



**PS/IS 295**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL:** **29/Q/295**  
**ADDRESS:** **222-14 JAMAICA AVENUE**  
**TELEPHONE:** **718-464-1433**  
**FAX:** **718-464-1439**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 295      **SCHOOL NAME:** PS/IS 295

**SCHOOL ADDRESS:** 222-14 Jamiaca Avenue, Queens Village, NY 11428

**SCHOOL TELEPHONE:** 718-464-1433      **FAX:** 718-464-1439

**SCHOOL CONTACT PERSON:** Angela Thompson      **EMAIL ADDRESS:** Athomps2@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Erika Heintz

**PRINCIPAL:** Angela Thompson

**UFT CHAPTER LEADER:** Colleen Chiauzzi

**PARENTS' ASSOCIATION PRESIDENT:** Alexa Visquerra

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 29      **CHILDREN FIRST NETWORK (CFN):** 531

**NETWORK LEADER:** Althea Serrant

**SUPERINTENDENT:** Lenon Murray

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Angela Thompson	*Principal or Designee	
Colleen Chiauzzi	*UFT Chapter Chairperson or Designee	
Alexa Visquerra	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Erika Heintz	School Leadership Team Chairperson	
Jennifer McIntosh	Member/Teacher	
Colleen O’Connell	Member/Guidance	
Shawn Yon	Member/Parent	
Nichelle Fields	Member/Parent	
Savitri Persaud	Member/Parent	
Janine Canton	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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Our commitment and responsibility is to ensure a safe, nurturing environment for our students. We work to cultivate a community that would promote a love for life long learning and individualized achievement.

PS/IS 295 is a newly built PK-8 school opening for the first year in Grades PK, K, 1, 2, and 6 in September 2007 with new art, music and science rooms. Our second year, school year 2008-2009 grades 3, 4 and 7 were added. In school year 2009-2010 grades 5 and 8 were added. We now serve all grades PK to grade 8.

Our school is culturally diverse identified as a Title 1 School with all students eligible for free lunch. This current year our small register has enabled our school to have inter-grade professional development and has given us opportunities to establish positive relationships with our students.

PS/IS 295Q's goal is to offer a supportive community where teaching by example and encouraging mutual respect among educators, administrators, parents and students is realized. In addition, at PS/IS 295Q, the administration and staff firmly strive to raise moral and ethical awareness for all people regardless of religion, color and ethnicity. By reflecting upon real world practices in the daily activities in school, our students will be equipped to face the challenges of the 21<sup>st</sup> century.

This mission will be accomplished by fostering the collaborative efforts of all stakeholders who together envision a learning environment which empowers children and their families. The staff, along with parents and students assume responsibility and are whole heartedly committed to achieving academic excellence using standard based instruction, utilizing technology, the arts and community based organizations.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:	P.S./I.S. 295									
District:	29	DBN:	29Q295	School BEDS Code:	342900010295					
DEMOGRAPHICS										
Grades Served:	Pre-K	√	3	√	7	√	11			
	K	√	4	√	8	√	12			
	1	√	5	√	9		Ungraded	√		
	2	√	6	√	10					
Enrollment					Attendance - % of days students attended :					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
Pre-K	21	32	33		93.8	95.2	TBD			
Kindergarten	40	61	52							
Student Stability - % of Enrollment :										
(As of June 30)	2007-08	2008-09	2009-10							
Grade 1	18	51	58		66.9	95.0	TBD			
Grade 2	27	29	55							
Grade 3	0	41	39							
Grade 4	0	33	49							
Poverty Rate - % of Enrollment :										
(As of October 31)	2007-08	2008-09	2009-10							
Grade 5	0	0	42		55.7	75.3	79.2			
Grade 6	64	66	64							
Grade 7	0	61	63							
Grade 8	0	0	57							
Grade 9	0	0	0	Students in Temporary Housing - Total Number :						
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10			
Grade 11	0	0	0		2	2	TBD			
Grade 12	0	0	0							
Recent Immigrants - Total Number :										
(As of October 31)	2007-08	2008-09	2009-10							
Ungraded	1	0	2		3	0	1			
Total	171	374	514							
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
# in Self-Contained Classes	10	21	22	Principal Suspensions	4	10	TBD			
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	1	1	TBD			
Number all others	5	21	20							
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:					
					(As of October 31)	2007-08	2008-09	2009-10		
					CTE Program Participants	0	0	0		
					Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment:					Number of Staff - Includes all full-time staff:					
(BESIS Survey)										
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10			
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	18	22	TBD			
# in Dual Lang. Programs	0	0	0							
# receiving ESL services only	24	35	57							

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

# ELLs with IEPs	2	0	9	Number of Administrators and Other Professionals	3	3	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	3	7	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	0.0	0.0	TBD
				% more than 5 years teaching anywhere	50.0	45.5	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	83.0	77.0	TBD
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	100.0	100.0	TBD
American Indian or Alaska Native	0.6	1.3	1.2				
Black or African American	33.3	26.5	31.9				
Hispanic or Latino	40.4	38.2	32.3				
Asian or Native Hawaiian/Other Pacific Isl.	18.7	25.4	27.2				
White	7.0	6.4	5.8				
<b>Male</b>	53.2	53.5	51.8				
<b>Female</b>	46.8	46.5	48.2				
<b>2009-10 TITLE I STATUS</b>							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
		√	√	√			
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<u>Phase</u>				<u>Category</u>		
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area AYP Outcomes:</b>			
<b>Elementary/Middle Level</b>		<b>Secondary Level</b>	
ELA:	√	ELA:	
Math:	√	Math:	
Science:	√	Graduation Rate:	

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
<b>Student Groups</b>	<b>ELA</b>	<b>Math</b>	<b>Science</b>	<b>ELA</b>	<b>Math</b>	<b>Grad Rate**</b>	<b>Progress Target</b>
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-					
Black or African American	√	√	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	-	-					
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√	-				
<b>Student groups making AYP in each subject</b>	<b>5</b>	<b>5</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>	Δ
<b>Overall Score:</b>	87.1	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	▶
School Environment:	8.2	Quality Statement 2: Plan and Set Goals	Δ
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	▶
School Performance:	21.2	Quality Statement 4: Align Capacity Building to Goals	Δ
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	Δ
Student Progress:	53.9		
<i>(Comprises 60% of the Overall Score)</i>			
Additional Credit:	3.8		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
<b>KEY: PROGRESS REPORT DATA</b>	◊ = Outstanding
NR = Data Not Reported	NR = No Review Required

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\* [http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

#### **SECTION IV: NEEDS ASSESSMENT**

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

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#### **NYC Progress Report 2009-2010**

**ELA** - Student Progress for English Language Arts indicates the following:

The overall score for student progress was 34 out of 60. The percent of students at proficiency for ELA (Levels 3 and 4) is 52.8%.

#### **MEAN Score Comparison - ELA**

	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
29Q295 2008				659.20		
29Q295 2009	668.20	667.50		669.20	667.00	
29Q295 2010	656.20	673.00	670.10	672.20	674.10	665.10

**MATH** - Student Progress for Math indicates the following:

The percent of students at proficiency for Math (Levels 3 and 4) is 67.1%. The overall score for student progress was 34 out of 60.

#### **MEAN Scale Score Comparison - Math**

	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
29Q295 2008				672.90		
29Q295 2009	689.10	694.90		684.80	679.60	
29Q295 2010	681.50	681.30	698.40	696.10	686.50	685.30

The findings indicate we must continue good progress and performance in Math. ELA scores show a stark weakness in Grade 3 and Grade 4. These grades must receive additional support and focused observations.

## Aids to Continuous Improvement

An aid to our continuous school improvement can be attributed to our School Inquiry team. The student target population selected for the Inquiry Team was made based on several formal and informal academic assessment findings. Data collection was focused towards the selection of middle and upper grade students across all levels of ability and experience, with particular emphasis on improving both oral and expressive language of average and above average students. Major findings included discrepancies in students' production of both written and oral language. Vocabulary instruction was found to be inconsistent across grades. Implementation of structured, technological, and learner focused instructional methods produced promising findings that will form the basis for further vocabulary instruction on a school wide level.

The Inquiry Team's focus on vocabulary provided faculty members with opportunities to observe, evaluate, and implement vocabulary instruction across and between each grade. Peer walkthroughs and protocol sessions will be used for exchange of ideas, vertically and horizontally across grades.. Consideration for the next school wide focus may be towards assisting students in the acquisition and retention of domain specific vocabulary. We expect our students to improve on the New York State ELA 2010 vocabulary content strands. We will continue to focus on vocabulary instruction to improve overall reading, writing and listening comprehension.

We must focus on improved performance for the ELA 2011 exam targeting the following:

- \* Improved differentiated instruction in all classrooms
- \* Focused on non-fiction writing across the curriculum
- \* Implemented benchmark writing throughout the school year (writing fundamentals K-8 writing)
- \* Implemented and analyzed assessments throughout the year in various content areas
- \* Analyzed data from multiple sources and reflected on discrepancies in the data
- \* Staff members participated in ongoing professional dialogue related to student work with a goal of improving student achievement
- \* Added an AIS teacher to focus on Grades 2, 3 and 4 as a priority
- \* New writing (K-8) curriculum introduced and implemented (Writing Fundamentals)

## Barriers

We realize the relationship between student performance and classroom management has impacted student achievement. We have included classroom management sessions for teachers who needed improvement. Nonetheless, we notice a decline in performance in those classrooms that had inconsistent rituals and routines that resulted in poor classroom management. Also, we have implemented school wide plans to improve in targeted grades which significantly impacted our progress for engaging all students, by providing differentiated professional development and focused informal observations and walkthroughs.

	2007-2008	2008-2009	2009-2010
Environment	First year/NA	8.2 out of 15 (B)	8.6 out of 10 (A)
Performance	First year/NA	21.2 out of 25 (A)	10.6 out of 25 (B)
Progress	First year/NA	53.9 out of 60 (A)	34.0 of out 60 (B)

PS/IS 295 is a new school serving now PK to Grade 8. Trends are hard to detect clearly, as we grew from 120 students to 560 students in three years, with great changes in teaching personnel in those three years.

Challenges in a new school, include inadequate funding and staffing to provide full programs that include diverse subject matter and stable (full time) teaching staff. This situation especially impacted out students in grades 3-8.

Overall performance and progress declines can be traced to drastic declines in performance in Grade 3 and performance and declines in Grade 4.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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**Subject/Area:**

**ELA**

**Annual Goal:**

Over one year, culminating June 2011, teachers will utilize Acuity assessments, interim assessments, unit exams, running records to implement a uniform methodology for measuring interim progress in ELA to meet the instructional needs of all students. Based on the findings and implications of the Quality Review Report 2009-2010, the expertise of teachers need to be developed to supplement summative and periodic assessments using Acuity, running records, unit exams, periodic/interim assessments and classroom assignments to measure progress in ELA. (Quality Statement 2.3).

**Subject/Area:**

**Mathematics**

**Annual Goal:**

Over one year, culminating in June 2011, teachers will utilize Acuity assessments, interim assessments, unit exams, and Scantron Performance Series assessments to implement a uniform methodology for measuring interim progress in Math to meet the instructional needs of all students. Based on the findings and implications of the Quality Review Report 2009-2010, the expertise of teachers need to be developed to supplement summative and periodic assessments using Acuity, Scantron Performance Series, unit exams and classroom assignments to measure progress in Mathematics. (Quality Statement 2.3).

**Subject/Area:**

**Utilize Inquiry Process to Develop Learning Goals**

**Annual Goal:**

Over one year, culminating in June 2011, collaborative teacher teams will use the inquiry process to strengthen instructional strategies to meet the needs of all students. Teachers will identify the needs by collecting and analyzing data from multiple sources-ARIS, ACUITY, ECLAS, RUNNING RECORDS, PERFORMANCE SERIES, ELL PERIODIC AND TEACHER ASESSEMENTS, during common planning periods to develop new learning goals for future planning and instruction. Based on the findings and implications of the Quality Review Report 2009-2010, a school wide system must be refined to direct teachers to set solid goals for all students in all core subjects. (Quality Statement 3.3).

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** ELA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Over one year, culminating June 2011, teachers will utilize Acuity assessments, interim assessments, unit exams, running records to implement a uniform methodology for measuring interim progress in ELA to meet the instructional needs of all students.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Implement scheduled grade appropriate unit tests; schedule school wide diagnostic and interim assessments; targeted eligible students will receive targeted instruction by AIS/"extended day" teachers; AUSSIE and other ELA consultants will provide staff development; Librarian will provide ancillary support to ELA program with technology to support students and teachers to facilitate data collection; Supervisors will facilitate student monitoring meetings during common preps and professional periods and conduct formal/informal observations to observe instructional practices relating to student progress monitoring</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>OTPS Professional Serv. ZG13, ZGHS, ZGHM TEXTBOOKS ZGHJ SUPPLIES ZGHR PERSONNEL GFCZS-AIS TCHR. GCGDC-LIBRARIAN GBV5W-ASS'T PRIN. PER DIEM/SESSION GESAL-PREP COV. GESHP-PER SESSION ACCOMPLISHMENT -Meeting agendas -Consultant's logs -Written informal/formal observations -Student portfolios showing assessment results, goals and next steps -Bulletin boards -Teacher schedules showing common planning time for collaborative work -Student schedules allowing targeted instruction by AIS and "extended day " teachers -Budgetary expenditure to support classroom coverage and funding for professional development and supplies</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Student writing displayed on bulletin boards, informal observations, common planning, reading logs, student work folders and notebooks. Instruments of Measures: Unit Tests, Acuity ITA's, Study Island Assessments, Running Records, ECLAS. We expect a performance gain (increase) by 3%.</p>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Over one year, culminating June 2011, teachers will utilize Acuity assessments, interim assessments, unit exams, and Scantron Performance Series assessments to implement a uniform methodology for measuring interim progress in Math to meet the instructional needs of all students.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Implement scheduled grade appropriate unit tests; Schedule school wide diagnostic and interim assessments; targeted eligible students will receive targeted instruction by AIS and math cluster teachers; AUSSIE and other math consultants will provide staff development; Data specialist/social studies cluster/librarian will provide ancillary support to facilitate data collection; Supervisors will facilitate student monitoring meetings during common preps and professional periods and conduct formal/informal observations to observe instructional practices relating to student progress monitoring</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>OTPS Professional Serv. ZG13,ZGHS,ZGHM TEXTBOOKS ZGHJ SUPPLIES ZGHR,ZOMC PERSONNEL GFCZS-AIS TCHR GCGDC-LIBRARIAN G7QJU-MATH TCHR GE78L-MATH TCHR GBV5W-ASS'T PRIN. GCGDB-SS TCHR PER DIEM/SESSION GESAL-PREP COV. GESHP-PER SESSION GESD9-PER SESSION ACCOMPLISHMENT -Meeting agendas - Consultant's logs -Written informal/formal observations -student portfolios, bulletin boards -Data folders showing assessment results, goals, and next steps -Teacher schedules showing common planning time for collaborative work -student schedules showing targeted instruction by AIS and math cluster teachers -Budgetary expenditures to support classroom coverage and funding for professional development and supplies</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Consultant's logs, informal observations, common planning, administrators logs, unit tests, acuity ITA's, student work folders, notebooks. Instruments of Measures; Curriculum unit tests, acuity ITA's, Study Island Assessment, Performance Series. We expect a performance gain (increase) by 3%</p>

## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Utilize Inquiry Process to develop Learning Goals

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Over one year, culminating June 2011, collaborative teacher teams will use the inquiry process to strengthen instructional strategies to meet the needs of all students. Teachers will identify the needs by collecting and analyzing data from multiple sources-ARIS, ACUITY, ECLAS, RUNNING RECORDS, PERFORMANCE SERIES, ELL PERIODIC AND TEACHER ASESSMENTS, during common planning periods to develop new learning goals for future planning and instruction.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Provide additional common preps and common professional periods to facilitate grade and subject specific teacher teams; AUSSIE, Writing Fundamentals and other consultants, DOE and network will provide staff development, provide additional cluster/quota teachers to guarantee programs with adequate planning periods on all grades, Assistant Principal, teacher-data specialist, AIS and library teacher will facilitate the development of learning goals to be observed during formal and informal observations</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>OTPS ZG13,ZGHS,ZGHM SETASIDE FOR CFN TEXTBOKS ZGHW SUPPLIES ZGHR PERSONNEL GCGDB-SS TCHR GCGDC-LIBRARIAN GFCZS-AIS TCHR GBV5W-ASS'T PRIN. PER SESSION GES12,GESD9,GESHP PER DIEM GESAL ACCOMPLISHMENT- - Meeting Agendas -Consultant's logs -Teacher and Student Schedules -Attendance records - Bulletin Boards, student work folders-Written formal/informal observations -Student progress as measured by periodic assessments(running records, ECLAS, unit tests, Acuity ITA's, teacher assessments) -Budgetary expenditures to support classroom coverage, and funding of professional development, professional books and supplies</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Inquiry team agenda, administrative logs, sign in sheets, student work folders, teaching lesson plan. Instruments of Measure; Acuity ITA's, Study Island Assessments, teacher assessments, ECLAS; running records. We expect an overall performance gain in ELA and Mathematics by 3%.</p>

**SECTION VI: ACTION PLAN**

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**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	

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**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT  
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL  
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	1	1	N/A	N/A	1			
1	2	2	N/A	N/A	2			1
2	10	5	N/A	N/A	2			2
3	12	12	N/A	N/A	7			5
4	9	9	9	9	7			4
5	10	10	5	5	1			3
6	10	7	3	3	5			3
7	10	20	8	5	10			
8	11	15	8	5	15			
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p>Targeted students will receive the following services:            Tier I Intervention is scheduled for one 40 minute period per week. These students will receive differentiated instruction in their classroom.</p> <ul style="list-style-type: none"> <li>* Small Group Instruction</li> <li>* Acuity Assignments</li> <li>* Foundations (K-2)</li> <li>* Peer-Assisted Learning (Pairing a stronger student with a weaker student)</li> <li>* Partner Reading</li> <li>* Study Island</li> </ul> <p>Tier II Intervention is a pull out program scheduled for 4, 40 minute periods per week. These students will receive differentiated instruction that is tailored to their unique academic need(s).</p> <ul style="list-style-type: none"> <li>* Harcourt Storytown Strategic Intervention Program 1-5</li> <li>* One-on-One Instruction - utilizing reciprocal &amp; Metacognitive teaching strategies</li> <li>* After-School Program (Tuesdays/Wednesdays 3:00 pm - 4:50 pm)</li> <li>* Foundations Double Dose (K-2)</li> <li>* Study Island with review of reports weekly</li> </ul> <p>Targeted ELL Students will receive the following services:            Tier I Intervention is scheduled for one 40 minute period per week of differentiated instruction during the ELL period.            Tier II Intervention is scheduled for two 40 minute periods per week so that the ELL teacher can provide differentiated instruction tailored to the unique academic need(s) of the English Language Learner.</p>
<b>Mathematics:</b>	<p>Targeted students will receive the following services:            Tier I Intervention is scheduled for one 40 minute period per week. These students will receive differentiated instruction in their classroom.</p> <ul style="list-style-type: none"> <li>* Small Group Instruction</li> <li>* Study Island</li> </ul>

	<ul style="list-style-type: none"> <li>* Acuity</li> <li>* Peer-Assisted learning (Pairing a stronger student with a weaker student)</li> <li>* Math Games (Small group instruction with the classroom teacher)</li> </ul> <p>Tier II Intervention, a pull out program, is scheduled for two 40 minute periods per week. These students will receive differentiated instruction that is tailored to their unique academic need(s).</p> <ul style="list-style-type: none"> <li>* Small group instruction focused on the reading of math problems.</li> <li>* One-on-One Instruction</li> <li>* Study Island with review of reports weekly</li> </ul> <p>Targeted ELL Students will receive the following services:  Tier I Intervention is scheduled for one 40 minute period per week of differentiated instruction during the ELL period.  Tier II Intervention is scheduled for two 40 minute periods per week so that the ELL teacher can provide differentiated instruction tailored to the unique academic need(s) of the English Language Learner.</p>
<b>Science:</b>	<p>Targeted students will receive the following services:</p> <p>Tier I Intervention is scheduled for one 40 minute period per week. These students will receive differentiated instruction with their classroom science teachers.</p> <ul style="list-style-type: none"> <li>* Small Group Instruction</li> <li>* Peer-Assisted Learning (Pairing a stronger student with a weaker student)</li> <li>* Study Island grades 4 and 8 only</li> </ul> <p>Tier II Intervention is scheduled for one 40 minute periods per week. These students will receive differentiated instruction tailored to their unique academic needs.</p> <ul style="list-style-type: none"> <li>* One-on-One Instruction with science teacher</li> <li>* Science After School Program (Tuesdays/Wednesdays from January thru April 3:00 pm - 5:00 pm)</li> <li>* Study Island grades 4 and 8 only</li> </ul> <p>Targeted ELL Students will receive the following services:  Tier I Intervention is scheduled for one 40 minute period per week of differentiated instruction during the ELL period.  Tier II Intervention is scheduled for one 40 minute periods per week so that the ELL teacher can provide differentiated instruction tailored to the unique academic need(s) of the English Language Learner.</p>

<b>Social Studies:</b>	<p>Targeted students will receive the following services:</p> <p>Tier I Intervention is scheduled for one 40 minute period per week. These students will receive differentiated instruction in their classroom.</p> <ul style="list-style-type: none"> <li>* Small Group Instruction</li> <li>* Peer-Assisted Learning (Pairing a stronger student with a weaker student).</li> <li>* Study Island grades 5 and 8 only</li> </ul> <p>Tier II Tier II Intervention is scheduled for 2, 40 minute periods per week. These students will receive differentiated instruction tailored to their unique academic needs.</p> <ul style="list-style-type: none"> <li>* One-on-One Instruction with classroom teacher</li> <li>* Small group instruction reading in content area</li> <li>* Study Island grades 5 and 8 only</li> </ul> <p>Targeted ELL Students will receive the following services:</p> <p>Tier I Intervention is scheduled for one 40 minute period per week of differentiated instruction during the ELL period.</p> <p>Tier II Intervention is scheduled for one 40 minute periods per week so that the ELL teacher can provide differentiated instruction tailored to the unique academic need(s) of the English Language Learner.</p>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<p>Targeted students will receive services as needed:</p> <ul style="list-style-type: none"> <li>* At Risk Counseling (individually and/or group for 6 weeks)</li> <li>* Peer Mediation (five days per week)</li> <li>* Peer Counseling (two days per week)</li> <li>* Parent Workshops (during the school day and/or in the evening during monthly PTA meetings 4 times a year)</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	<p>N/A School Psychologist has no time to provide At-Risk Services  <b>Services will be provided as needed.</b></p>

<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p><b>N/A Social worker has no time to provide at-risk services.</b>  Targeted students will receive the following services when feasible by SBST social worker: ERSSA Counseling, Social worker will be provided, when feasible only, as Social Worker is assigned to the school one day.</p>
<p><b>At-risk Health-related Services:</b></p>	<p>Targeted students will receive the following services as needed:</p> <ul style="list-style-type: none"> <li>* Asthma Classes</li> <li>* Diabetic Classes</li> <li>* Targeted students (504) given medication PRN (as needed) or prescribed.</li> <li>* 504 Health paraprofessionals assigned</li> <li>* IEP Health paraprofessionals assigned</li> </ul>

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.**

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OFFICE OF ENGLISH LANGUAGE LEARNERS

LANGUAGE ALLOCATION POLICY

NARRATIVE

PS/IS 295Q 222 -14 Jamaica Ave. Queens Village, NY 11428

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### Part I. School ELL Profile

A. Language Allocation Policy Team Composition

- At this time PS/IS 295Q LAP team consists of Ms. Erika Heintz (NYS certified ESL teacher) and Ms. Linda Chan (NYS certified ESL/common branches teacher).

B. Teacher Qualifications

- Currently there are three fully certified ESL teachers, there are no teachers who hold bilingual extension licenses and there are 14 common branch teachers who have ELL students in their classrooms who are not ESL certified.

C. School Demographics

- As of October 2010 there are 560 students enrolled. There are 63 students who have been determined to be ELLs. This is up from last year which was 56. Approximately 11.25 % of students are ELLs.

### Part II. ELL Identification Process

Describe how you identify English Language Learners in your school.

1. The initial process used to identify ELL students begins with the admission of the HLIS form. This form is given to each parent who is registering a child for the first time into the NYC public school system. The HLIS is administered by a trained pedagogue. The pedagogue is also responsible for conducting an informal interview of the parents and/or child. Open-ended questions are asked to determine the dominant language and if necessary the HLIS is given in the home language. If a parent is unable to understand the information being given or the questions being asked either a bilingual staff member or the Translation Unit is called for assistance. Currently there are three staff members qualified to partake in this process. Erika Heintz (ESL teacher), Linda Chan (ESL teacher) and Shazia Tirmizi (ESL/Common Branches). Each qualified member was trained using the HLIS form thereby understanding the “formula” for reading the form accurately. The team was chosen because each member either has prior experience with the intake process or holds an ESL license. When a new student is enrolled, an available, qualified pedagogue is called to assist with the intake. The team leader will review the HLIS for accuracy and to ensure that all content area teachers involved are aware of the language of correspondence preferred by the parent as per the last question on the HLIS. After the initial identification process is completed and a new student is determined to possibly be eligible for ESL services, the grade appropriate LAB-R is given. The LAB-R (and Spanish LAB when applicable) is administered within 10 work days of the student’s admission. If a student is eligible for ESL services, as determined by the initial hand-scored results of the LAB-R, a letter of invitation to attend a Parent Orientation is sent home in English and in the home language as per the NCLB Declaration of Rights for Parents of English Language Learners. If the home language is not available online the Translation Unit is called for assistance. During the Parent Orientation an open question and answer session occurs (with translators), the required Orientation Video for Parents of Newly Enrolled English Language Learners is shown and the Program Choices paperwork is completed by the parent. A placement letter is given to the parent.

Each spring all eligible students are administered the NYSESLAT. This test is given in accordance with the rules and regulations as outlined in the NYS testing guide. There are four components to the NYSESLAT. Students are tested individually for the speaking component. Students are tested by grade, in groups, for the reading, writing and listening components.

2. The structures in place to ensure that parents understand all three program choices available for ELL students are (initially) the Parent Orientation and video. This orientation is given within 10 days of the student's enrollment. It is always held by the ESL teachers. A sign-in sheet is kept on file. An agenda with a clear purpose is given to the parents. It is available in multiple languages.

“The purpose of this Parent Orientation is to inform you about the different programs available in the NYC public school system for your child so that he/she may be educated in the most viable and productive setting.”

During the orientation the parents may ask questions to clarify the differences between the programs. Available staff members, who are multilingual, are invited as translators. Our Parent Coordinator, Pria Bala, speaks Urdu, Punjabi, Hindi, Gujarati and Bengali as well as multiple dialects fluently. We also utilize our PTA President and our art teacher who speak Spanish. In addition, there are staff members who speak Greek, Haitian, Italian and Chinese. If a parent speaks a language unavailable by personnel within our building the Translation Unit is called for assistance. In addition, written materials are given to the parents describing the differences between these programs. These materials are available in multiple languages.

If a parent is invited to an orientation and does not attend a second request is mailed to the home and a phone call is made to ensure that the parent understands the purpose and importance of attending the orientation. If a parent needs a specific time or date, the ESL teachers make their best efforts to rearrange their schedules to accommodate the need of the parent. This may also include meeting a parent before school or during dismissal, during parent-teacher conferences or during a time when the ESL teacher is conducting an after school activity such as a Title III program.

Clear records are kept of all Parent Orientation dates, sign-in sheets, and individual meetings. All contacts are recorded and all paperwork is copied. Parent Orientations are held multiple times every year as new ELL students are enrolled. They are held during varied times and days of the week to meet the availability of the parents.

3. Entitlement letters are distributed by the ESL teachers. They are sent home with the eligible student in both English and the home language. Parent Selection forms are filled out with the help of translators during the Parent Orientation. Copies of all ELL related paperwork are kept on file in the main office, in the cumulative folders and in the ESL classrooms. (This includes HLIS forms, entitlement letters, placement letters, continued entitlement letters and non-entitlement letters as a result of passing the NYSESLAT and/or the LAB-R). If a parent does not return the Parent Selection form they are contacted by phone, with the assistance of a translator, and the purpose and importance of returning these forms are explained. It is also made clear of the “default” program selection that the child may be placed in if the forms are not returned. At this time all parents who attended the Parent Orientation have opted for the ESL Program available in our school.

4. The criteria and procedures used to place identified ELL students is that the parents are strongly encouraged to attend a Parent Orientation and view the video so that they may make an informed choice for their child's placement into one of the available programs.

5. After reviewing the Parent Selection Forms over the past few years there is a clear trend that parents prefer ESL programs over bilingual or dual language programs. Almost 100% of parents have chosen ESL programs as their first choice. The second choice is usually bilingual and dual language tends to be third. Of the one or two parents who inquired about the bilingual programs available in the area-after being given all available information-have opted for ESL.

6. The program options at PS/IS 295Q align with the parents request for placement as per the Parent Selection Forms. Parent choice and options are always respected and fulfilled as per CR Part 154 Regulations. At PS/IS 295Q the only available program is ESL. Since no parents have requested bilingual or dual language programs for their child there are no plans at this time to create those programs. Also, at this time we do not meet the requirements to open a bilingual program. The only notable shift in population over the past two years is the number of students who speak Arabic. During the past two years the school enrollment went from zero Arabic speaking students to six Arabic speaking students.

Part III. ELL Demographics  
Programming and Scheduling Information

1. (a) The organizational models for the ESL programs are Push-In and Pull-Out. PS/IS 295Q runs an eight period day. The school hours are 8:10 a.m. to 3:00 p.m., Monday through Friday. Periods one through four is 40 minutes and periods five and six are 60 minutes. Periods seven and eight are 40 minutes. Time is allotted for passing between classes. All ELL students are receiving a minimum of required minutes of service in accordance with the NYS mandates. Kindergarten beginner, intermediate and advanced students receive two periods of support, four days a week. First and second grades are combined. First and second grade beginners, intermediates and advanced students receive two periods of support, three days a week and one period two days a week. First grade also receives an additional 60 minutes of support per week above the mandates. Third grade beginner, intermediate and advanced students receive two periods of support three days a week and one period two days a week. Fourth grade and fifth grades are combined. Fourth and fifth grade beginners, intermediates and advanced students receive two periods of support four days a week. Sixth and seventh grades are combined. At this time there are only advanced students in sixth and seventh grades and they are receiving two periods of support two days a week. They are also receiving an additional 40 minutes of week of support. In addition, Special Education second grade receives an additional 80 minutes of support each week. Special Education third grade receives an additional 20 minutes of support each week. Lastly, a class has been created for those students who have been in the country less than 12 months. They receive a total of eight periods of support throughout the week focusing in on basic vocabulary, grammar, syntax, oral skills, listening skills, writing skills, reading skills, social language and acclimation to the United States.

(b) When the ELL students are in their content area classes they travel together as a group. The ESL program is set up as Special Education second grade and Special Education third grade are entirely push-in. This is due to the need for bilingual para-professionals, and in some cases, mobility and bathroom para-professionals in accordance with the ELLs IEP mandates. Kindergarten, first grade, second grade third grade, fourth grade, fifth grade, sixth grade and seventh grade are entirely pull-out. Grades one and two are combined. They are entirely pull-out and are heterogeneous. Grade three stands alone and is entirely pull-out and are heterogeneous. Grades four and five are combined. They are entirely pull-out and are heterogeneous. Grades six and seven are combined. They are entirely pull-out and are homogeneous.

2. The ESL program at PS/IS 295Q has been scheduled to meet (and in some grades surpass) the NYS mandated minutes of support for ELLs. All ELLs who have scored beginner/intermediate on the LAB-R or NYSESLAT receive a minimum of 360 minutes per week. All ELLs who have scored advanced on the LAB-R or NYSESLAT receive a minimum of 180 minutes per week. This applies to both the Push-in and Pull-out programs.

(a) The required ELA instruction mandates are met either during the content area classes or in the ESL classes. ESL classes devote half of the mandated minutes to explicit ELA instruction.

3. The language of delivery for content areas is English. To create an environment that will provide a positive learning experience in the content areas teachers are first informed of each ELL student's English level as per the data derived from the NYSESLAT. The teacher then differentiates instruction to meet the needs of the students. The students are grouped according to their language ability. Information is presented in a concise format making it more comprehensible. Visual aides, such as, graphic organizers, venn diagrams, picture cards and charts are utilized. Content area vocabulary is presented using realia and picture dictionaries. "Think-A-Loud" and "Read-A-Loud" is modeled. This is supported (when possible) with bilingual dictionaries and content area glossaries.

4. (a) At this time there are no SIFE students enrolled at PS/IS 295Q. (b) ELL students who are considered to be newcomers get differentiated instruction with a strong emphasis on methodologies to increase basic vocabulary, spelling, grammar, and critical thinking skills. They are grouped together to allow for more individualized attention from the teachers. In addition, students are acclimated to life in the USA during trips outside of the building and through developing social skills and speaking skills with their teachers and peers. Newcomers also get Foundations, Hooked on Phonics and Phonics Street to strengthen phonetic awareness preparing them to become fluent readers. TPR is used when appropriate. In the testable grades newcomers receive Kaplan and Coach Test Prep. (c) ELL students who are here for four to six years get differentiated/scaffolded instruction with an intensive emphasis on reading and writing strategies. Word work is incorporated on a regular basis to increase higher tier vocabulary. Graphic organizers, hands-on-learning opportunities and picture prompts are used to deepen understanding and encourage critical thinking skills. Content area bilingual glossaries are available in home languages. (d) ELL students who are considered to be long term are immersed in explicit ELA and ESL instruction. They use Coach and Kaplan test prep to ingrain good study and test taking skills. An abundance of figurative language and idioms are incorporated into vocabulary lessons. Grammar focuses on word order, sentence structure, syntax and

rules that 'deviate' from the norm. There is awareness between conversational language and academic language. There is a focus on the development of content area, academic language skills. There is a shift from concrete to abstract; higher level thinking. In addition, all long term ELLs are strongly advised to attend AIS and are requested to attend Title III programs. These programs designate time for homework support and allow the students to use online resources to enhance learning social studies, science, ELA and math.

(e)The majority of ELL students who hold IEPs are in 12:1:1 Special Education classes. At PS/IS 295Q there are two such classes. There is one in second grade and one in third grade. The majority of these students in these classes have been classified as needing bilingual education as per their IEPs, however, there are no bilingual programs offered in this school, thereby defaulting them into ESL. The ESL program model for these classes is entirely Push-In. This will allow for bilingual para- professional and mobility para-professional to support the ELLs who are mandated for such assistance. Each class has one fully certified special education teacher and three para-professionals. The students support services vary from OT, PT, speech, individual counseling and ESL. The classes have LD and ED students enrolled. The classroom learning environment, rituals and routines are highly structured. There is constant review of material previously taught across the content areas. Language is simplified and extended time is offered to allow students to see an assignment through to completion. Manipulatives, visual support and hands-on learning is offered to meet the multiple needs of these students. Students also receive Foundations Program which focuses on phonemic awareness, reading, writing, and comprehension skills.

54. The targeted intervention programs available to our students are Ad Risk AIS, Foundations, Storytown, Title III and Kaplan/Coach test prep (for grades three through eight). For those students who have an IEP, SETTS, speech, OT and PT are available to meet the IEP mandates. In addition, the guidance counselor has students mandated for individual/small group counseling.

6. The plan for transitional support for ELL students is AIS (during school hours) and Title III and/or Coach Test Prep (after school). All students who are eligible for transitional support will be strongly advised to attend the after school Title III program. Students will get support for test taking skills through Standard Based teaching methodology not only in ELA but in all content areas. Periodic informal and formal assessment will be given to determine progress throughout the year.

7. The new programs being implemented this year are Story Town, Seabold Writing Fundamentals Program, Lesson Writer, literature anthologies will be added to sixth, seventh and eighth grades. In addition we have hired a full-time, middle school, social studies teacher and a full-time AIS teacher. In grades six and seven, The Arts Connection organization will be used to request theater program. This addresses the Blueprints for Arts Strand ; "Playmaking". Students will write original plays which will incorporate music and dance.

8. The support provided to the students in transition from middle school to high school comes directly through our guidance office. Our guidance counselor, Ms. Colleen O'Connell programs we have chosen to discontinue are ED 200 (online) and Ausserl-Horacy because they have been replaced with Schoology Writing Fundamentals and high school fairs this year.

9. PS/IS 295Q has a strong PTA that is highly involved with the activities in the school. Parents hold fundraisers to support events and workshops through bake sales and candy sales. Also, fundraisers are scheduled throughout the year for various charities. The PTA also holds celebrations highlighting Hispanic Heritage month, Diwali, and hosts the school fairs.

10. The new program being implemented this year are Story Town, Seabold Writing Fundamentals Program, Lesson Writer, literature anthologies will be added to sixth, seventh and eighth grades. In addition we have hired a full-time, middle school, social studies teacher and a full-time AIS teacher. In grades six and seven, The Arts Connection organization will be used to request theater program.

11. The support provided to the students in transition from middle school to high school comes directly through our guidance office. Our guidance counselor, Ms. Colleen O'Connell programs we have chosen to discontinue are ED 200 (online) and Ausserl-Horacy because they have been replaced with Schoology Writing Fundamentals and high school fairs this year.

12. The support and services available to our students are Ad Risk AIS, Foundations, Storytown, Title III and Kaplan/Coach test prep (for grades three through eight). For those students who have an IEP, SETTS, speech, OT and PT are available to meet the IEP mandates. In addition, the guidance counselor has students mandated for individual/small group counseling.

13. At this time there are no programs to assist newly enrolled ELLs prior to the beginning of the school year. PS/IS 295 does not house summer school programs. The following are gains made by the NYSESLA Department:

14. The following are gains made by the NYSESLA Department:

15. The following are gains made by the NYSESLA Department:

16. The following are gains made by the NYSESLA Department:

17. The following are gains made by the NYSESLA Department:

18. The following are gains made by the NYSESLA Department:

19. The following are gains made by the NYSESLA Department:

20. The following are gains made by the NYSESLA Department:

21. The following are gains made by the NYSESLA Department:

22. The following are gains made by the NYSESLA Department:

23. The following are gains made by the NYSESLA Department:

24. The following are gains made by the NYSESLA Department:

**Section I. Student and School Information**

Grade Level(s) 4-8 Number of Students to be Served: 24 LEP 0 Non-LEP

Number of Teachers 3 Other Staff (Specify) Assistant Principal, Supervisor

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**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The Title III plan will assist and provide supplementary services to ELLs and former ELLs (those who have passed the NYSESLAT within two years). This will ensure that these students continue to develop strong academic skills, in the areas of speaking, listening, reading and writing and to meet the challenges set by the NYS teaching standards in all academic areas.

Title III program at PS/IS 295 will service 24 ELLs and former ELLs who speak a multitude of languages including; Spanish, Gujarati, Punjabi, Hindi, Haitian, Arabic, Urdu and Bengali.

This program will allow the participating teachers to analyze data, review test history, follow recommendations through teacher articulation and administer baseline assessments to identify and strengths and weaknesses for each child. Teachers will utilize the above information so students can be grouped for appropriated instructional differentiation. This differentiation will target student areas in need of

improvement. This will be done through NYS Standards based teaching methodologies and will include a designated time for homework help. Coach, Kaplan, RosettaStone, Story Island (online) and an array of online ELL “kid-friendly” websites in the academic areas of social studies, science, ELA and math will be available. In addition, educational, content-based, games will be utilized to enhance and develop critical thinking skills, math skills, writing skills, spelling and grammar and to promote social interaction and speaking skills. There will be a strong focus on increasing not only BICS but CALP language to enhance comprehension in all content areas. Teachers will rotate among the differentiated groups in 30-40 minute sessions. Each teacher will focus on a specific skill or strategy. Periodic informal and formal assessments will be given to determine the student’s progress and exit from the program.

The supplementary services will be provided on Tuesdays and Wednesdays from 3:00 pm to 5:00 pm. A small snack will be offered. The program will be run by two NYS certified ESL teachers, one general ed. teacher with a licensed in Early Childhood and Library Science. All instruction will be presented in English. Please submit your Title III Plan based on the school total Title III Allocation of \$15,000.

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**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

The Title III funding will provide Professional Development for ESL teachers and common branch teachers who have ELLs in their classrooms. Workshops will be scheduled to outline basic ESL strategies that can easily be adapted into the content areas by common branch teachers. In addition, time will be given to explain the components of and preparation for the NYSESLAT. The HLIS and the intake process will be addressed as well as understanding the LAP. In-house workshops and other site workshops including, but not limited to, Aussie Math, ARIS training, SMART Board, Snapgrades Training, Acuity/Predictive training and Story Island training will be offered. Some of the main focuses of the PD sessions this year will be content area vocabulary and ELL differentiation, scaffolding lesson plans, phonics development (newcomers) and data analysis to better focus individual instructional needs for each child. Five substitute teacher days will be charged to the Title III budget so that the three participating teachers will have planning sessions of two hours each. One of these sessions will be conducted prior to the start of the program.

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**Section III. Title III Budget**

School: 295Q BEDS Code: 3429000010295

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$11,750	<b>200 hours of per session for ESL teachers and Librarian teacher.</b> <b>34 hours of per session for supervisor (Assistant Principal)</b> Teachers = \$10,000 Supervisor = \$1,750
<b>Purchased services</b> - High quality staff and curriculum development contracts.	N/A	<b>N/A</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional	\$750	Books on Tape, Leveled Books, Book Bins

materials. Must be clearly listed.		
<b>Educational Software (Object Code 199)</b>	\$2,500	<b>Language development software:</b> * <b>Study Island</b> * <b>Rosetta Stone</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	\$15,000	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

#### **Part A: Needs Assessment Findings**

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

The data and methodologies used to assess the written and oral translations needs of all parents are a careful examination of the HLIS forms to determine the language of correspondence preferred by our parents, articulation with bilingual teachers and para-professionals and surveys done during PTA meetings. We also conferred with the Pupil Accounting secretary and the Parent Coordinator in order to determine what types of services were necessary so that parents can be well informed about events, Parent-Teacher Conferences/meetings, workshops, trainings, such as, ARIS and Snapgrade, assemblies, trips and special ceremonies or performances.

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

The data collected regarding the written and oral translation needs of our parents indicates that it is necessary to have translation services for several bilingual populations including Spanish, Punjabi and Urdu. This data was presented to the parents of ELLs during "Meet-the-Teacher" nights, Parent-Teacher Conferences and Parent-Orientations.

#### **Part B: Strategies and Activities**

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

Written translation will be provided for PTA notices, report card distribution notices, Parent-Teacher Conference dates, half-day notices, trip permission slips, eighth grade graduation information, and special events notices. We will utilize the multitude of bilingual staff member to do the translations in-house. In the rare instance of a low incidence language, that we may not have a staff member who can assist, we will utilize the DOE Translation Unit. These steps will give our parents pertinent written information in a timely manner.

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

A comprehensive list of bilingual teachers, para-professionals, support staff (including the Parent Coordinator and PTA President) is available to teachers in the main office. The list includes the bilingual staff member's name and the language(s) they are able to speak with fluency. These staff members will be utilized for student registration, Parent-Orientations, Parent-Teacher Conferences, workshops and any needed parent- teacher articulation. In the rare instance of a low incidence language, that we not have a staff member who can assist, we will utilize the DOE Translation Unit. These steps will give our parents pertinent oral information in a timely manner.

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

In order to meet Section VII of Chancellor's Regulation A-663 parents will be provided with written notification regarding translation and interpretation services available in the language indicated on the HLIS form. Parents will also be directed to the DOE website for complete information regarding this regulation and their translation rights.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

### Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	278,804	23,678	302,482
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,500	237	3,737
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	14,400	*	
4. Enter the anticipated 10% set-aside for Professional Development:	27,880	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

### Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## I. General Expectations

PS/IS 295 Queens, agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that—
    - parents play an integral role in assisting their child’s learning;
    - parents are encouraged to be actively involved in their child’s education at school;
    - parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## II. Description of How School Will Implement Required Parental Involvement Policy Components

1. PS/IS 295 Queens will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: Conduct parent surveys; work closely with parents on School Leadership Team.
2. PS/IS 295 Queens will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Share parent surveys and school needs assessment data, work closely with parent constituents on SLT team, share results during PTA meetings and executive PTA board meetings.
3. PS/IS 295 Queens will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: Parent workshops and information sessions, newsletters to parents, invitations to special academic events.
4. PS/IS 295 Queens will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Super start Pre-K program by: Implementing workshops for parents in various areas.
5. PS/IS 295 Queens will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
6. PS/IS 295 Queens will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - the State's academic content standards
    - the State's student academic achievement standards
    - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: Workshops, conferences and retreats will be scheduled to ensure success.)
  - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by conducting workshops during the school day and during PTA meetings.
  - c. Parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by partnering with community based organizations and participating in workshops to help develop school initiatives.

d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities using CFN resources, arts organizations, in house teacher workshops, DOE, SED and private and non profit organizations to increase and encourage full participation in the education of their children,

e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Newsletters and calendars will be distributed monthly and during PA meetings. Information will be shared and discussed during PTA meetings and SLT meetings.

### III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

### IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by conversations with PTA and SLT members. This policy was adopted by the PS/IS 295 Queens on May 2010 and will be in effect for the period of Sept. 2010 – June 2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 1, 2010.

## 2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

**Explanation** : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

Public School 295 Queens and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-11.

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## Required School-Parent Compact Provisions

### School Responsibilities

PS/IS 295 Queens 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: All teachers teaching in PS 295 Queens will utilize the state curriculum and standards for teaching. Workshop style teaching will be utilized in self contained classrooms.
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: During the month of November and during the month of March.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Monthly parent newsletters detailing school events and monthly newsletters from teachers detailing classroom events.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Preparation periods will be utilized for teachers to meet with parents. Teachers will provide information regarding preparation periods and availability.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents may contact the parent coordinator to arrange to volunteer in the building or during school outings.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. 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.
9. 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.
10. 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.
11. 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.
12. 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.

13. 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.

**Parent Responsibilities**

We, as parents, will support our children’s learning in the following ways: [Describe the ways in which parents will support their children’s learning, such as:

- Monitoring attendance.
- 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 (revise as appropriate to grade level)

We, as students, 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.]

SIGNATURES:

\_\_\_\_\_  
SCHOOL                      PARENT(S)                      STUDENT

\_\_\_\_\_  
DATE                                      DATE                                      DATE

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

**Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. **A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.**

*Our School-Wide Goals for 2010-2011 School Year is as follows:*

- \* *Develop curriculum maps to support mathematics, reading, writing, social studies and science content. To ensure that there is consistency across each grade and that specific goals and objectives are developed for the entire school community. Consistent features are as follows:*
  - a) Vocabulary development*
  - b) Monthly assessments*
  - c) Workshop model*
  - d) Differentiated Instruction*
  - e) Read-Aloud*
  - f) Mentor Texts*
- \* *Increase standardized ELA scores in grades 3-8 so that PS/IS 295 improves Progress Report Grade.*
  - a) Conduct interactive read-aloud sessions with accountable talk and incorporate think-alouds to effectively improve reading and writing strategies. Assess and analyze data derived from reading logs, running records, acuity, periodic assessments and vocabulary.*
  - b) Improve written and spoken vocabulary for all students in grades Pre-K-8.*
    - \* *Provide opportunities for students to speak orally – class performances, debates, contests, writing celebrations, Theater arts (Grades 5-7)*
    - \* *Assess vocabulary regularly – monthly assessments, writing assignment*

- \* *Utilize results obtained from running records, ECLAS, monthly assessments, periodic assessments and standards to drive instruction consistently throughout the school year.*
- \* *Increase standardized mathematics scores across grades 3-8.*
  - a) *Ensure that all students identify, define and explain strategies for problem solving*
  - b) *Monitor homework, use of Acuity and Study Island programs.*

**2. Schoolwide reform strategies that:**

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

*Our School-Wide Goals for 2010-2011 School Year is as follows:*

- \* Develop curriculum maps to support mathematics, reading, writing, social studies and science content. To ensure that there is consistency across grades and subjects; with specific goals and objectives developed for the entire school community. Consistent features are as follows:
  - \* Vocabulary development
  - \* Monthly assessments
  - \* Workshop model
  - \* Differentiated Instruction
  - \* Read-Aloud & Think-Alouds
  - \* Mentor Texts
- \* Increase standardized ELA scores in grades 3-8 so that PS/IS 295 which will improve Progress Report Grade..
- \* Conduct interactive read-aloud sessions with accountable talk and incorporate think-alouds to effectively improve reading and writing strategies. Assess and analyze data derived from reading logs, running records, acuity, periodic assessments and vocabulary.
- \* Improve written and spoken vocabulary for all students in grades Pre-K-8.
- \* Provide opportunities for students to speak orally – class performances, debates, contests, writing celebrations.
- \* Assess vocabulary regularly – monthly assessments, writing assignment
- \* Utilize results obtained from running records, ECLAS, monthly assessments, periodic assessments and standards to drive instruction consistently throughout the school year.
- \* Increase standardized mathematics scores across grades 3-8.
- \* Ensure that all students identify, define and explain strategies for problem solving

**Schoolwide reform strategies that:**

Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement .  
In an effort to provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, we will implement the following:

Careful review of teacher's reading/writing conferring notes by administrators.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, differentiated small group instruction in all classrooms, AIS small group and individual pull-out and push-in instruction across the grades, before- and after-school programs and opportunities.

□ Targeted students attend the following programs:

- Title III ELL Afterschool Program (Grades 4-8)
- SWP Reading & Writing Enrichment Afterschool Program (Grades 3-8)
- Accelerated Math Regents, Integrated Algebra Afterschool Program(Grade 8)
- Arts Connection Theater Arts Afterschool Program (Grades 5-7)
- CHAMPS Fitness/Health Program (Before School &Afterschool )(Grades 6-8)
- PAL Basketball Afterschool Program (105<sup>th</sup> Precinct)
- Targeted AIS ( push-in and pull-out)during the day for all grades
- Targeted Small Group instruction using block scheduling in 7<sup>th</sup> and 8<sup>th</sup> grade(Math, ELA, Science, Social Studies)
- Use of professional periods to provide small group instruction in 6<sup>th</sup> grade to targeted students (Art, Social Studies)

**3. Instruction by highly qualified staff.**

Professional development will be offered to all teachers across all grades.

**4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.**

Staff Developers from AUSSIE, Network CEI-PEA, DOE, Writing Fundamentals, Storytown, Harcourt, Lesson Writer and Study Island support teachers by conducting demonstration lessons for teachers and then debrief with teachers to review next steps, best practices and strategies. Consultant services are contracted throughout the school with TEQ Equipment to assist with our technology initiatives. The principal, assistant principal, data specialists and grade leaders implement, enhance and assess professional development throughout the year.

**5. Strategies to attract high-quality highly qualified teachers to high-need schools.**

Our administrators and lead teachers will attend college fairs to recruit new graduates and use DOE HR Resources.

**6. Strategies to increase parental involvement through means such as family literacy services.**

*The activities listed below will help:*

- \* Create a parent resource center. Provide materials on issues of concern to parents, such as curriculum, child development, safety and special education facilitated by resource room teacher and librarian.
  
- \* Curriculum Workshops and Fairs
  - Math
  - Science
  - ELA
  - Social Studies
  - Technology
  
- \* Following conferences offer workshop on improving grades and study skills.
  
- \* Provide families with Snapgrades online progress reports. Teachers provide workshops to explain use and login access.
  
- \* Math Night
  - Math Night get students excited about math, familiarizes parents with math curriculum, and encourage families to continue the fun of math at home.
  
- \* School Book Club
  - Parents and students get involved in school academics by participating in a school book club that promotes fun and a love of reading.
  
- \* Pajama Read Night
  - Organize a Pajama Read for K-3 students..
  
- \* Family Fitness Night
  - Families and School staff work-out together to increase fitness in our school specifically basketball and volleyball.
  
- \* Special Performances and Presentations by Students and Teachers.
  - Student of the Month and Honor Roll Recognition
  - These events will take place during our monthly PTA meetings
  - Parent Coordinator and Teachers coordinate Cultural Celebrations

- 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.**

Our parent coordinator will visit our local pre-schools and daycare centers to meet with the school administrators and then invite individuals from those learning communities to attend workshops in our schools

- 8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.**

Suggestions posed by teachers during planning sessions and grade level meetings will be incorporated in decisions regarding academic assessment. We will also create surveys to provide teachers with opportunities to voice their opinions regarding the use of academic assessments. We will analyze the data and share it with the staff. Our teachers also create monthly assessments for their students.

- 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**

Instruction is differentiated and AIS services are provided as needed throughout the school year. Periodic Assessment and ECLAS (Early Childhood) results will be utilized to drive instruction

- 10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

The guidance counselor in consultation with the Principal, Nurse and Parent Coordinator will coordinate student, staff and parent workshops around Federal, State and local services and programs.

## Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, 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 that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program <i>(☑)</i>			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check <i>(☑)</i> in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check <i>(☑)</i>	Page #(s)
Title I, Part A (Basic)	Federal	√			\$234,195		11-15
Title I, Part A (ARRA)	Federal	√			\$23,441		11-15
Title II, Part A	Federal			√	-		N/A
Title III, Part A	Federal	√			\$15,000		28
Title IV	Federal			√	-		N/A
IDEA	Federal		√		-		11-15
Tax Levy	Local	√			\$2,214,131		11-15

**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. –

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>



## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

There is currently one student in Temporary Housing attending our school.

2. Please describe the services you are planning to provide to the STH population.

The Guidance Counselor coordinates in consultation with the Attendance Teacher, Social Worker, School Attendance Committee, Pupil Accounting secretary, STH Family Assistant, CFN & STH Liaison to plan and implement academic intervention services and supplemental services as needed.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S./I.S. 295							
<b>District:</b>	29	<b>DBN:</b>	29Q29	<b>School</b>		342900010295		
<b>DEMOGRAPHICS</b>								
Grades Served:	Pre-K	v	3	v	7	v	11	
	K	v	4	v	8	v	12	
	1	v	5	v	9		Ungrade	v
	2	v	6	v	10			
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>				
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-	
Pre-K	32	33	33		93.8	95.2	95.7	
Kindergarten	61	52	53	<b>Student Stability - % of Enrollment:</b>				
Grade 1	51	58	55	<i>(As of June 30)</i>	2007-	2008-	2009-	
Grade 2	29	55	54		66.9	95.0	91.6	
Grade 3	41	39	70	<b>Poverty Rate - % of Enrollment:</b>				
Grade 4	33	49	52	<i>(As of October 31)</i>	2008-	2009-	2010-	
Grade 5	0	42	52		55.7	79.2	79.2	
Grade 6	66	64	65	<b>Students in Temporary Housing - Total Number:</b>				
Grade 7	61	63	59	<i>(As of June 30)</i>	2007-	2008-	2009-	
Grade 8	0	57	61		2	2	4	
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>				
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-	
Grade 11	0	0	0		3	0	1	
Grade 12	0	0	0	<b>Special Education</b>				
Ungraded	0	2	6	<i>(As of October 31)</i>	2008-	2009-	2010-	
Total	374	514	560					
<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>				
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-	
# in Self-Contained Classes	21	22	22	Principal Suspensions	4	10	8	
# in Collaborative Team Teaching (CTT)	0	0	0	Superintendent Suspensions	1	1	8	
Number all others	21	20	26	<b>Special High School Programs - Total Number:</b>				
<i>These students are included in the enrollment information above.</i>	<i>(As of October 31)</i>				2007-	2008-	2009-	
				CTE Program Participants	0	0	0	
				Early College HS Program Participants	0	0	0	
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>				
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of October 31)</i>	2007-	2008-	2009-	
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	18	22	31	
# in Dual Lang.	0	0	TBD	Number of Administrators and Other Professionals	3	3	4	
# receiving ESL services only	35	57	TBD	Number of Educational Paraprofessionals	3	7	8	
# ELLs with IEPs	0	9	TBD	<i>These students are included in the General and Special Education enrollment information above.</i>				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-	2008-	2009-	(As of October 31)	2007-	2008-	2009-
	0	0	1	% fully licensed & permanently assigned to this	100.0	100.0	100.0
				% more than 2 years teaching in this school	0.0	0.0	51.6
				% more than 5 years teaching anywhere	50.0	45.5	58.1
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	83.0	77.0	90.3
American Indian or Alaska Native	1.3	1.2	1.3		100.0	100.0	100.0
Black or African American	26.5	31.9	34.1				
Hispanic or Latino	38.2	32.3	28.4				
Asian or Native Hawaiian/Other Pacific	25.4	27.2	30.7				
White	6.4	5.8	5.5				
<b>Male</b>	53.5	51.8	51.1				
<b>Female</b>	46.5	48.2	48.9				

**2009-10 TITLE I STATUS**

v	Title I						
	Title I						
	Non-						
Years the School				2007-	2008-09	2009-	2010-
				v	v	v	v

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School</b>		If yes,					
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**Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	Phase			Category		
	In		v	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) –						
Corrective Action (CA) –						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						

**Individual Subject/Area AYP Outcomes:**

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>	
ELA:	v	ELA:	
Math:	v	Math:	
Science:	v	Graduation Rate:	

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific	v	v	-				
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v	-				
<b>Student groups</b>	5	5	1				

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>	P
<b>Overall Score:</b>	56	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	P
School Environment:	8.6	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	10.6	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	34		
<i>(Comprises 60% of the</i>			
Additional Credit:	2.8		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>FN531</b>	District <b>29</b>	School Number <b>295</b>	School Name <b>PS/IS 295</b>
Principal <b>Angela Thompson</b>		Assistant Principal <b>Renee Pepper</b>	
Coach		Coach	
Teacher/Subject Area <b>Linda Chan/ESL</b>		Guidance Counselor <b>Colleen O'Connell</b>	
Teacher/Subject Area <b>Erika Heintz/ESL</b>		Parent <b>Alexa Visquerra</b>	
Teacher/Subject Area <b>Shazia Tirmizi/Math</b>		Parent Coordinator <b>Pria Bala</b>	
Related Service Provider		Other	
Network Leader <b>Althea Serrant</b>		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>3</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>14</b>

### C. School Demographics

Total Number of Students in School	<b>560</b>	Total Number of ELLs	<b>63</b>	ELLs as Share of Total Student Population (%)	<b>11.25%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

## OFFICE OF ENGLISH LANGUAGE LEARNERS

### LANGUAGE ALLOCATION POLICY

#### NARRATIVE

PS/IS 295Q 222 -14 Jamaica Ave. Queens Village, NY 11428

#### Part I. School ELL Profile

##### A. Language Allocation Policy Team Composition

- At this time PS/IS 295Q LAP team consists of Ms. Erika Heintz (NYS certified ESL teacher) and Ms. Linda Chan (NYS certified ESL/common branches teacher).

##### B. Teacher Qualifications

- Currently there are three fully certified ESL teachers, there are no teachers who hold bilingual extension licenses and there are 14 common branch teachers who have ELL students in their classrooms who are not ESL certified.

##### C. School Demographics

- As of October 2010 there are 560 students enrolled. There are 63 students who have been determined to be ELLs. This is up from last year which was 56. Approximately 11.25 % of students are ELLs.

#### Part II. ELL Identification Process

Describe how you identify English Language Learners in your school.

1. The initial process used to identify ELL students begins with the admission of the HLIS form. This form is given to each parent who is registering a child for the first time into the NYC public school system. The HLIS is administered by a trained pedagogue. The pedagogue is also responsible for conducting an informal interview of the parents and/or child. Open-ended questions are asked to determine the dominant language and if necessary the HLIS is given in the home language. If a parent is unable to understand the information being given or the questions being asked either a bilingual staff member or the Translation Unit is called for assistance. Currently there are three staff members qualified to partake in this process. Erika Heintz (ESL teacher), Linda Chan (ESL teacher) and Shazia Tirmizi (ESL/Common Branches). Each qualified member was trained using the HLIS form thereby understanding the "formula" for reading the form accurately. The team was chosen because each member either has prior experience with the intake process or holds an ESL license. When a new student is enrolled, an available, qualified pedagogue is called to assist with the intake. The team leader will review the HLIS for accuracy and to ensure that all content area teachers involved are aware of the language of correspondence preferred by the parent as per the last question on the HLIS.

After the initial identification process is completed and a new student is determined to possibly be eligible for ESL services, the grade appropriate LAB-R is given. The LAB-R (and Spanish LAB when applicable) is administered within 10 work days of the student's admission. If a student is eligible for ESL services, as determined by the initial hand-scored results of the LAB-R, a letter of invitation to attend a Parent Orientation is sent home in English and in the home language as per the NCLB Declaration of Rights for Parents of English Language Learners. If the home language is not available online the Translation Unit is called for assistance. During the Parent Orientation an open question and answer session occurs (with translators), the required Orientation Video for Parents of Newly Enrolled English Language Learners is shown and the Program Choices paperwork is completed by the parent. A placement letter is given to the parent.

Each spring all eligible students are administered the NYSESLAT. This test is given in accordance with the rules and regulations as outlined in the NYS testing guide. There are four components to the NYSESLAT. Students are tested individually for the speaking component. Students are tested by grade, in groups, for the reading, writing and listening components.

2. The structures in place to ensure that parents understand all three program choices available for ELL students are (initially) the

Parent Orientation and video. This orientation is given within 10 days of the student’s enrollment. It is always held by the ESL teachers. A sign-in sheet is kept on file. An agenda with a clear purpose is given to the parents. It is available in multiple languages.

“The purpose of this Parent Orientation is to inform you about the different programs available in the NYC public school system for your child so that he/she may be educated in the most viable and productive setting.”

During the orientation the parents may ask questions to clarify the differences between the programs. Available staff members, who are multilingual, are invited as translators. Our Parent Coordinator, Pria Bala, speaks Urdu, Punjabi, Hindi, Gujarati and Bengali as well as multiple dialects fluently. We also utilize our PTA President and our art teacher who speak Spanish. In addition, there are staff members who speak Greek, Haitian, Italian and Chinese. If a parent speaks a language unavailable by personnel within our building the Translation Unit is called for assistance. In addition, written materials are given to the parents describing the differences between these programs. These materials are available in multiple languages.

If a parent is invited to an orientation and does not attend a second request is mailed to the home and a phone call is made to ensure that the parent understands the purpose and importance of attending the orientation. If a parent needs a specific time or date, the ESL teachers make their best efforts to rearrange their schedules to accommodate the need of the parent. This may also include meeting a parent before school or during dismissal, during parent-teacher conferences or during a time when the ESL teacher is conducting an after school activity such as a Title III program.

Clear records are kept of all Parent Orientation dates, sign-in sheets, and individual meetings. All contacts are recorded and all paperwork is copied. Parent Orientations are held multiple times every year as new ELL students are enrolled. They are held during varied times and days of the week to meet the availability of the parents.

3. Entitlement letters are distributed by the ESL teachers. They are sent home with the eligible student in both English and the home language. Parent Selection forms are filled out with the help of translators during the Parent Orientation. Copies of all ELL related paperwork are kept on file in the main office, in the cumulative folders and in the ESL classrooms. (This includes HLIS forms, entitlement letters, placement letters, continued entitlement letters and non-entitlement letters as a result of passing the NYSESLAT and/or the LAB-R). If a parent does not return the Parent Selection form they are contacted by phone, with the assistance of a translator, and the purpose and importance of returning these forms are explained. It is also made clear of the “default” program selection that the child may be placed in if the forms are not returned. At this time all parents who attended the Parent Orientation have opted for the ESL Program available in our school.

4. The criteria and procedures used to place identified ELL students is that the parents are strongly encouraged to attend a Parent Orientation and view the video so that they may make an informed choice for their child’s placement into one of the available programs.

5. After reviewing the Parent Selection Forms over the past few years there is a clear trend that parents prefer ESL programs over bilingual or dual language programs. Almost 100% of parents have chosen ESL programs as their first choice. The second choice is usually bilingual and dual language tends to be third. Of the one or two parents who inquired about the bilingual programs available in the area-after being given all available information-have opted for ESL.

6. The program options at PS/IS 295Q align with the parents request for placement as per the Parent Selection Forms. Parent choice and options are always respected and fulfilled as per CR Part 154 Regulations. At PS/IS 295Q the only available program is ESL. Since no parents have requested bilingual or dual language programs for their child there are no plans at this time to create those programs. Also, at this time we do not meet the requirements to open a bilingual program. The only notable shift in population over the past two years is the number of students who speak Arabic. During the past two years the school enrollment went from zero Arabic speaking students to six Arabic speaking students.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0					0
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0	0	0	0					0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0	0	0	0					0
<b>Push-In</b>	8	8	8	8	9	9	4	4	0					58
<b>Total</b>	8	8	8	8	9	9	4	4	0	0	0	0	0	58

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	63	Newcomers (ELLs receiving service 0-3 years)	55	Special Education	6
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	55	0	6	6	0	0	2	0	0	63
<b>Total</b>	<b>55</b>	<b>0</b>	<b>6</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>63</b>

Number of ELLs in a TBE program who are in alternate placement: 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
Spanish														0
Chinese														0
Russian														0
Bengali														0

**Transitional Bilingual Education**

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

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

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

### Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	5	8	6	3	3	2	1						33
Chinese														0
Russian														0
Bengali			1	1										2
Urdu	2			1										3
Arabic		2	2		2									6
Haitian				1	2									3
French														0
Korean														0
Punjabi	2	1	1	1	1	2								8
Polish														0
Albanian	1	1												2
Other		5			1									6
<b>TOTAL</b>	<b>10</b>	<b>14</b>	<b>12</b>	<b>10</b>	<b>9</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>63</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

### Part III. ELL Demographics

#### Programming and Scheduling Information

1. (a) The organizational models for the ESL programs are Push-In and Pull-Out. PS/IS 295Q runs an eight period day. The school hours are 8:10 a.m. to 3:00 p.m., Monday through Friday. Periods one through four is 40 minutes and periods five and six are 60 minutes.

Periods seven and eight are 40 minutes. Time is allotted for passing between classes. All ELL students are receiving a minimum of required minutes of service in accordance with the NYS mandates. Kindergarten beginner, intermediate and advanced students receive two periods of support, four days a week. First and second grades are combined. First and second grade beginners, intermediates and advanced students receive two periods of support, three days a week and one period two days a week. First grade also receives an additional 60 minutes of support per week above the mandates. Third grade beginner, intermediate and advanced students receive two periods of support three days a week and one period two days a week. Fourth grade and fifth grades are combined. Fourth and fifth grade beginners, intermediates and advanced students receive two periods of support four days a week. Sixth and seventh grades are combined. At this time there are only advanced students in sixth and seventh grades and they are receiving two periods of support two days a week. They are also receiving an additional 40 minutes of week of support. In addition, Special Education second grade receives an additional 80 minutes of support each week. Special Education third grade receives an additional 20 minutes of support each week. Lastly, a class has been created for those students who have been in the country less than 12 months. They receive a total of eight periods of support throughout the week focusing in on basic vocabulary, grammar, syntax, oral skills, listening skills, writing skills, reading skills, social language and acclimation to the United States.

(b) When the ELL students are in their content area classes they travel together as a group. The ESL program is set up as Special Education second grade and Special Education third grade are entirely push-in. This is due to the need for bilingual para-professionals, and in some cases, mobility and bathroom para-professionals in accordance with the ELLs IEP mandates. Kindergarten, first grade, second grade third grade, fourth grade, fifth grade, sixth grade and seventh grade are entirely pull-out. Grades one and two are combined. They are entirely pull-out and are heterogeneous. Grade three stands alone and is entirely pull-out and are heterogeneous. Grades four and five are combined. They are entirely pull-out and are heterogeneous. Grades six and seven are combined. They are entirely pull-out and are homogeneous.

2. The ESL program at PS/IS 295Q has been scheduled to meet (and in some grades surpass) the NYS mandated minutes of support for ELLs. All ELLs who have scored beginner/intermediate on the LAB-R or NYSESLAT receive a minimum of 360 minutes per week. All ELLs who have scored advanced on the LAB-R or NYSESLAT receive a minimum of 180 minutes per week. This applies to both the Push-in and Pull-out programs.

(a) The required ELA instruction mandates are met either during the content area classes or in the ESL classes. ESL classes devote half of the mandated minutes to explicit ELA instruction.

3. The language of delivery for content areas is English. To create an environment that will provide a positive learning experience in the content areas teachers are first informed of each ELL student's English level as per the data derived from the NYSESLAT. The teacher then differentiates instruction to meet the needs of the students. The students are grouped according to their language ability. Information is presented in a concise format making it more comprehensible. Visual aides, such as, graphic organizers, venn diagrams, picture cards and charts are utilized. Content area vocabulary is presented using realia and picture dictionaries. "Think-A-Loud" and "Read-A-Loud" is modeled. This is supported (when possible) with bilingual dictionaries and content area glossaries.

4. (a) At this time there are no SIFE students enrolled at PS/IS 295Q. (b) ELL students who are considered to be newcomers get differentiated instruction with a strong emphasis on methodologies to increase basic vocabulary, spelling, grammar, and critical thinking skills. They are grouped together to allow for more individualized attention from the teachers. In addition, students are acclimated to life in the USA during trips outside of the building and through developing social skills and speaking skills with their teachers and peers.. Newcomers also get Foundations, Hooked on Phonics and Phonics Street to strengthen phonetic awareness preparing them to become fluent readers. TPR is used when appropriate. In the testable grades newcomers receive Kaplan and Coach Test Prep. (c) ELL students who are here for four to six years get differentiated/scaffolded instruction with an intensive emphasis on reading and writing strategies. Word work is incorporated on a regular basis to increase higher tier vocabulary. Graphic organizers, hands-on-learning opportunities and picture prompts are used to deepen understanding and encourage critical thinking skills. Content area bilingual glossaries are available in home languages. (d) ELL students who are considered to be long term are immersed in explicit ELA and ESL instruction. They use Coach and Kaplan test prep to ingrain good study and test taking skills. An abundance of figurative language and idioms are incorporated into vocabulary lessons. Grammar focuses on word order, sentence structure, syntax and rules that 'deviate' from the norm. There is awareness between conversational language and academic language. There is a focus on the development of content area, academic language skills. There is a shift from concrete to abstract; higher level thinking. In addition, all long term ELLs are strongly advised to attend AIS and are requested to attend Title III programs. These programs designate time for homework support and allow the students to use online resources to enhance learning social studies, science, ELA and math. (e) The majority of ELL students who hold IEPs are in 12:1:1 Special Education classes. At PS/IS 295Q there are two such classes. There is one in second grade and one in third grade. The majority of these students in these classes have been classified as needing bilingual education as per their IEPs, however, there are no bilingual programs offered in this school, thereby defaulting them into ESL. The ESL program model for these classes is entirely Push-In. This will allow for bilingual para-professional and mobility para-professional to support the ELLs who are mandated for such assistance. Each class has one fully certified special education teacher and three para-professionals. The students support services vary from OT, PT, speech, individual counseling and ESL. The classes have LD and ED students enrolled. The classroom learning environment, rituals and routines are highly structured. There is constant review of material previously taught across the content areas. Language is simplified and extended time is offered to allow students to see an assignment through to completion. Manipulatives, visual support and hands-on

learning is offered to meet the multiple needs of these students. Students also receive Foundations Program which focuses on phonemic awareness, reading, writing, and comprehension skills.

## B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. The targeted intervention programs available are At-Risk AIS, Foundations, Storytown, Study Island, Title III and Kaplan/Coach test prep (for grades three through eight). For those students who have an IEP, SETTS, speech, OT and PT are available to meet the IEP mandates. In addition, the guidance counselor has students mandated for individual/small group counseling.

6. The plan for transitional support for ELL students is AIS (during school hours) and Title III and or Coach Test Prep(after school). All students who are eligible for transitional support will be strongly advised to attend the after school Title III program. Students will get support for test taking skills through Standard Based teaching methodologies not only in ELA but in all content areas. Periodic informal and formal assessment will be given to determine progress throughout the year.

7. The new programs being implemented this year are Story Town, Schoolwide Writing Fundamentals Program, LessonWriter, literature anthologies will be added to sixth, seventh and eighth grade. We have hired a full-time, middle school, social studies teacher and a full-time AIS teacher. In grades six and seven we have started a musical theater program. This addresses the Blueprints for Arts Strand ; "Playmaking". Students will write original plays which will incorporate music and choreography. PD will be given to grades six and seven ELA teachers.

8. The programs we have chosen to discontinue are PD 360 (online) and Aussie Literacy because they have been replaced with Schoolwide Writing Fundamentals.

9. At this time the after school programs scheduled for our students in our building are Title III and Kaplan/Coach test prep, CHAMPS flag football and PAL coed basketball team.

10. The instructional materials and technology available to the students Head Sprout (Grades K-3), Words Their Way (Grades K-3), Foundations-double periods (Grades K-3), Study Island (Grades K-8), FOSS kits are used for science, and anthologies are used in grades six through eight. All grades will also be implementing Schoolwide Fundamentals Writing Program. At-Risk AIS (across all grades) and World Book online will also be available. Some additional resources include Getting Ready for the NYSESLAT series, BASICS series, Hooked on Phonics (interactive DVD), A-Z Learning (online), New York State ELA Review books, Achieve New York State ELA books, Connections to Comprehension and Listening Lab (interactive online). Also, students will have access to multiple online ESL websites that focus on improving all four testable modalities of the NYSESLAT. Our librarian, Ms. Melissa Cody, also created a school website (<http://tiny.cc/p295q>) that directs students to varied sites, such as, Storypals and NOVEL NY which are online "Read-a Loud" databases.

11. Native language support is delivered through the use of bilingual dictionaries and glossaries. Also, there is a library of bilingual books on multiple reading levels available in the ESL classrooms, as well as, in the school library. In a few classrooms, bilingual para-professionals are utilized for translation and assistance with ELL students. Bilingual teachers also periodically assist.

12. The support and services available are age and grade specific. Many of the programs span multiple grades and can be used for differentiation and scaffolding to meet the varied need of out students.

13. At this time there are no programs to assist newly enrolled ELLs prior to the beginning of the school year. PS/IS 295 does not house summer school programs.

14. There are no language elective available to our students at this time.□□□□

## C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

#### **D. Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

##### Professional Development and Support for School Staff

1. The Professional Development for school staff includes Aussie Math, ARIS, Story Town, Smart Board, Schoolwide Writing Fundamentals, Lesson Writer, Snapgrade, Acuity/Predictive and CEI-PEA Network support in science and ELA. All staff members are required to attend Professional Development throughout the school year. They are also encouraged to inform the administration if they are interested in any "off-campus" training that may be relevant to their teaching. Professional Development is continual and ongoing to meet the needs and requests of the staff.
2. The support available to the students who are transitioning from middle school to high school comes directly through our guidance office. Our guidance counselor, Ms. Colleen O'Connell, has individualized articulation with the students. Mailings are sent home, in multiple languages, informing parents of upcoming open house events and high school fairs. PS/IS 295 will also host many High School Fairs this school year. Workshops are held for parents detailing the best way to choose the correct high school for their child. An introduction to choosing a high school workshop is scheduled for October 15th. She has already held assemblies for grades K-8 on "Stranger Danger" and is holding another assembly for grades 3-5 on "Understanding School Policy". Since PS/IS 295 is a K-8 school there is a natural transition from elementary to middle school.
3. This year at PS/IS 295Q the ESL teachers will host a Professional Development session that will train the participants on how to accurately read an HLIS form and how to conduct an open-ended question interview of newly enrolled parents and students. There will be two sessions. One will be for lower grades and one for upper grades. This will increase the number of teachers qualified to assist with the intake process. There will also be a Professional Development sessions that will give a general overview of the LAP and how it is used to outline the identification process of ELLs, explain the ESL programs and aggregate testing data for ELLs.

#### **E. Parental Involvement**

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

##### Parental Involvement

1. PS/IS 295Q has a strong PTA that is highly involved with the activities in the school. Parents hold fundraisers to support events and workshops through bake sales and candy sales. Also, fundraisers are scheduled throughout the year for various charities. The PTA also holds celebrations highlighting Hispanic Heritage month, Diwali, and hosts an international food night.
2. The Parent Coordinator, Pria Bala, hosts a minimum of one workshop every month for all parents including those of the ELL students. Mailings are sent out, in multiple languages, detailing the topic of the workshop and inviting parents to attend. Flyers are also hung throughout the building. The workshops vary from family oriented activities, such as, arts and crafts to educational workshops teaching parents how to access ARIS and Snapgrade. In the past workshops have been hosted by many outside community based organizations. Presenters from Health Plus, the NYC Fire Department, NYC Police Department and the Health Department have discussed multiple topics. This year classes will be offered to the parents of ELL students who are interested in improving their English language skills. These classes will be offered in two sessions. An a.m. session (one day a week) taught by the parent coordinator and evening

sessions (three times a week) taught by two teachers from PS/IS 295Q. The evening sessions are through the Office of Continuing Education. In addition, teachers organize multiple events, fund-raisers, and trips. The following is a list of workshops and events for the 2010-2011 school years. Others will be added.

- September 30<sup>th</sup> - RULES OF MONEY “Teaching Parents who to manage their money effectively.” (Jianne Lee)
- October – Cancer Awareness Month Fundraiser
- October 6<sup>th</sup> - HEALTH INSURANCE (Naomie Petit-Homme)
- October 7<sup>th</sup> - MIDDLE SCHOOL TRANSITIONS (Sylvan Learning)
- October 27<sup>th</sup> - MAGIC SHOW :grades K-3 ( Dr. Molar)
- November – Food Drive (Ronald McDonald House)
- November 10<sup>th</sup> - BOOK ADVENTURE FOR PARENTS (Sylvan Learning)
- December 1<sup>st</sup> - HOME SAFETY (Fire Department)
- December – Gift collection/Singing Performance for local nursing homes
- January 11<sup>th</sup> - Neighborhood Music and Arts Presentation - "Planet Drum": Drums from around the World.
- January 12<sup>th</sup> - FROM STRESS TO SUCCESS (Sylvan Learning)
- January 18<sup>th</sup> - "Cultures in Motion : Folkdancing"
- February – Hearts for Haiti Fundraiser
- February 2<sup>nd</sup> - BRAIN EDUCATION (Mr. Dave Beal)
- March 11<sup>th</sup> - TIME IN A BOTTLE (Ms. Pria Bala)
- May 11<sup>th</sup> - HIGH SCHOOL TRANSITIONS (Sylvan Learning).

3. The needs of the parents are evaluated through communications with the Parent Coordinator, and written surveys and workshop exit questionnaires.
4. The workshops are directly aligned with the needs of the parents as per their requests both verbally and through the surveys.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		6	7	3	2	2								20
Intermediate(I)	1	5	1	4	1	1	1							14
Advanced (A)	09	3	4	3	6	2	1	1						29
Total	10	14	12	10	9	5	2	1	0	0	0	0	0	63

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

READING/ WRITING	<b>B</b>		7	7	3	3	2							
	<b>I</b>		4	14	1	1	1	1						
	<b>A</b>		2	1	3	5	2	2	1					
	<b>P</b>		1	3										

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4		1	7	1					9
5	1	2	1		1				5
6			1		1				2
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4		2	1		1				4
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1				1				2
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

#### Reviewing and Analyzing the Assessment Data

1. The early literacy skills of ELL students are assessed by using Fountas and Pinnell, E-Pal, ECLAS and the LAB-R/NYSESLAT results. These results are used to identify the strengths and weaknesses of the students. It is also a good predictor of the performance of student's in the future on upcoming state exams, as well as, in the classrooms. These results are used to differentiate and scaffold lessons in order to enhance teaching practices. The results are a primer for advanced/intensive planning and preparation of lessons to meet students individual learning needs. It is used for grouping and is a baseline for monitoring the progress of the student's educational gains throughout the school year.

2. The data patterns across the NYSESLAT and LAB-R scores reveal that the majority of students fall into the beginner or advanced levels. The intermediate level has the least amount of students throughout the grades. Approximately 46% of ELL students fall into the advanced level across the grades. This is an increase of 10% over last year. Approximately 31.7% of ELL students fall into the beginner level across the grades. Approximately 22.2% of ELL students fall into the intermediate level across the grades.

3. The patterns across the NYSESLAT modalities will affect the instructional decisions that ESL and content area teachers will make while preparing and writing lessons. The data encourages teachers to differentiate and scaffold lessons to accommodate the strengths and weaknesses of the ELL students. Goals are reassessed and revised. Subject matter may be sequenced in a criteria hierarchy to meet the needs of the ELL students and students can be grouped according to prior knowledge and skill ability.

4. NYSESLAT patterns and proficiencies across the grades as per 2009/2010 testing year:

(a.i) The following is a breakdown of levels scored on last years NYSESLAT since there are no previous scores for comparison.

- Kindergarten - 47% scored beginner on the reading/writing modalities. 27% scored intermediate. 13% scored advanced. 13% scored proficient. 7% scored beginner on the listening/speaking modalities. 27% scored intermediate. 53% scored advanced. 13% scored proficient.

The following are gains made on the NYSESLAT for each modality from the testing years 2008/2009 to 2009/2010.

- First grade - 38% of tested students made gains on the reading/writing modalities. 54% of students made gains on the listening/speaking modalities. 62% of students did not make gains on the reading /writing modalities. 46% of students did make gains on the listening/speaking modalities.

- Second grade - 55% of tested students made gains on the reading/writing modalities. 82% of students made gains on the listening/speaking modalities. 45% of students did not make gains on the reading/writing modalities. 18% of students did not make gains on the listening/speaking.

- Third grade - 50% of tested students made gains on the reading/writing modalities. 63% of students made gains on the listening/speaking modalities. 50% of students did not make gains on the reading/writing modalities. 28% of students did not make gains on the listening/speaking modalities.

- Fourth grade - 100% of students tested made gains on the reading/writing/listening/speaking modalities.

- Fifth grade - 50% of students tested made gains on the reading/writing modalities. 100% of students made gains on the listening/speaking modalities. 50% of students did not make gains on the reading/writing modalities.

- Sixth Grade - 100% of students tested made gains on the speaking/listening modalities. 100% of students did not make gains on the reading/writing modalities but remained within the same level of proficiency.

- Seventh grade -100% of students tested became Proficient on the NYSESLAT.

- Eighth grade - Scores of graduated students are unavailable to us.

(a.ii) The following is a breakdown of levels scored by ELL students on the NYS Social Studies exam during the 2009/2010 school year.

- Fifth grade - 50% of students tested scored a level 3. 50% of students scored a level 1. \*\*NOTE: Only two ELL students took the NYS Social Studies exam. One of those students has an IEP. That student scored a level one.

(a.iii) The following is a breakdown of levels scored by ELL students on the NYS Science exam during the 2009/2010 school year.

- Fourth grade - 50% of students tested scored a level 1. 25% scored a level 2. 25% scored a level 3. NOTE: Only four ELL students took the NYS Science exam. Two of those students were “newcomers” who were in the country less than six months. Those students scored a level one.

ELA patterns and proficiencies across the grades as per the 2009/2010 school year:

(a.iv) NOTE: The following third grade scores are a breakdown of levels scored on last years ELA since there are no previous score for comparison.

- Third grade - 57% of students tested scored a level 1. 29% of students scored a level 2. 14% of students scored a level 3.
- Fourth grade - 25% of students scored a level 3. 25% of students scored a level 2. 50% of students scored a level 1. One student had a score for comparison from last year. That student remained within the same level.
- Sixth grade - 100% of students tested made gains.
- Seventh grade - 100% of the students tested remained within the same level.
- Eighth grade - Scores of graduated students are unavailable to us.

Math patterns and proficiencies across the grades as per the 2009/2010 school year:

(a.v) NOTE: The following third grade and fourth grades scores are a breakdown of levels scored on last years NYS math exam since there are no previous scores for comparison.

- Third grade - 88% of students tested scored a level 3. 12% of the students scored a level 1.
- Fourth grade - 25% of students scored a level 3. 25% of students scored a level 2. 50% of students scored a level 1. One student had a score for comparison from last year. That student made gains but remained within the same level.
- Fifth grade - 100% of students tested remained within the same level.
- Sixth grade - 100% of students tested did not make gains.
- Seventh grade - 100% of students tested remained within the same level.
- Eight grade - Scores of graduated students are unavailable to us.

All students who took the NYS exams last year (except ELA) were given an English version of the exam and a native language version (when available) during testing. Most ELL students opted to use the English version only. Those students who were considered to be “newcomers” (enrolled less than one year as of the testing date) were given a DOE translator to assist with word to word translation providing the test was unavailable in their native language. PS/IS 295 will administer the ELL Periodic Assessment during the fall of 2010/2011 school year.

5. There is no dual language or bilingual programs at this school.

6. PS/IS 295Q evaluates the success of the ESL programs through the number of ELL students who become proficient on the NYSESLAT at the end of the school year and by analyzing the gains made by ELLs on the NYSESLAT in each modality from year to year until complete proficiency is attained. In addition, content area NYS exams in science, ELA and math are monitored from year to year. Student gains are noted and areas of improvement are identified so that teaching strategies may change to address these needs.

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		