

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

29Q195

School Name:

P.S. 195 WILLIAM HABERLE

Principal:

BERYL BAILEY

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: William Haberle Elementary School School Number (DBN): 29Q195
Grades Served: Prekindergarten - Fifth
School Address: 253-50 149th Avenue Rosedale, NY 11422
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: Jawanda Boling
SLT Chairperson: Beryl Bailey
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Shamia Burgin
Student Representative(s): Justin Henley
Emma Osuji

District Information

District: 29 Superintendent: Lenon Murray
Superintendent's Office Address: 222-14 Jamaica Avenue Queens Village, NY 11428
Superintendent's Email Address: Lmurray3@schools.nyc.gov
Phone Number: (718) 264-3146 Fax: (718) 712-1598

Borough Field Support Center (BFSC)

BFSC: Queens South Director: Marlene Wilks
Director's Office Address: 82-01 Rockaway Blvd Queens, NY
Director's Email Address: MWilks@schools.nyc.gov
Phone Number: (646) 522-7133 Fax: _____

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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	
Jawanda Boling	*PA/PTA President or Designated Co-President	
Michelle Harrison	DC 37 Representative (staff), if applicable	
Shamia Burgin	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Justin Henley	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Emma Osujii	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Free Hepburn	Member/ Parent	
Corlyss Gamble	Member/ UFT	
Allasandra Crawford	Member/ Parent	
Rebecca Keslowitz	Member/ UFT	
Shamia Burgin	Member/ Parent	
Donna Alexander	Member/ UFT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P.S. 195, Queens is a district elementary school located in Rosedale, 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.

P.S. 195 is a Title 1 school, with over 90% of students being eligible for free or reduced lunch. 98% of the student body consists of Black (93%) and Latino (5%) students. Asian and other identified races account for 2% of the student population. Students With Disabilities (SWD) account for 20% of our student body.

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. In addition we have strategically formed a collegial collaboration with P.S. /I.S. 116, a K-8 school in Southeast Queens. Our collaboration has allowed teachers to participate in inter-visitations and shared professional learning/Chancellor's Conference days. Collaborating with a school that includes middle school grades provides our teachers and staff with a greater understanding of what is needed to prepare students for success in middle school.

At Public School 195 during the 2014-15 school year, we reviewed and implemented the Chancellor's Framework for Great Schools. The component of the framework in which we have made the most progress is "Supportive Environment". The creation and supporting of a strong climate is one of our biggest strengths. We have consistently over the year maintained a school environment that promotes closing the achievement gap among Students with Disabilities (SWD) and black and Latino males. The data from the School Quality Guide indicates that we are meeting the target with 38% of our students moving from SC/ICT/SETTS to Less Restrictive Environments. Data from our Annual School Survey supports our strength of having a supportive environment as 90% of our staff and parents indicate that they feel supported at Public School 195. In addition, many of our activities and initiatives promote the development of such a climate.

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. P.S. 195 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.

We consider all of our stakeholders and members of our community and work hard to maintain this climate and culture.

Based on our initial review of data and looking at assessment data gathered during the 14-15 school year, we have decided to focus our efforts on ensuring rigorous instruction in mathematics, which is actually a continuation of work during the previous school year. We still see the need to increase student fluency in mathematics as our key area of focus for the coming school year and will revisit our Instructional Focus to better meet the needs of our student academic progress. We began to focus on improving mathematical fluency during the 2014-2015 school year. We feel that the gains and impact we want to make is not complete.

29Q195 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	654	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	70.9%	% Attendance Rate		92.5%
% Free Lunch	71.7%	% Reduced Lunch		15.6%
% Limited English Proficient	1.0%	% Students with Disabilities		19.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		91.6%
% Hispanic or Latino	5.0%	% Asian or Native Hawaiian/Pacific Islander		1.9%
% White	0.4%	% Multi-Racial		0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	12.18	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		12.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		8.14
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	26.3%	Mathematics Performance at levels 3 & 4		19.8%
Science Performance at levels 3 & 4 (4th Grade)	78.2%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Although our students are making progress on state level assessments, there is an identified need for the level of progress to increase in Math. There is an overwhelming need to increase fact fluency and problem solving skills across the grades. The data from the school survey shows that we are the target with student progress in mathematics, earning 56.9 points, however we experienced hesitation with meeting the target in student achievement. The preliminary data from the New York State assessments indicate a limited percentage of students not meeting promotional criteria in mathematics. In 2015-2015 we will continue to focus on improving mathematics content and pedagogy in order to impact instruction and student achievement.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2016, 85% of our students in grades PreK- 5 students will demonstrate improvement in mathematical fluency and problem solving skills as evidenced by end of unit assessments, New York State assessments and classroom assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Mathematics centers will be used in classrooms to develop problem solving skills. Teachers will conference with all students, including ELLs and students with special needs to monitor student progress. Teachers will provide tools and center activities for families to use at home with students.</p>	<p>All Students, Teachers</p>	<p>September - June</p>	<p>Classroom and cluster teachers, School Administrators, Teachers</p>
<p>Professional Learning cycles to develop content understanding and pedagogy in mathematics will be implemented in 2015-2016. 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.</p>	<p>High-Need Subgroups, teachers, and educational assistants</p>	<p>September - June</p>	<p>Administrators, Lead teachers</p>
<p>In an effort to increase parent involvement and engagement, staff members will promote a school environment directed at improving mathematical fluency. School activities that involve mathematics will be planned for the 2015-16 school year.</p>	<p>Parents and Guardians</p>	<p>October- June</p>	<p>Administrators, Lead teachers, Parent Coordinator</p>
<p>Fluency assessments will be given at least four times per year for grades 1-5 and three times per year for kindergarten. Assessment data will be shared with families via student portfolios.</p>	<p>School Staff Members, Students</p>	<p>September - June</p>	<p>School Administrators, Consultants, Teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>In order to implement this goal, we will utilize the expertise of our consultants, mathematics 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.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Administrators will monitor implementation of mathematical routines during formal and informal observations in classrooms. Classroom Assessment Data (looking at student work) will be reviewed monthly to assess student progress and areas of need.

By February, 60% of all students who did not meet grade level benchmarks at the first assessments will either meet grade level benchmarks or progress at least two levels.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Based on our School Survey over 90% of teachers and families report that they feel that PS 195 is a supportive environment. The administration and staff members work closely with all students and their families in making sure they have a safe and supportive school environment. To continue this success rate, we are developing an instructional focus that will provide all students (including SWD and ELL’s) with the skills to increase their levels of independence and to help prepare them for success in middle school, secondary school and college and careers.

During the 2015-2016 school year we plan to implement student use of career action plans. Students in grades 3-5 will participate in completing and monitoring career action plans which will enable them to develop individualized college and career readiness time lines. This will be implemented in school and continued at home with the assistance of parents and guardians. We want to improve student knowledge and understanding of the college and career readiness trajectory and its connection to elementary school studies. We want to do this with students in grades 3-5. Doing this we hope to improve student work habits, support from home and provide students with connections for their future aspirations.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Students in grades 3-5 will improve their ELA and mathematics achievement on NYS Assessments by moving .5 (i.e. level 2.5 to 3.0) by the end of June 2016. The use of individualized academic action plan (AAP) will be used to assist students identify an academic goal and a plan of action to meet their goal. The plans will connect and align with their academic studies. They will be able to track their progression toward meeting their goals based on feedback and results from classroom assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The Academic Action Plan will be designed for students to use which incorporates the use of assessments and student data throughout the year. The plan will show students the connection between ELA and Mathematics assessments with their college and career goals. Materials and resources will be secured to use with students.</p>	<p>Students in grades 3-5, Classroom teachers</p>	<p>Sept - June</p>	<p>Administrators, classroom teachers</p>
<p>All classrooms will use a cross-grade Book of the Month (with lesson plans) that focus on character and/or perseverance. These lessons will be shared with all students, including English Language Learners and students with disabilities. Where applicable students will apply activities and components of selected Books of the Month to their action plans.</p>	<p>All students, Teachers, and staff</p>	<p>September - June</p>	<p>Literacy lead teacher, administrators</p>
<p>Parents will receive workshops and round tables to work with their children to develop and maintain their action plan. The school community will be invited to review student action plans where students can describe their plans of actions and what they did to develop their plan, and how it will help them with improving their performance on their ELA and Mathematics NYS assessments.</p>	<p>Teachers, Parents, Students grades 3-5</p>	<p>September - June</p>	<p>Teachers, administrators, parent coordinator</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Resources needed include school staff (teachers, parent coordinator, administration), web based instructional resources</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In November, January and March students will complete checkpoint assessments that will be reviewed by the teacher to monitor their progress. The mid-point benchmark that will indicate progress toward meeting the goal of improving student gains in their academic studies will include feedback that shows students which areas they improved, or declined. In addition students will receive next steps which need to occur in order for them to improve their ELA and Mathematics assessment performance.

Evidence of impact will be measured by data indicated on the 2015-16 Tripod Student Survey for Upper Elementary Students. We will empower students to succeed in the college or career of their choice, by providing the tools and support to help every student. We believe that students must learn how to set their own goals, and then learn strategies for persevering to achieve those goals. As a community of families, students, and staff, we will work together to develop students who strive for academic, social and emotional growth.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

To strengthen teacher collaborations and development we have deepened our collaboration with a Prek-8 school. Teachers are able to connect during the year at conferences and continue conversations beyond conference days. In addition teachers at P.S. 195 volunteer to participate in professional clubs. The teachers either discuss sections of a book, articles, or other professional readings. This has promoted collaboration amongst colleagues, learning about trends in education, and impacting pedagogy. In order to strengthen our collaboration amongst teachers we partnered with a PreK-8 school which provided our teachers with a network of colleagues to share best practices, and learn additional strategies.

Based on data from our Quality Review there is a need to monitor and revise instructional practices as well as support teacher teams which will directly impact student learning. Teachers have the opportunity to meet as Professional Learning Communities during our professional time, in addition to common preparation period time at least two times per week. We have teachers that are willing to meet, have built bonds, and maintain a culture of collaboration to come together during their prep periods without obligation, in the interest of best practices.

Understanding the need to improve pedagogy and increase the number of teachers in the highly effective range, we have developed the 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.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Teachers at Public School 195 in collaboration with Teachers from our partner school will participate in on-going professional development and inter-visitations to improve delivery of instruction as evidenced by measured progress on MOTP data. Teachers at P.S. 195 collaborate with their colleagues about professional learning organizations, trainings, and opportunities they participate in addition to the development provided at the school level.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	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?
Teachers will engage in collaborative discussion to share noticing's about student work and develop future action plans to support student outcomes	All teachers	September - June	Administrators, teachers
Teaches will follow protocols when discussing student work and student progress during teacher team meetings.	All teachers	September - June	Administrators
Teachers and staff members will collaborate with colleagues to create various ways to engage with parents including parent newsletters, parent workshops, and during monthly school events.	Teachers, parent coordinator	September - June	Administrators, teachers
With our partner school staff will collaborate 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, staff members	November - June	Administrators, lead teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Scheduled time for teachers to meet and scheduled teacher inter-visitation periods with our partner school.											
Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In November, and after each inter-visitation surveys/feedback forms will be collected from teachers and reviewed by administrators. Administrators will accompany teachers and engage in follow-up conversations about their findings and implementation plans.

The teachers at P.S. 195 will attend professional learning meetings and/or teacher teams weekly for at least 80 minutes. Two times each month, teacher teams will meet to analyze student writing work using protocols to guide discussion and determine next actionable steps to aid with improving student outcomes. Each of these will be monitored through agendas, minuets, and attendance sheets.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Strengths of school leadership include: - Parent communication is consistent and clear - Use of technology to create multiple pathways for assessment and communication -Well organized events (parent/teacher conferences, Curriculum Celebrations, Fall Festival, Holiday Show) - Utilizing community resources and conducting outreach to bring in outside resources to support the school’s academic and social-emotional programs, including Reso-A funding for technology, playground equipment from a donor school, Learning Leaders training organization for parents, Materials for the Arts and others. Other strengths include:

New York City Schools 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

School leadership receptive to teacher and student feedback

Needs: - An additional area of need is providing concrete pieces of actionable feedback to teachers as a result of frequent classroom observations. Additional needs include:

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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2015-2016 school year the Leadership Team will work with administrators and develop leadership skills. The school administrators will nurture the professional growth of teachers and all staff members.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	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?
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 2015 - June 2016	
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 2015 - June 2016	
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 2015 - June 2016	
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, Leaders, Aspiring Leaders	October 2015 - June 2016	Administration, Lead Teachers, Support Staff

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Lesson Plans and Parent Logs collected every six weeks. Random student portfolios collected monthly. Teacher Team Binders collected 3 times a year. 1:1 meetings with teachers to review goals 3 times per year.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

We have developed a welcoming environment for parents and families. We use portions of our Tuesday Family Engagement time to host individual meetings with parents, make contact with parents via phone or home visits, and create grade newsletters to keep families informed. In addition our school strengths include, involvement with local officials (Councilman Richard’s Reso-A grant for technology purchases), monthly family night activities, monthly school-wide anniversary celebrations, Food Drive, perfect attendance incentives, Materials for the Arts as a resource for materials, partnership with the SUNY Old Westbury to expose students to a college atmosphere and on-going interactions with college students. As indicated by the NYC Schools Survey the 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.) bringing members of the school community together to participate collectively in building the school environment.

In addition over 90% of parents are satisfied with what their child is learning and would recommend P.S. 195 to other families. We have identified a need to increase in parental involvement, especially for at-risk students, to increase CCLS aligned academic support at home.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 30% of families of at-risk students will have the opportunity to engage in a professional development series around meeting the CCLS, as evidenced by professional development agendas, and attendance.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Building activities focused on building trust such as individual invitations sent home, families received personal phone calls encouraging attendance, and workshops for small groups of families.</p>	<p>Teachers, administrators</p>	<p>September - June</p>	<p>School staff, administration</p>
<p>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, workshops, parent-teacher conferences).</p>	<p>Teachers, school staff, students</p>	<p>September - June</p>	<p>Teachers, administration, school staff members</p>
<p>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.</p>	<p>Teachers, Parents, SLT members</p>	<p>September - June</p>	<p>Administration, Teachers, Parents, SLT members</p>
<p>P.S. 195 will organize ELA & Math Curriculum Workshops for parents to learn and understand the expectations of the Common Core Learning standards in all subject areas.</p>	<p>Teachers, Parents, Administration</p>	<p>September - June</p>	<p>Administration, Teachers, Parents</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Parent Engagement Tuesdays, per-session, Workshop for Parents</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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 Mathletics 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 minutes
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 tutoring	During the school day as scheduled and needed Average session: 30 minutes

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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

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 activities and strategies for high quality professional development for teachers, principals, 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).

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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.

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

Directions: All Schoolwide 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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u> ² . On the chart below , indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide 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 Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	288,169.00		
Title II, Part A	Federal	126,978.00		
Title III, Part A	Federal	0		

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,041,187.00		

¹Explanation/Background:

Title I Schoolwide 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:

- 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.
- 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.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **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).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an 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.
- **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.
- **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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

P.S. 195, Q.

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, Q.** 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, Q 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, School Quality 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with 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 to 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

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 learning to enhance their instructional skills.
- Instructional materials are updated annually keeping up with all new assessments.
- AIS
- Use academic learning time efficiently. Respecting cultural, racial and ethnic differences.
- Implementing a curriculum aligned to the CCLS.

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 2015

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

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 ENL teacher, and one parent.

Principal Beryl Bailey	Assistant Principal Janieka Fairley
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Garvin Chapman	School Counselor Katherine Alston
Teacher/Subject Area Indira Gaddipati/Special Ed.	Parent Michelle Harrison
Teacher/Subject Area Anise Antoine/Common Branches	Parent Coordinator Annette Harris
Related-Service Provider Andrea Coronel/Speech	Borough Field Support Center Staff Member type here
Superintendent Lennon Murray	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	2	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	617	Total number of ELLs	10	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	9	ELL Students with Disabilities	1
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more 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									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	9		1	1	0	0	0			0
Total	0	0	0	0	0	0	0	0	0	0

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

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	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

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: _____

Freestanding English as a New 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	1									0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian	2	1	1			1								0
French			1											0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Fulani				1										0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	1	1		1										0
Emerging (Low Intermediate)				1										0
Transitioning (High Intermediate)														0
Expanding (Advanced)	2		1	1	1	1								0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		1	1	1		1								0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4	1								0
5	1				1				0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 The assessment tools used to assess early literacy skills in ELLs are the DRA2 and the QRI. These tools are instrumental in identifying students' strengths and weaknesses. Based on the information collected from these assessments, the ESL teacher designs and incorporates techniques and strategies that are aimed at addressing the needs of the student. The assessments are aligned with the Common Core Learning Standards so that the required skills are mastered on every level. The DRA2 Benchmark Assessment measures each student's reading proficiency through systematic observation, recording, and evaluating of performance. The QRI is an individually administered, informal reading inventory designed to provide diagnostic information about the conditions under which students can identify words and comprehend text successfully and the conditions that appear to result in unsuccessful word identification, decoding and /or comprehension.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data patterns across performance levels and grades reveal that students in the lower grades tend to struggle more with the speaking as they have difficulty expressing themselves. For the upper grades (3-5) 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. The ESL teacher evaluates the data from both the NYSITELL and NYSESLAT to guide instruction. The information gathered from these assessments is also shared with classroom teachers so that they are aware of the student's strengths and weaknesses as seen on the assessments. The recent Spring and NYSITELL results show that a majority of the students have difficulty with the speaking and listening modalities and require special attention in these areas.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 PS195Q 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 the 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, using the appropriate academic language and terminology, as well as writing in a structured, cohesive manner. The ELL students are resilient, hardworking, and accept most challenges given to them. The school uses the tool to also identify the instructional and programmatic differences between specific subgroups, design targeted, data-driven instructional programs to impact student learning, document and share best practices across the school, and highlight students who exhibit risk factors in order to develop and implement targeted interventions.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

a. The patterns across proficiencies and grades are that students struggle with reading skills that require higher order thinking. 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, supportive and quick to act. School leadership and teachers are using the ELL Periodic Assessments as well as the Acuity Periodic Assessments to identify strengths and weaknesses so that they can use that data to guide intructional planning, differentiate lessons, set goals for the students, target students' needs, and structure programs for the students.

c. From the periodic assessments, the school is learning about the strengths and weaknesses of each ELL student. The school correlates the data from these assessments with classroom data to evaluate instructional strategies, program effectiveness, and RTI effectiveness. If it is evident that a student is lacking in a particular skill then the teachers on the Inquiry, Instructional, and Teacher Teams work together to share best practices so that other effective strategies can be identified and used to meet the needs of that particular student. The ESL is also included on all teams. The home language is used in instruction so that students can share their perspective and experience on a variety of issues. Teachers use students' background and cultural experiences to foster diversity and share multiple viewpoints.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).

[Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [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 students based on the data. Instructors ensure that all tasks are rigorous, challenging, evidence based, and focused. If an ELL struggles with a particular skill within a subject area then he/she will receive AIS services, activities, and experience targeted to him/her. The requirements of the NYS Common Core must be met by each and every student at PS 195. The RTI is used to develop different key domains of literacy, to support competencies in reading, writing, listening, and speaking and to present instruction that makes direct and appropriate connections to ELLs' community values, identities, and languages. RtI is designed to provide all students with access to high quality, effective instruction and differentiated supports with a goal of ensuring that referrals for evaluation and possible referral to special education are accurate.

At the start of this process, all students are screened each academic year—typically in early fall and up to two additional times during the school year—to determine whether they are at risk for not meeting standards. Currently in New York City Public Schools, RtI is required for students in grades K–5, in literacy. Students demonstrating patterns of concern in the screening process are provided with increasingly intensive interventions, as needed, with the goal of academic recovery in reading. Student performance is regularly monitored at all tiers of RtI to assist school staff in determining whether students are making adequate progress and to ensure that interventions and supports are adjusted accordingly based on student needs.

Students who do not make progress in Tier I (in the classroom) are provided with additional instructional support in Tiers II and/or III. This can mean more time, smaller group size, individual instruction, or a greater focus on the specific area(s) in which the student is having difficulty.

Tier II intervention is provided in addition to regular classroom instruction. Typically, the student is taught in a small group, receiving additional instructional time and/or taught using more intensive, research-based techniques.

Tier III intervention is also provided in addition to regular classroom instruction. Typically, the student receives more frequent and intensive support than in Tiers I or II, sometimes on an individual basis.

6. How do you make sure that a student's new 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. Teachers use a child's language and educational history/cultural background when

planning instruction so that the students' cultural background and experience are shared and used to enrich their learning experience.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/A

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

At PS 195 we evaluate the success of our ESL program through the movement from Entering to Commanding 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 extra-curricular activities at the school. The school meets AYP for ELLs by ensuring that they receive rich, data-driven, differentiated, rigorous instruction. Students are given the opportunity to grow academically through meeting the requirements of the CCLS.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

During the intake process the ESL teacher (NYS certification in ESL and Special Education) assists all parents with the completion of the Home Language Identification Survey. Upon completion of the HLIS, the ESL teacher interviews both the parents and the students. School translators are available in Creole, French, and Spanish to assist the parents during the interview process. Based on the information gathered from the interview, and the information stated on the HLIS, the student must then take the initial NYSITELL assessment within the first ten days of school. For students who speak Spanish, the Spanish LAB is administered as well. If the student scores at or below the cut scores on the NYSITELL, he/she is entitled to ESL services. 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. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

The early identification of ELLs with interrupted formal education is essential, as they represent an at-risk population. PS 195 begins to collect and disaggregate data including such variables as age of arrival, mobility, years of schooling at time of arrival, and breadth and scope of content learned in both the native country and the United States. As these students are highly heterogeneous, multiple and varied interventions may be required. A SIFE oral interview is conducted with the student to gain information regarding family and home background, education history, language and literacy practices as well as other general questions about his/her surroundings and likes/dislikes. This information is taken into account when planning and designing lessons that are challenging and rigorous. The Literacy Evaluation for Newcomers SIFE (LENS) is administered to students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish. SIFE students must be identified within the first 30 days of initial enrollment.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

NYSITELL eligibility for students with IEPs must be based on the determination of the Language Proficiency Team. At PS 195, the LPT is comprised of the principal (Ms. Beryl Bailey), the ESL teacher (Mr. Garvin Chapman), the Special Education/IEP teacher (Ms. Sue Hoffman), and the parent or guardian of the student involved. Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. For students whose home language is not English, the school must administer a more in-depth interview with the student, review his/her school work (if available), and review the Individualized Education Program (if applicable), in order to determine NYSITELL eligibility (whether the student should take the NYSITELL).

A. A student may come from a home in which a language other than English is spoken; however, due to prior educational, social, and/or personal experiences, the student is dominant in English. Therefore, a trained pedagogue must do the following:

1. Interview the student in both English and the home language
2. Review student's prior school work in reading, writing, and mathematics, in both English and the home language. In the absence of sufficient school work, schools may use age- and grade-appropriate informal, culturally sensitive, school-based

assessments or formal and informal screeners

A school determines eligibility to take the NYSITELL. If the student is ineligible to take the NYSITELL, the ELL Identification Process terminates at this step; if the student is eligible to take the NYSITELL, continue to step 3.

NOTE: If the student is determined to be an ELL, the information gathered in steps 1 and 2 should be used to determine if the student requires further assessments for SIFE status.

B. NYSITELL eligibility for students entering school with IEPs (from within the United States) must be based on the determination of the Language Proficiency Team (LPT). The LPT is minimally comprised of

- A school/district administrator - Ms. Beryl Bailey (principal)
- A certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages - Mr. Garvin Chapman, ESL teacher.
- The director of special education - Susan Hoffman, Special Education/SETSS and IEP teacher.
- The student's parent or guardian A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, must be present at each meeting of the LPT. These procedures must be used for initial entry into DOE schools or reentry after 2 years.

1. The LPT determines whether the student should take the NYSITELL. The LPT should consider evidence of the student's English language development, including, but not limited to the following:

- The result of Step 1 (see above)
- The student's history of language use in the school and home or community
- The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language
- Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

2. Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

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If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL

If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review

• The principal must accept or reject this recommendation o If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately

administered to the student o If the principal accepts the recommendation not to

administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language

The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination must be completed and placed in the student's cumulative folder.

It is important to understand how certain elements of the second language acquisition process compare to learner characteristics associated with a learning disability. While components of language acquisition can seem to mirror a learning disability, they do not necessarily indicate a learning disability.

The LPT does not make determinations on special education classification or eligibility for services; these determinations are made solely by the student's Committee on Special Education. Regardless of the LPT's decision and final NYSITELL-eligibility determination, language of instruction for all students with Individualized Education Programs (IEPs), including ELLs, is determined by the CSE

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Entitlement and non-entitlement letters are distributed to the parents immediately after the NYSITELL is scanned and the score is determined. Letters are provided in the home language indicated on the HLIS. Parents are also informed that over-the-phone interpretation services are available through the DOE's Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

At the time of notification of entitlement, parents are informed in writing that they have the right to appeal their child's ELL status within 45 days of enrollment. The re-identification process is completed within 10 school calendar days of receipt of written notice. If the CSE must be consulted, the process must be completed within 20 school calendar days. All correspondence is translated into the language spoken by the parent. Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who

- Have a home language other than English, and
- Are ELLs and non-ELLs The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following:
 - A student's parent or guardian
 - A student's teacher (if the teacher's request includes written consent from the parent or guardian)
 - A student of 18 years of age or older The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.

Re-Identification of ELL Status Process:

- Schools should establish protocols and assign qualified and trained staff to manage both the initial and Re-identification Process.
- If a student's ELL status is determined to be a non-ELL as a result of the Re-identification Process, the student will not be counted as an ELL for statistical or reporting needs. Additionally, the student will be considered a "never" ELL and is not entitled to ELL testing accommodations or to be reviewed under ELL promotion policy. The student will not need to take the NYSESLAT.

6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.

7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.

8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.

9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.

10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.

11. All notifications and relevant documents are kept in the student's cumulative folder.

Phase 2

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, reviews the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that

the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

PS 195 hosts a parent orientation for all the parents of new ELLs at registration at the beginning of the school year. At this orientation the Parent Orientation video is shown. This video explains all three program options and is available in 13 languages. During the orientation, schools also provide information on standards, curriculum, and assessments. The parent orientation session also provides a high quality orientation section on the Common Core Learning Standards, assessments, and school expectations for English language learners. Parents are given the Parent Survey and Program Selection forms and are then given 5 days to return them. To alert parents of upcoming meetings, a written notice is sent both in English and the home language indicated on the HLIS. If parents are unable to attend the scheduled meeting, an alternate date is arranged. A telephone conference is usually scheduled upon parent request. Translators are always available for all parent meetings. If the parent survey is not returned the default program is bilingual education.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

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 5 days, contact home is made, reinforcing the need for receipt of the signed letter. The Parent Survey and Program Selection Form, which are typically attached to the notification of entitlement to ELL services contain specific information on how ELL program information is delivered. The parent coordinator, Ms. Annette Harris, and school staff use 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. The Parent coordinator, 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. The ESL teacher monitors the Parent Program Choice. So far, all program choices have been for stand the ESL program. All correspondence to the parents have been in the language indicated on the home language survey/ preferred language.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. PS 195 monitors the Parent Survey and Program Selection forms that have not been completed and returned by creating a chart that is posted in the main office next to the file cabinet containing all ESL files. This chart states the names of the ESL students, and the dates that the letters were sent home. The target return date is also listed. If the forms are not returned by the target date then the ESL teacher and the Parent Coordinator contact the parents at home. Daily monitoring of the chart is required until all of the forms have been completed and returned.

9. Describe how your school ensures that placement parent notification letters are distributed.

After parents are informed of all three program models at the parent orientation, the ESL teacher provides parents with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice. The parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the parent is contacted at home by the ESL teacher or the Parent Corrdinator. PS 195 only has an ENL program. The school documents and include attempts to gather initial parent selection preference. All correspondence is in the parents preferred language/ language indicated on the HLIS.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). PS 195 retains all ELL documentation for each child in a file in the main office. This file contains the HLIS, non-entitlement or entitlement letters, as well as any correspondence from the parents. The ESL teacher, Garvin Chapman, is responsible for the maintenance of records. The principal, Beryl Bailey, assistant principal, Janeika Fairley, and members of the school SBST team have access to the files.

11. 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. Schools must administer the New York State English as a Second Language Achievement Test (NYSESLAT) to all English language learners annually to measure progress in English language acquisition and to determine continued eligibility for

ELL services for the following year. In order for students to receive a valid score, schools must administer all sections (speaking, reading, listening, and writing) of the NYSESLAT to students.

To ensure that schools are administering all parts of the NYSESLAT to all eligible students, principals should work with their test coordinators to complete the following steps:

Step 1: Identify Eligible Students

- The ESL teacher, Mr. Garvin Chapman prints out the RLER report from ATS for a list of NYSESLAT-eligible students. Note the number of NYSESLAT-eligible students at your school.
 - Identify any NYSESLAT-eligible students who have long-term absences and call their parents to ensure students are present during scheduled exam times.
 - To administer the speaking subtest during the administration window, the ESL teacher does the following:
 - o Assign a sufficient number of staff and adjust your school schedule as necessary to ensure that you are able to administer to all NYSESLAT-eligible students the speaking subtest during the administration window.
 - The ESL teacher administers the reading, listening, and writing subtests during the administration window. There are only 10 school days during which you may administer the non-speaking subtests; plan accordingly.
 - o Assign a sufficient number of staff and adjust your school schedule as necessary to ensure that you are able to administer to all NYSESLAT-eligible students the reading, listening, and writing subtests.
 - Track completion and ensure students who were not present during times originally scheduled have opportunities to complete the NYSESLAT.
- Step 3: Ensure that All Students Eligible to Take the NYSESLAT Have Been Tested.** Any students who were absent is noted and tested as soon as he/she is present. If the student is absent for more than two days, then the ESL teacher contacts the parents (using the Language Interpretation Unit, if necessary) to find out when the student will be back to school to take the test.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. All notification letters are distributed by the ESL teacher as necessary. The school ensures this through regular weekly program meetings and completion of program requirement charts. These charts must be signed off by the principal every week until all letters are distributed and/or returned. The Language and Interpretation Unit may be used to translate any and all correspondence to the parents in their preferred language.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
- 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 rigorous demands of the New York State Common Core requirements.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

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 beginner/entering/low intermediate/emerging students. Students who are intermediate/transitioning/advanced/expanding receive 180 minutes per week. Proficient/commanding receive 90 minutes of service per week. Students at the beginner/entering stage receive a minimum of 180 minutes in standalone ENL and 180 minutes of integrated ENL/ELA instruction. Students who are at the low intermediate/emerging level receive 90 minutes of standalone ENL, 180 minutes of integrated ENL/ELA and 90 minutes of standalone or integrated ENL (with ELA or any other content area). Intermediate/transitioning students receive 90 minutes of integrated ENL or ELA and 90 minutes of standalone or integrated ENL. Advanced/Expanding students receive 180 minutes of integrated ENL/ELA or other content area.
 - b. TBE program. *If applicable.*

Paste response to questions here:
 - c. DL program. *If applicable.*

Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The instructional minutes are 360 minutes per week for beginner/entering/low intermediate/emerging students. Students who are intermediate/transitioning/advanced/expanding receive 180 minutes per week. Proficient/commanding receive 90 minutes of service per week. Students at the beginner/entering stage receive a minimum of 180 minutes in standalone ENL and 180 minutes of integrated ENL/ELA instruction. Students who are at the low intermediate/emerging level receive 90 minutes of standalone ENL, 180 minutes of integrated ENL/ELA and 90 minutes of standalone or integrated ENL (with ELA or any other content area). Intermediate/transitioning students receive 90 minutes of integrated ENL or ELA and 90 minutes of standalone or integrated ENL. Advanced/Expanding students receive 180 minutes of integrated ENL/ELA or other content area.
3. Describe how core content is delivered in each program model. 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 and Imagine learning online programs 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 and periodic ELL assessments 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 home 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 and periodic assessments 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 each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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. ELL students who exit the program receive mandatory services by the ESL teacher to continue academic and social support. ELLs and Former ELLs receive test accommodations such as extra time on all assessments.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

The Re-Identification of ELL Status Process done by the LPT:

- Schools should establish protocols and assign qualified and trained staff to manage both the initial and Re-identification Process.
- If a student's ELL status is determined to be a non-ELL as a result of the Re-identification Process, the student will not be counted as an ELL for statistical or reporting needs. Additionally, the student will be considered a "never" ELL and is not entitled to ELL testing accommodations or to be reviewed under ELL promotion policy. The student will not need to take the NYSESLAT.

6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.

7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.

8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.

9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.

10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.

11. All notifications and relevant documents are kept in the student's cumulative folder.

Phase 2

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, reviews the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services

to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

school ensures that each and every child at PS 195 is an active participant in very engaging and rigorous lessons. The months after the re-identification of ELL or non-ELL students will not adversely affect students' academic progress. The analysis of student work and assessments will continue as well as the collaboration, planning, and implementation of challenging NYS Common Core lessons and activities.

8. 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, use of visuals and graphic organizers, and scaffolding.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

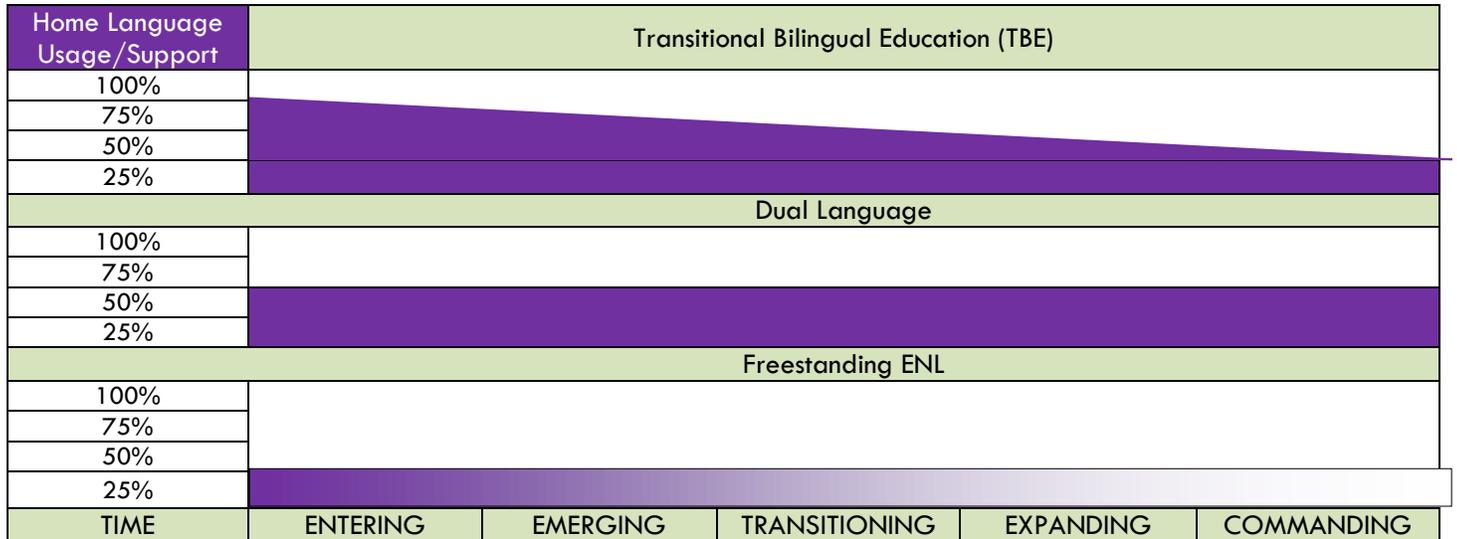


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. At PS 195, the VOICES literacy program has a component that specifically targets ELLs. We also use an online interactive website called Raz-kids.com that assists both parent and child in literacy. Students who are struggling with literacy also receive help using the Wilson program. PS 195 acknowledges the importance of integrating language and content. For math, the students and parents can also work together using the Envisions math program that the students have access to at home using the online component. Learning a second language is most effective when the focus is on using language to learn about a particular topic. Content area instruction has been supported by the acquisition of supplemental instructional materials aligned to the NYS Common Core Standards and through the development of themes and content topics. Thematic instruction provide meaningful vocabulary and grammatical structure. Students build a foundation of academic language which is enhanced by exposure to both new and familiar vocabulary. Since PS 195 houses a freestanding ESL program, English is the language of instruction.
11. 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. Teachers are made aware that they are teachers of ELLs through consistant meetings with the ESL teacher. Strategies for instruction of ELLs are done weekly by the teacher team meetings. Professional development for the general and special education teachers by the ESL teacher is done once a term. Periodic assessments as well as classroom assessments are used to check for students understanding. This data is reviewed as soon as the assessments are scored so that instruction can be designed based on the data.
12. What new programs or improvements will be considered for the upcoming school year?

No new programs or improvements will be considered at this time due to budeget constraints.
13. What programs/services for ELLs will be discontinued and why?

No programs/services for ELLs will be discontinued.
14. 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, Technology Team, and Scholastic Writers of Tomorrow.
15. What instructional materials, including technology, are used to support ELLs? Include core 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.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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.
17. Explain how the school ensures all required services/resources support and 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.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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
19. What language electives are offered to ELLs?

N/A
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?

d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 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. The teachers of ELLs are the assistant principal, ESL teacher, common branches teachers, special education teachers, guidance counselor, psychologist, speech teachers, occupational/physical therapists, secretaries, and the parent coordinator.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

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. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

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. All staff is required to attend multiple hours of professional development in order to improve and enhance their repertoire of teaching skills and practices. English as a new language teachers receive special professional development in language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. Each and every professional development that a staff member attends is recorded and kept in a folder in the principal's office along with agendas and materials used.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Parents of ELLs are encouraged to attend meetings with teachers to discuss goals of the ESL program, student progress, any periodic or classroom assessments, and strengths and weaknesses in all content areas. Letters are sent home to parents in the language indicated on the HLIS. Parents return tear-offs to indicate whether they can or cannot attend any meetings. Teachers make accommodations for a translator prior to any meeting.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

All records with regard to correspondence are kept in file folders in the main office of the school. These records include phone calls, face to face meetings, letters, tear-offs, and surveys. All other records regarding academic and social performance are kept in student folders. Parent needs are identified through parent surveys in the home language indicated on the HLIS. The ESL teacher, Mr. Garvin Chapman is responsible for all ESL information and documents.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

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 content area 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.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL 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.

5. How do you evaluate the needs of the parents?

The needs of the parents are based on surveys that are conducted throughout the course of the school year. The SLT in conjunction with the teacher teams evaluate the needs and then design workshops, activities, and opportunities for ELL parents to attend. All parent surveys are recorded and stored in the main office.

6. How do your parental involvement activities address the needs of the parents?

At PS 195 we recognize that parental involvement in the school is vital to the success of the student. Activities for the parent is designed based on their needs stated on the surveys. Most of the information from the surveys indicate that the parents need more tools to help their child with school work. As such, we provide workshops on the weekends to give parents the necessary tools so that they become empowered and able to assist their children academically.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: **PS 195**

School DBN: **29Q195**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
BERYL BAILEY	Principal		9/15/15
JANIEKA FAIRLEY	Assistant Principal		9/15/15
ANNETTE HARRIS	Parent Coordinator		9/15/15
GARVIN CHAPMAN	ENL/Bilingual Teacher		9/15/15
MICHELLE HARRISON	Parent		9/15/15
INDIRA GADDIPATI	Teacher/Subject Area		9/15/15
ANNETTE HARRIS	Teacher/Subject Area		9/15/15
	Coach		1/1/01
	Coach		1/1/01
KATHERINE ALSTON	School Counselor		9/15/15
	Superintendent		7/15/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **29Q195** School Name: **PS 195Q**
Superintendent: **Lennon Murray**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Language preferences of the parent community are assessed on the information completed on the Home Language Identification Survey. A student is considered to have a home language other than English when (1) one question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. Therefore, the home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. The home language determination is not based solely on the responses to the questions (regardless of number of responses of one language or another). Over-the-phone interpretation services are available through the DOE's Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages. For new students coming from another DOE school, ATS reports can be pulled in order to identify the preferred home language. The HLIS should also be located in the incoming student's cumulative folder. Information regarding parent language preferences can also be found in the the Emergency Contact cards as well as surveys conducted at the beginning of the school year.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

At PS 195 the preferred languages for both written and oral communication for parents of ELLs are Spanish, Haitian Creole, French, and Fulani

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The documents that PS 195 typically disseminates every year that require translation are standards and performance expectations, rubrics, progress reports, newsletters, conduct and discipline rules and regulations, safety and health pamphlets, special education and related services information, entitlement letters, legal or disciplinary notices, calendars, parent teacher notices, after-school program information, NYS testing dates, letters from school leadership, school trips, general announcements, and surveys.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Face to face meetings at PS 195 usually are Meet the Teacher Night in September, Parent -Teacher Conferences in November, March, and May, IEP meetings, conduct and disciplinary meetings, entitlement meetings, and safety and health meetings.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

PS 195 meets identified translation needs by first identifying parents whose preferred home language is not English and make provisions to have the necessary documents translated either in-house by school staff or through the use of the Translation and Interpretation Unit. All documents that PS 195 disseminates throughout the school year have to be translated into the languages identified on the HLIS prior to distribution.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

PS 195 meets identified interpretation needs by on-site interpreters by in-house school staff or by over-the-phone interpreters via the Translation and Interpretation Unit.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All staff members at PS 195 are aware of how to use translation services and over-the-phone interpretation service through the Translation and Interpretation brochure distributed at the beginning of the school year. Staff is also aware of this service through staff meetings and professional development.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

PS 195Q will fulfill parental notification requirements for translation and interpretation services by providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services, by posting the availability of interpretation services signs in each of the school's covered languages near the primary entrance of the school, and by including procedures for accessibility to the administrative office for parents who are in need of language access services in the school safety plan.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

PS 195 uses parent surveys, PTA meetings, and parent/teacher meetings throughout the school year to gather feedback from parents on the quality and availability of services