy (mathematics) in order to promote the growth and development in mathematics competency for all students.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
In order to promote student learning, ensure academic rigor and improve pedagogy through effective teaching, all of our teachers will attend a minimum of 80 minutes per week of Professional Learning.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust	Target Group(s) *Who will be targeted?*	Timeline *What is the start and end date?*	Key Personnel *Who is responsible for implementing and overseeing the activity/strategy?*
15. Teachers will be introduced to a variety of methods that can improve pedagogy and content development. Professional development calendar will be developed in collaboration with teachers to show a variety of Professional Learning offerings.	Teachers	October, 2014- June 2015	Lead Teachers, administration
16. Teachers will receive training and use Imagine Learning computer based programming to meet the needs of SWD and ELL student groups.	Teachers	October, 2014- June 2015	Lead Teachers, administration, Consultant
17. Teachers will collaborate with colleagues to create various ways to engage with parents including parent newsletters, parent workshops, and during monthly school events.	Teachers, Parents	October, 2014- June, 2015	Administration, Parent Coordinator, Lead Teachers

19. Our collaborative staff will participate in inter-visitations and on-site and off-site professional development that will enhance their instructional practice and raise the level of content knowledge.	Teachers	October, 2014- June, 2015	Administration, Lead Teachers, Teachers, Consultants, Network Staff

Part 4 – Resources Needed

20. Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Funding to provide independent consultation services to promote teaching strategies in mathematics, Matheletics online program, Imagine Learning, network offerings, etc.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 21. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 22. Specify a timeframe for mid-point progress monitoring activities.				
Weekly monitor teacher use of online mathematics instruction support programs, and evaluate teacher feedback and exit slips during professional learning meetings.				
Part 6b. Complete in February 2015.				
23. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
24. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

25. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
26. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Effective School Leadership

Strengths

- According to the 2013-2014 Learning Environment Survey 88% of teachers feel supported by the principal to a great extent
- Professional Learning meetings are regularly directed by teachers and staff members as encouraged by the principal
- Receptive to feedback from teachers and staff

Needs

- Provide additional formats and protocols for teachers to address their concerns with school administration and receive timely feedback
- Nurture the professional growth through group and individual formats of staff members in order to strengthen teaching
- Plan a variety of formats to conduct professional learning sessions in order to improve pedagogy

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-2015 school year the Educational Leadership Team will work with administrators and develop leadership skills. The school administrators will nurture the professional growth of teachers and staff members.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 28. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 29. Strategies to increase parent involvement and engagement 30. Activities that address the Capacity Framework element of	Target Group(s) *Who will be targeted?*	Timeline *What is the start and end date?*	Key Personnel *Who is responsible for implementing and overseeing the activity/strategy?*

Trust			
27. School principal will meet regularly with lead teachers in order to identify and assess systems and structures that have been put in place by grade level in order to implement change.	Teachers	October, 2014-June, 2015	Lead Teachers, administration
28. School leadership will regularly meet with SBST and the team will collaboratively designate members of the SBST to contact families of high-need student subgroups with plans of action to support the needs and academic progress of students.	Teachers	October, 2014-June, 2015	Lead Teachers, administration
29. Provide opportunities for aspiring school administrators to attend leadership opportunities offered by the New York City Department of Education and other educational administration programs and organizations.	Teachers Leaders, Aspiring Leaders	October, 2014-June, 2015	Administration, Lead Teachers, NYCDOE Leadership Pathways, Network
30. In order to promote effective school leadership school leaders will engage educational leadership team members, lead teachers, and school staff members in distributive leadership.	Teachers, Aspiring Leaders, School Aides	October, 2014-June, 2015	Lead Teachers, administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Leadership Team, development resources (articles, professional development activities, institutes, etc.)

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 31. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 32. Specify a timeframe for mid-point progress monitoring activities.				
Principal will host weekly meetings with aspiring school administrators to meet with her around various topics related to educational administration including identifying a mission and a vision, leadership development, and instructional goals among others.				
Part 6b. Complete in February 2015.				
33. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
34. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

31. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
32. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The analysis of available attendance data indicates that Public School 195 is making a steady improvement on increasing our rate of attendance; however we still have not met the minimum attendance rate for elementary schools. During the 2013-14 school year our overall attendance was 92.6%. We are proud of our improvement over the years and it is our belief that a continuation of our attendance efforts will bring our school to meet the established minimum for New York City elementary schools of 95%.

Strengths:

- Majority of parents have received invitations to school events, and are satisfied with the school learning environment (feeling welcomed, having high expectations for children, provides information about what children are learning, etc.)
- School survey parent responses indicate that over 90% of parents are satisfied with what their child is learning and would recommend P.S. 195 to other families.

Needs:

- The results of the 2013-2014 Learning Environment Survey indicate that 19% of parents feel they have received invitations to school events 2 times or fewer during the school year. Therefore we identified a need to increase the types of efforts and number of times families are invited to attend events at P.S. 195.
- The results of the 2013-2014 Learning Environment Survey indicate that 7% of parents feel that the school can improve the ways to keep their child on track for college, career, and success in life after high school.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the school attendance rate will improve by at least 3% as measured in the school's Annual Attendance Report.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 31. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 32. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited,	Target Group(s) *Who will be targeted?*	Timeline *What is the start and end date?*	Key Personnel *Who is responsible for implementing and overseeing the activity/strategy?*

SIFE, STH). 33. Strategies to increase parent involvement and engagement 34. Activities that address the Capacity Framework element of Trust			
The attendance committee will meet monthly to discuss chronically absent students, and strategize different methods targeted toward improving student attendance.	Teachers, administrators, and school aides	October, 2014-June, 2015	School staff, administration
P.S. 195 will have members of the school community available to provide translation services to Haitian-Creole and Spanish speaking families during regularly scheduled school days and events (e.g., curriculum nights, parent-teacher conferences);	Teachers, school staff, students	October, 2014-June, 2015	Teachers, administration, school staff members
To increase attendance parent involvement and engagement P.S. 195 will have monthly scheduled parent meetings for chronically absent students directed toward improving student attendance, and continuing excellent attendance of those students who have not had an absence.	Teachers, Parents, SLT members	October, 2014-June, 2015	Administration, Teachers, Parents, SLT members
P.S .195 staff members will continuously encourage forums and opportunities to identify chronically absent students and students who have never been absent in previous years. In addition school members will increase dialogue with families and provide information with ways to support attendance initiatives.	Teachers, Parents, Administration	October, 2014-June, 2015	Administration, Teachers, Parents,

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Funding for attendance incentives, parent coordinator, school aides, attendance team

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 33. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 34. Specify a timeframe for mid-point progress monitoring activities.				
Monthly monitoring of class, individual and grade attendance rates Monthly celebration for students who improve and/or have 100% attendance. A mid-point benchmark that will indicate school progress toward meeting the specified goal will be established by the Attendance Committee and shared with parents, teachers and students. Internal school-based audit and review of attendance patterns for chronically absent students.				
Part 6b. Complete in February 2015.				
35. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
36. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Periodic monitoring of scores	Voices Literacy Program Raz-Kids Literacy Program Guided Reading Interactive Writing	Small group and one –to- one tutoring	During the school day Average 2 times per week for 30 minutes
Mathematics	Periodic assessments, student work assignments	Differentiated Instruction Envision Matheletics online program Guided Math Groups	Small group and one –to- one tutoring	During the school day Average 2 times per week for 30 minutes
Science	Student scores	Student Centered Projects	Small group	Weekly on Fridays for 90 minutes
Social Studies	Student work and portfolios	Student Centered Projects	Small group	Weekly on Fridays for 90 minuets
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Parent inquiry, teacher referral	School Counselor, School Psychologist, Social Worker	Small group and one-to one	During the school day as scheduled and needed Average session: 30 minutes

Section 7: Title I Program Information

Directions:
1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the Title I Intranet webpage

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I

Part 2: All Title I Schools

2a. 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.
P.S. 195 has an intense recruitment process. Candidates are evaluated on several dimensions, including their demonstrated knowledge of pedagogy and classroom instruction. In order to support highly qualified teachers P.S. 195 supports teachers who identify professional conferences to attend and share resources, and inter-visitation with other schools. In addition teachers view, discuss, and use best practices they view on-line from websites including Teacher Vision, and Collaborize Classroom.

2b. 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).
Teachers work collaboratively in teacher teams which are led by the grade leader. Teacher teams plan together and share resources. Professional Learning Meetings: topics include Danielson Rubric, DOK, RULER social-emotional curriculum, designing CCLS aligned curriculum and assessments/rubrics, Reflective practice and listening, CCLS instructional shifts, and CCLS test expectations. Professional Learning opportunities include topics ranging from understanding the Work Sampling System, best use of engageny.org, and literacy and mathematical shifts, classroom management, technology development, art in the classroom, and other topics related to improving student achievement.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).
Pre-K teachers work closely with a Pre-K Specialist, grade level teachers and kindergarten teachers to receive Professional Learning opportunities and participation in school-wide curriculum celebrations Shared meetings with K teachers and Pre-K social worker for vertical alignment.

4b. 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.
Educational Leadership Team meets weekly for and includes teachers providing administrators from each team with information. The grade leaders share information with every teacher on their team, and in turn bring back comments, suggestions, and reflection regarding assessment results to improve instruction. Essentially, grade leaders represent the voice of the other teachers on their team. MoSL committee consisted of teachers on several grade levels and cluster teachers and administrators to make school wide decisions around assessments chosen for the school year 2014-2015.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All School wide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. To be eligible for the flexibility consolidation of Federal funds enables, a School wide Program school must identify in its School wide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated School wide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's School wide Program, the amount each program contributes to the consolidated School wide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to School wide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	286,667	X	

Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	126,022	X	
Title III, Part A	Federal	1,369	X	
Title III, Immigrant	Federal	1,369	X	
Tax Levy (FSF)	Local	3,064,855	X	

[1]Explanation/Background:
Title I School wide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:
1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

[2]The intent and purposes of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:
3. Title I, Part A – Schoolwide Programs: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. Title I School Improvement 1003(a) - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. Title I Priority and Focus School Improvement Funding: support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. Title II, Part A: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. Title III, Part A: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality

language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

8. Title III Immigrant: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. Title I Parent Involvement Set-aside: Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. Title I Priority and Focus School Parent Engagement Set-aside: Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. IDEA: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds: These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Parent Involvement Policy (PIP)
P.S. 195, Queens

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 195, Queens in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. P.S. 195, Queens will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical

support and ongoing professional development, especially in developing leadership skills;

- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

P.S. 195, Queens, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

SCHOOL-PARENT COMPACT

The William Haberle Elementary School (PS 195Q) and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2014-2015.

School Responsibilities

The William Haberle Elementary School PS 195Q will:

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

- *Students will receive instruction from state certified teachers.*
- *Standards based Literacy and Mathematics Programs are used for instruction.*
- *Teachers attend ongoing professional development to enhance their instructional skills.*
- *Instructional materials are updated annually keeping up with all new assessments.*
- *AIS Program is in place for students in grades PK -5 meeting their individual needs during the school day, but, not interfering with regular classroom instruction.*
- Use academic learning time efficiently. Respecting cultural, racial and ethnic differences.
- Implementing a curriculum aligned to the CCLS. *After-School and/or Saturday AIS Programs are offered to address the academic needs of level I and Level II students in grades 2-5.*

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
In September a Parent Forum is held where parents are informed of the vision for that school year as well as expectations. From the forum the parents meet with the individual classroom teachers and discuss the grade expectations for the present school year.
Parent Teacher conferences are held in the Fall and Spring of every year. Conferences are Held in November and March. At that time teachers distribute report cards and meet individually with parents to discuss their child's progress.
In February we hold a Conference with the parents of all PID's.
In the spring a Conference is held with all parents of students being held over.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: November, January, March, Mid May and June.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
Ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents.
Teachers are available to meet with parents during their preps. Some staff members make themselves available before and after-school.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
Parents that wish to volunteer in the classes are required to attend and be certified as a learning leader.
Parents are welcome to come in and observe, but, they are required to make an appointment. For the safety of the students we do not allow parents to walk in and sit in a class. If a Parent wishes to come and just observe through the door they may do so and they are accompanied by the Parent Coordinator.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:
- *Monitoring attendance/punctuality.*
- *Making sure that homework is completed.*
- *Monitoring amount of television their children watch.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*

 Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
 Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities

We, as students of PS 195Q, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:
 Do my homework every day and ask for help when I need to.
 Read at least 30 minutes every day outside of school time.
 Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
 Study for a minimum of 20 minutes per day. Study habits will help me prepare to go to college.

Additional Required School Responsibilities

The William Haberle Elementary School PS 195Q will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

2. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.

3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

9. Respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education.

10. Ensuring that the Title 1 funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy.

11. Advising parents of their right to file a complaint under the Department's General Complaint.

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

_____ _____ _____

September 2014

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 29	Borough Queens	School Number 195
School Name William Haberle Elementary School		

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 Beryl Bailey	Assistant Principal N/A
Coach type here	Coach type here
ESL Teacher Garvin Chapman	Guidance Counselor Ms. Fairley
Teacher/Subject Area Ms. Gaddipati/Special Ed.	Parent Ms. Bonny-Francois
Teacher/Subject Area Ms. Antoine/Common Branches	Parent Coordinator Ms. Harris
Related Service Provider Ms. Coronel/Speech	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.	1	Number of certified bilingual teachers not currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	3
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 not currently teaching in the ESL program	2	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)	632	Total number of ELLs	7	ELLs as share of total student population (%)	1.11%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE		1	1	3	0	2								7
SELECT ONE														0
Total	0	1	1	3	0	2	0	0	0	0	0	0	0	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	7	**Newcomers (ELLs receiving service 0-3 years)**	7	**ELL Students with Disabilities**	3
SIFE	0	**ELLs receiving service 4-6 years**	0	**Long-Term (completed 6+ years)**	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	6		3	1						7

	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
Total	6	0	3	1	0	0	0	0	0	7
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Haitian				1		2								3
Spanish		1	1	2										4
SELECT ONE														0
TOTAL	0	1	1	3	0	2	0	0	0	0	0	0	0	7

*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	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	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
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		1	1	2	0	0								4
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian				1		2								3
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	1	1	3	0	2	0	0	0	0	0	0	0	7

Part III: Assessment Analysis

Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)						1								1
Advanced (A)		1	1	3	0	1								6
Total	0	1	1	3	0	2	0	0	0	0	0	0	0	7

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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.

   The assessment tools used to assess early literacy skills in ELLs are the DRA2 and the QRI. These tools are instrumental in identifying students' strengths and weaknesses. Based on the information collected from these assessments, the ESL teacher designs and incorporates techniques and strategies that are aimed at addressing the needs of the student. The assessments are aligned with the

Common Core Learning Standards so that the required skills are mastered on every level. The DRA2 Benchmark Assessment measures each student's reading proficiency through systematic observation, recording, and evaluating of performance. The QRI is an "individually administered, informal reading inventory designed to provide diagnostic information about the conditions under which students can identify words and comprehend text successfully and the conditions that appear to result in unsuccesful word identification, decoding and/or comprehension." The QRI-II was designed to provide a variety of different opportunities to observe a student's reading behavior.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Across proficiencey levels it is revealed that the students struggle with skills such as reading comprehension, making inferences, and attacking problems that require higher order thinking skills. The ESL students come in with a lot of life experience that is used by the teacher in the classroom to enhance their learning experiences.

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

4. For each program, answer the following:
    a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
    b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
    c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see *RtI Guide for Teachers of ELLs*.)
The school uses data to guide instruction for ELLs within the Response to Intervention framework by making sure that instruction meets the needs of the student based on the data. Instructors ensure that all tasks are rigorous, challenging, evidence based, and focused. If an ELL struggles with a particular subject area then they will receive extra attention, activities, and experience targeted to that specific child, in addition to common core instruction.
6. How do you make sure that a child's second language development is considered in instructional decisions?
A child's second language development is considered in instructional decisions by making sure that their instructors are included in all levels of the school teams, including the Inquiry team, Instructional team, School Leadership team, Administrative team, and Teacher teams. Instructional decisions at PS 195 are made with all populations in mind. This is done to ensure that every student is serviced according to his/her needs and requirements.
7. For dual language programs, answer the following:
    a. How are the English-proficient students (EPs) assessed in the second (target) language?
    b. What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

Paste response to questions here:

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

At PS195 we evaluate the success of our ESL program through the movement from beginning to Proficient on the NYSESLAT, as well as the ability of our ELL students to integrate and participate, with confidence, in the school community. We know that our program is a successful one if the ELLs are making big strides academically, are not afraid to make mistakes, and are involved in the many extracurricular activities at the school.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to *ELL Policy Brief* and EPIC.)

During the intake process the ESL teacher (NYS cerification in ESL and Special Education) assists all parents with the completion of the Home Language Identification Survey. Upon completion of the HLIS, the ESL teacher interviews both the parents and the students. School translators are available in Creole, French, and Spanish to assist the parents during the interview process. Based on the information gathered from the interview, and the information stated on the HLIS, the student must then take the initial LAB-R assessment within the first ten days of school. If the student scores at or below the cut scores, he/she is entitled to Bilingual/ESL services. If the student's native language is Spanish and he/she scores at or below the cut scores, then he/she will be administered the Spanish LAB once during the same testing period in order to determine language dominance for instructional planning in providing bilingual and ESL services. The Spanish LAB scores are not used to determine entitlement. The NYSESLAT is administered to the students in the Spring to assess their growth. The NYSESLAT is administered to ELL students by grade level in small groups. Each of the four components is given separately within the testing period established by the state. In September, upon the release of the results of the NYSESLAT, all results are carefully reviewed to determine if returning students would continue to receive ESL services.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

Approximately one week after ELL students have been identified, a parent meeting is convened to inform parents of the program choices. PS 195 only has an ESL program so most of the parents opt for the ESL program for their child. ELL parents are still informed of the various programs that are available to them within the district. If necessary, the Parent Coordinator helps parents contact the regional placement office. The process begins by sending parents an entitlement letter to inform them that their child is eligible for an ELL program and the choices available. Transitional Bilingual Education (TBE) programs include language arts and subject matter instruction in the students' native language and English as well as intensive instruction in English as a Second Language. As the student develops English proficiency using the strengthened knowledge and academic skills acquired in the native language, instruction in English increases and native language instruction decreases. Dual Language programs provide half of the instruction in English and half in the native language of the ELLs in the program (e.g., Spanish, Chinese, Haitian Creole). Students of the native language are taught alongside English-speaking students so that all students become bicultural and fluent in both languages. Freestanding English as a Second Language (ESL) programs provide all language arts and subject matter instruction in English through the use of specific instructional strategies. Support in the native language may be available. Parents are then given 2-3 days to return the parent notification letter. To alert parents of the upcoming meeting, a written notice is sent both in English and their home language indicated on the HLIS. If parents are unable to attend the scheduled meeting, an alternate date is arranged. A telephone conference is usually scheduled upon parent request. Translators are always available for all parent meetings.

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

The school uses its ATS system to generate reports used to determine NYSESLAT eligibility. Following student assessment

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
   Based on the parent choice indicated on the Parent Survey and Parent Selection Form, LAB-R scores, and NYSESLAT scores (if applicable), ELLs are placed. Parents are informed of this process through entitlement letters and program selection forms (all of which must be returned within a week). Translators are always available for all parent-school communication.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
   The NYSESLAT is administered according to the guidelines set by the state. The test is given by grade and by modality. Students come into the classroom with only their pencil. All phones and gadgets are removed from their person. Once the student is seated and ready to begin the test, the booklets are distributed and the rules in the booklets are read to them as they read along. Each modality is given on different days.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *ⓘ*
   PS 195 only has an ESL program and usually the parents opt to keep them in the ESL program at the school. Currently less than two percent of the school's population are ELLs. Over the past ten years parents have only opted to partake in the ESL program at the school. No one has ever asked to be moved to another school. The program model is aligned with parent requests. Parents require that the program offer intense instruction where the students are immersed in real-life situations and meet the demands of the new Common Core requirements.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
    b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

1. ELLs are serviced by a certified ESL teacher in a free standing program of heterogeneously grouped students through push-in/pull-out services, which include English Language Arts and Content Area instruction. The instructional minutes are 360 minutes per week for beginning and intermediate students. Advanced students receive 180 minutes per week.

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content area instruction has been supported by the acquisition of supplemental instructional materials aligned to the New York State Common Core Standards. Practices and approaches include, but are not limited to, scaffolding to support student learning in the content area, bridging techniques that connect new concepts to prior knowledge, using multi-cultural literature and visual aids in content area instruction, and employing dramatic and oral presentations to enhance communication and understanding. The school uses a comprehensive reading program, VOICES, that develops literacy skills through read-alouds, guided reading, phonics instruction, and modeled and shared writing. Differentiation is a big component of this program so that students at various levels can succeed. We also use Wilson for struggling students, and Raz-kids for enrichment. At PS 195, we use a very comprehensive math program known as Envisions. This program is aligned with the NYS Common Core requirements and places similar importance on students' ability to use language to effectively perform and communicate their understanding. Students are challenged to not only compute mathematical problems, but also express in writing their thought process for solving these problems. The Science and Social Studies programs are also common core aligned and are aimed at challenging the students' thought process. In Science and Social Studies, where there is a lot of technical jargon, the target language uses are expressed in meaningful progressions that assist teachers to appropriately scaffold and support students in continually building the capacities needed to develop sophisticated content knowledge, skills and abilities. In the ESL program the language used is English. The scores from the NYSESLAT also help teachers plan programs that best fit ELL needs by allowing them to group like students for tailored learning activities, or pair students at different proficiency levels in class.

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

N/A

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

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

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

a. PS 195 uses the Achieve3000 program to address the needs of English Language Learners (ELLs)— including Students with Interrupted Formal Education (SIFE) and long-term ELLs (LTEs)—by building skills in reading comprehension, vocabulary and writing.

Because the program takes current articles from the Associated Press and rewrites them for twelve different reading levels, students have access to high interest articles that are motivating and relevant to various areas of study, e.g., health, history, education, the environment, technology, business, spotlight on people, elections, and arts and entertainment. Achieve3000 benefits include:

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

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

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

   Some instructional strategies and grade-level materials that teachers of ELLs use in order to both provide access to academic content areas and accelerate English language development are multi-sensory approach, differentiated instruction, cooperative activity-based groups, integrated instruction, use of analogies, role playing, and use of visuals and graphic organizers.

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

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

Courses Taught in Languages Other than English

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

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

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

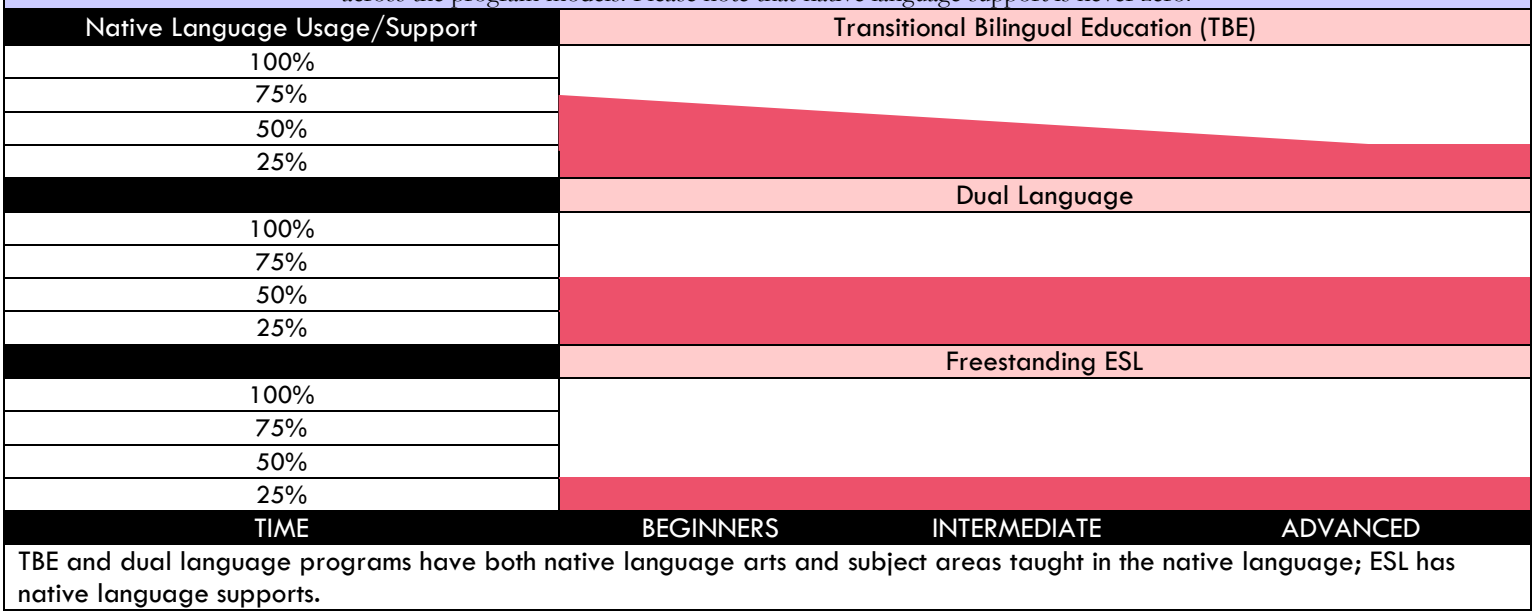
Courses Taught in Languages Other than English ⓘ				
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include: • classes that are taught in English using books in the native language • heritage classes • foreign language (LOTE) classes				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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.

   At PS 195, the VOICES literacy program has a component that specifically targets ELLs. We also use an online interactive website called called Raz-kids.com that assists both parent and child in literacy. Students who are struggling with literacy also receive help using the Wilson program. PS 195 acknowledges the importance of integrating language and content. For math, the students and parents can also work together using the Envisions math program that the students have access to at home using the online component. Learning a second language is most effective when the focus is on using langauge to learn about a particular topic. Content area instruction has been supported by the acquisition of supplemental instructional materials aligned to the NYS Common Core Standards and through the development of themes and content topics. Thematic instruction provide meaningful vocabulary and grammatical structure. Students build a foundation of academic language which is enhanced by exposure to both new and familiar vocabulary. Since PS 195 houses a freestanding ESL program, English is the language of instruction.

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

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

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

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

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

    We are not planning to discontinue any programs or services.

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

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

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

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

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

    Native language support is facilitated by dual language books given to all concentration classes. Dual language books and resources are available in the library for students and teachers. The ESL teacher speaks limited French and Spanish, which are the native languages of the ESL population.

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

    Required support and services are made available to all ELL concentrated classes. Bilingual dictionaries and glossaries, picture books, audio/video manipulatives, and hands-on materials are available in each grade level. The age and grade appropriate materials are given to all concentrated classes and the ESL teacher, who pushes in to each class to provide support to teachers and students.

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

    The school offers translators to assist in the registration process. The Parent Coordinator offers information on organizations that would assist parents and students who are new to the public school system

18. What language electives are offered to ELLs?

    N/A

19. For schools with dual language programs:
    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)?

    Paste response to questions here:

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

2. All teachers receive ongoing professional development on the Common Core Learning Standards throughout the year. Each professional development class is taught with all members of the school community in mind, and therefore, is designed to help instructors meet the needs of every student, including the ESL student.

3. The ESL teacher collaborates with the mainstream teachers regarding student progress, curriculum, available ESL materials, testing concerns, and ESL techniques. The ESL teacher continues to monitor the progress and language development of those students who have passed the NYSESLAT. The mainstream teachers are informed of their students' status and if necessary, AIS is provided. Professional development workshops are used with mainstream teachers to teach them various techniques and strategies that can be used to assist in transitioning students for elementary to middle school. The guidance counselor also receives intensive training on identifying different schools and programs offered that would best meet the needs of the students transitioning from Elementary school to Middle school.

4. The minimum 7.5 hours of ELL training for all staff consists of introducing various ESL instructional strategies and techniques, discuss common trends and findings within the ESL population, and looking at ways in which components of ESL can be integrated into the core curriculum. During the training, teachers analyze and design lessons that would interest and motivate students, use lessons that use all the senses, and manage all ability levels.

D. Parental Involvement

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

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

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

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

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

E. Additional Information

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

Part VI: LAP Assurances

School Name: William Haberle Elementary			School DBN: 29Q195
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
BERYL BAILEY	Principal		11/12/13
N/A	Assistant Principal		
ANNETTE HARRIS	Parent Coordinator		11/12/13
GARVIN G. CHAPMAN	ESL Teacher		11/12/13
MYRIAME BONNY FRANCOIS	Parent		11/12/13
INDIRA GADDIPATI	Teacher/Subject Area		11/12/13
ANISE ANTOINE	Teacher/Subject Area		11/12/13
	Coach		11/12/13
	Coach		
JANEIKA FAIRLEY	Guidance Counselor		11/12/13
	Network Leader		
ANDREA CORONEL	Other Speech		11/12/13
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 2 **Network:** CFN 205

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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