



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 295

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 15K295

PRINCIPAL: DEANNA MARCO **EMAIL:** DMARCO2@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANITA SKOP

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Deanna Marco	*Principal or Designee	
Natalie Meade	*UFT Chapter Leader or Designee/Secretary	
Cay Tolson	*PA/PTA President or Designated Co-President	
Lisa Pagano	Member/Staff	
Linda Mazza	Member/Staff	
Catherine Phillips	Member/Staff	
Dan Janzen	Member/Parent/Chairperson	
Brigitte Paino	Member/Staff	
Martha Harrison	Member/Parent	
Polly Kanevsky	Member/Parent	
Michael Donovan	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2013, the percentage of fourth and fifth graders increasing in levels of proficiency in ELA will increase by 3-5% as measured by scale score to proficiency conversions on the NYS ELA exam.

Comprehensive needs assessment

- An analysis of 2011-2012 Progress Report median adjusted percentile for whole school population as well as for students in the lowest third was between 66 and 73, thus indicating that approximately 40% of the school's testing population is not making adequate progress in ELA.
- A decrease in student progress on progress report from A to B indicates a lack of adequate progress in ELA

Instructional strategies/activities

Strategy #1:

- a. Students in grades Pre-K-5 will complete two ELA tasks that require them to read and analyze informational texts and write opinions and/or arguments in response. Preparation for and the administration of these tasks will support students in achieving success on the NYS ELA exam.
- b. All classroom teachers, Pre-K – 5, literacy coach, assistant principal, principal, special educators, related service providers, TC staff developers, CFN 409 staff
- c. Above staff will be involved in creating two performance tasks strategically aligned to the common core learning standards. Staff will participate in professional development focused on task design and understanding the Depth of Knowledge (DOK) matrix to ensure high quality tasks. Teachers will design the task based on the unit of study, and prior student assessments and needs. All above staff will be led by the literacy coach in the scoring of the tasks utilizing a teacher created rubric designed by grade level teams. Results will be analyzed during professional development and will impact lesson plans and small group instruction.
- d. Task #1 will be implemented in early January and scored by the end of January. Results will be analyzed and used to revise literacy units of study and group students for small group instruction. Task #2 will be implemented in late May and scored in early June. Results will be analyzed and utilized during June planning sessions to focus curriculum mapping for the following school year.

Strategy #2:

- a. Administration will utilize a common lens for instruction in order to set clear expectations and to provide evidence based feedback to teachers resulting from frequent classroom observations to ultimately improve instruction and impact student achievement. We will focus on improving questioning techniques to engage students in higher level conversations resulting in critical thinking.
- b. All classroom teachers, Pre-K – 5, literacy coach, assistant principal, principal, special educators, related service providers, TC staff developers, CFN 409 staff
- c. PD will be provided to staff focused on the questioning domain of a teacher effectiveness rubric. Staff will be informally observed on their questioning and discussion techniques to determine the needs of the teachers resulting in appropriate professional development. Core inquiry team members meet monthly to select complex non-fiction, grade level; shared reading texts that are aligned to social studies and science curriculum and develop DOK aligned questions to support higher level thinking and learning. Core Inquiry team members will lead grade levels teams to plan shared reading instruction and the Literacy coach will provide ongoing professional development to all teachers. Administration will continue to provide feedback on questioning techniques through informal observation process.
- d. At November PD staff will learn expectations specific to improving questioning and discussion techniques. Staff will be engaged in frequent cycles of informal observations from December to May. Core inquiry team members will meet monthly to plan and share best practices.

Strategies to increase parental involvement

- The school will provide materials and training to help parents work with their children to improve their academic achievement by conducting regular parent workshops

- Parents will be provided with information for the following: the PR, QR, LES and Annual School Report Card and monthly curriculum newsletters.
- Parents will be provided with the information and training needed to effectively become involved in planning and decision making in support of the education of their children by actively involving and engaging them in the planning, creation and evaluation of the Comprehensive Educational Plan, the Family Handbook and the school website. Parents will be invited to serve numerous decision making teams including the PTA, SLT and PTA sub committees. The school will maintain a highly qualified Parent Coordinator to serve as a liaison between the school and families, provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- The school will provide parents with comprehensive individualized narratives to accompany report cards and progress reports to support student achievement twice annually between report cards.
- PS 295 will foster a caring, effective home school partnership by maintaining an effective parent coordinator, inviting parents to monthly Bagel Bits, Curriculum Night, publishing parties and community building social events.
- Information about school and parent related programs will be shared with families through monthly PTA meetings (and scheduling additional parent meetings with flexible times such as morning PTA meetings), weekly bulletins, the family handbook and a school website translated into necessary languages.
- Professional development opportunities will be provided for school staff with the assistance of parents to improve outreach, communication and cultural competency in order to build stronger ties between parents and other members of our school community through active participation in School Leadership Team, PTA Executive Board and PTA sub-committees.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I _____ Title IIA _____ Title III X Grants _____ Other

If other is selected describe here:

Service and program coordination

PS 295 coordinates the following support programs with our instructional program in order to enrich our students' overall educational experience and improve student achievement:

- **PBIS** (Positive Behavioral Interventions and Support)-this program is designed to create a common understanding of behavioral expectations and a common language for communicating them to students. It also focuses on the acknowledgement of positive and desired behaviors rather than focusing on punitive measures in response to undesired behaviors. The program allows teachers and students to concentrate on teaching and learning by creating a caring and supportive learning environment.
- **2nd Steps**-this is a school-wide character education curriculum designed to teach students the skills and strategies necessary to independently manage their own behavior and creatively resolve conflict in a positive manner. The curriculum supports the tenets of PBIS and the goal of creating a positive and supportive learning environment for all students.
- **Fitness Days** – this program schedules 4 days of fitness activity for all students to improve their physical fitness and overall wellness. The program is designed to meet all of our students' needs and supports our instructional program and student achievement as a fit child is better prepared to learn.
- **Wellness Committee**-our wellness committee is a parent directed team that examines student nutrition, physical fitness and medical care. The team seeks to improve all three of these components of wellness so that our students' physical needs are addressed. Again, this team was formed due to our belief that a well child is better prepared to learn and succeed.
- **Universal Pre-Kindergarten Program** – this program provides a nurturing environment where children can curiously learn age appropriate skills in preparation for Kindergarten. Our program teaches skills through a theme based approach with a focus on the social/emotional aspect of a child's development.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2013, all English Language Learners in grades 3-5 will demonstrate progress toward achieving State standards as measured by a 2-3% increase in students scoring at levels 3 and 4 on the NYS ELA exam.

Comprehensive needs assessment

- An analysis on NYS data with a focus on targeted sub groups revealed that English Language Learners are performing significantly lower than English proficient learners. The performance of English proficient students in ELA is 70% performing at levels 3 and 4 while only 15.4% of English Language Learners are performing at levels 3 and 4.

Instructional strategies/activities

Strategy #1:

- a. Create a push-in ESL program to support ELL's in their classroom environment and provide general education teachers with ESL strategies.
- b. All K-5 classroom teachers, two part time ESL certified teachers, assistant principal, principal, TC staff developers, CFN 409 staff
- c. ESL teachers will use the results of LAB-R and NYSESLAT assessments to group students by levels of language acquisition proficiency. Classroom and ESL teachers collaborate to create an ESL schedule that will provide comprehensive services to students during a dedicated literacy block. Classroom teachers share curriculum and the results of the DRA assessment with ESL teachers to assess the effectiveness of the ESL program.
- d. From September to June teachers assess and plan accordingly.

Strategy #2:

- a. Create an ESL after school program utilizing Title III funds. The purpose of the program is to provide enriched vocabulary support and model strategies of good reading utilizing the program Text Talk.
- b. ESL licensed teachers, common branch teachers, assistant principal
- c. ESL teachers will use the results of LAB-R and NYSESLAT assessments to group students by levels of language acquisition proficiency. Staff will meet monthly to assess the effectiveness of the program.
- d. From September to November ESL students are assessed. Beginning in November the Title III program begins and runs through May.

Strategies to increase parental involvement

- The school will provide materials and training to help parents work with their children to improve their academic achievement by conducting regular parent workshops
- Parents will be provided with information for the following: the PR, QR, LES and Annual School Report Card and monthly curriculum newsletters.
- Parents will be provided with the information and training needed to effectively become involved in planning and decision making in support of the education of their children by actively involving and engaging them in the planning, creation and evaluation of the Comprehensive Educational Plan, the Family Handbook and the school website. Parents will be invited to serve numerous decision making teams including the PTA, SLT and PTA sub committees. The school will maintain a highly qualified Parent Coordinator to serve as a liaison between the school and families, provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- The school will provide parents with comprehensive individualized narratives to accompany report cards and progress reports to support student achievement twice annually between report cards.
- PS 295 will foster a caring, effective home school partnership by maintaining an effective parent coordinator, inviting parents to monthly Bagel Bits, Curriculum Night, publishing parties and community building social events.
- Information about school and parent related programs will be shared with families through monthly PTA meetings (and scheduling additional parent meetings

with flexible times such as morning PTA meetings), weekly bulletins, the family handbook and a school website translated into necessary languages.

- Professional development opportunities will be provided for school staff with the assistance of parents to improve outreach, communication and cultural competency in order to build stronger ties between parents and other members of our school community through active participation in School Leadership Team, PTA Executive Board and PTA sub-committees.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I _____ Title IIA X Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

PS 295 coordinates the following support programs with our instructional program in order to enrich our students' overall educational experience and improve student achievement:

- **PBIS** (Positive Behavioral Interventions and Support)-this program is designed to create a common understanding of behavioral expectations and a common language for communicating them to students. It also focuses on the acknowledgement of positive and desired behaviors rather than focusing on punitive measures in response to undesired behaviors. The program allows teachers and students to concentrate on teaching and learning by creating a caring and supportive learning environment.
- **2nd Steps**-this is a school-wide character education curriculum designed to teach students the skills and strategies necessary to independently manage their own behavior and creatively resolve conflict in a positive manner. The curriculum supports the tenets of PBIS and the goal of creating a positive and supportive learning environment for all students.
- **Fitness Days** – this program schedules 4 days of fitness activity for all students to improve their physical fitness and overall wellness. The program is designed to meet all of our students' needs and supports our instructional program and student achievement as a fit child is better prepared to learn.
- **Wellness Committee**-our wellness committee is a parent directed team that examines student nutrition, physical fitness and medical care. The team seeks to improve all three of these components of wellness so that our students' physical needs are addressed. Again, this team was formed due to our belief that a well child is better prepared to learn and succeed.
- **Universal Pre-Kindergarten Program** – this program provides a nurturing environment where children can curiously learn age appropriate skills in preparation for Kindergarten. Our program teaches skills through a theme based approach with a focus on the social/emotional aspect of a child's development.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2013, all Students with Disabilities in grades 3-5 will demonstrate progress toward achieving State standards as measured by a 2-3% increase in students scoring at levels 3 and 4 on the NYS ELA exam.

Comprehensive needs assessment

- An analysis on NYS data with a focus on targeted sub groups revealed that Students with Disabilities are performing significantly lower than Students without Disabilities. The performance of Students without Disabilities in ELA is 69.9% performing at levels 3 and 4 while only 27.3% of Students with Disabilities are performing at levels 3 and 4.

Instructional strategies/activities

Strategy #1:

- a. Utilize CARE Team to create flexible programs for students and provide professional development for staff to support “at risk” students and students with disabilities.
- b. All K-5 classroom teachers, assistant principal, principal, TC staff developers, CFN 409 staff, school psychologist, social worker, speech therapists, occupational therapists, physical therapist, guidance counselor, IEP teacher
- c. CARE team members will meet weekly to evaluate students’ progress to determine their individual needs to create flexible programs. An action plan will be designed for each child which will detail the school’s efforts to support the child academically and socially. Once all actions in the plan are carried out, the child’s case will be reevaluation for discussion and future plans. The CARE team periodically reflects on this process and makes the necessary revisions to be as supportive as they can to the students. Additionally, this team uses information learned about students’ disabilities to make decisions about the types of professional support the staff needs.
- d. September to June and within periods of 6 week cycles for students

Strategy #2:

- a. Provide professional development focused on Universal Design for Learning (UDL) to support students with disabilities
- e. All K-5 classroom teachers, assistant principal, principal, TC staff developers, CFN 409 staff, school psychologist, social worker, speech therapists, occupational therapists, physical therapist, guidance counselor, IEP teacher
- b. CFN 409 provides professional development around UDL to administration. Administration and the CARE team embed this information into whole school professional development and provide these strategies in action plans created for students. Teachers have an opportunity to try out these strategies with students and give the CARE team feedback when discussing the progress of the individual child.
- c. From September to June teachers all staff assess the success of the strategies and the CARE team revised their plan accordingly.

Strategies to increase parental involvement

- The school will provide materials and training to help parents work with their children to improve their academic achievement by conducting regular parent workshops
- Parents will be provided with information for the following: the PR, QR, LES and Annual School Report Card and monthly curriculum newsletters.
- Parents will be provided with the information and training needed to effectively become involved in planning and decision making in support of the education of their children by actively involving and engaging them in the planning, creation and evaluation of the Comprehensive Educational Plan, the Family Handbook and the school website. Parents will be invited to serve numerous decision making teams including the PTA, SLT and PTA sub committees. The school will maintain a highly qualified Parent Coordinator to serve as a liaison between the school and families, provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.

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ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>Students at risk for ELA will be instructed utilizing the following programs/strategies: reteach of the mini lesson, guided reading, strategy lessons, prompt writing, Wilson/Fundations support, and/or Great Leaps fluency program.</p> <p>All students in grades 3-5 are mandated for extended day instruction for remedial support in literacy and test practice skills one day per week. Identified “at risk” students in grades 1-2 attend one day per week.</p> <p>Students in grades 1-5 are acquiring the English language through the program Text Talk one day per week in the Title III program.</p> <p>The integration of the arts specifically is drama, visual arts and creative movement provide students with a different modality to acquire skills and content.</p>	<p>Staff will deliver the instruction through flexible, small groups and one-to-one.</p> <p>Extended day instruction is delivered in small groups of 10 or less students.</p> <p>Students are grouped by language needs in small groups.</p> <p>Arts integrated program is whole class.</p>	<p>These services will be provided during the school day.</p> <p>Extended day is offered on Tuesdays and Wednesdays after school from 2:40-3:30.</p> <p>The Title III program is offered after school on Mondays one day per week.</p> <p>Arts integrated program is during the school day.</p>
Mathematics	<p>Students at risk for Math will be instructed utilizing the following</p>	<p>Staff will deliver the instruction through flexible, small groups and</p>	<p>These services will be provided during the school day.</p>

	<p>programs/strategies: reteach of the mini lesson, remedial strategy work, automaticity with math facts, and/or Great Leaps fluency program.</p> <p>All students in grades 3-5 are mandated for extended day instruction for remedial support in math and test practice skills one day per week. Identified “at risk” students in grades 1-2 attend one day per week.</p>	<p>one-to-one.</p> <p>Extended day instruction is delivered in small groups of 10 or less students.</p>	<p>Extended day is offered on Tuesdays and Wednesdays after school from 2:40-3:30.</p>
Science	<p>Students will receive support in science by engaging students in grade appropriate reading of targeted non-fiction science texts through shared, close reading, guided and independent reading.</p> <p>All students in grades 3-5 are mandated for extended day instruction for remedial support in literacy and test practice skills one day per week utilizing non-fiction grade appropriate science texts. Identified “at risk” students in grades 1-2 attend one day per week.</p> <p>The integration of the arts specifically in drama, visual arts and creative movement provides students with a different modality to acquire skills and content specifically related to science.</p>	<p>Staff will deliver the instruction through flexible, small groups and one-to-one.</p> <p>Extended day instruction is delivered in small groups of 10 or less students.</p> <p>Arts integrated program is whole class.</p>	<p>These services will be provided during the school day.</p> <p>Extended day is offered on Tuesdays and Wednesdays after school from 2:40-3:30.</p> <p>Arts integrated program is during the school day.</p>
Social Studies	<p>Students will receive support in science by engaging students in grade appropriate reading of targeted non-fiction social studies texts through shared, close reading, guided and independent reading.</p>	<p>Staff will deliver the instruction through flexible, small groups and one-to-one.</p> <p>Extended day instruction is delivered in small groups of 10 or less students.</p> <p>Arts integrated program is whole</p>	<p>These services will be provided during the school day.</p> <p>Extended day is offered on Tuesdays and Wednesdays after school from 2:40-3:30.</p> <p>Arts integrated program is during the</p>

	<p>All students in grades 3-5 are mandated for extended day instruction for remedial support in literacy and test practice skills one day per week utilizing non-fiction grade appropriate social studies texts. Identified “at risk” students in grades 1-2 attend one day per week.</p> <p>The integration of the arts specifically in drama, visual arts and creative movement provides students with a different modality to acquire skills and content specifically in social studies.</p>	class.	school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>At-risk guidance service supports students in need and provides whole class support. Other types of counseling supports are pulling out/pushing in to support students that are struggling due to either academic or school issues. This service is provided to specific students identified by our CARE Team. Identified students are pulled out to work one on one with the psychologist or social worker.</p>	Staff will deliver the instruction through flexible, small groups and one-to-one. Additionally, some of these services will be whole group.	These services will be provided during the school day.

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

- According to current DOE policy, only experienced teachers with required certification have been hired; with the exception of high needs areas. As indicated by our most recent BEDS report, every teacher in the school is state certified to teach in their particular area.
- As mandated by the UFT contract, all untenured teachers are assigned to an in-house mentor to support them throughout their probationary period.
- All teachers receive professional development support in literacy instruction from TC coaches, an on-site part-time literacy coach as well as instructional support in mathematics from an on-site part-time math coach.
- Every teacher has an individualized professional development plan which includes the following supports: TC staff developers; attendance at TC calendar days; on-site coaches; network level professional development in the teaching of writing, reading, math and aligning curriculum to the Common Core Standards and participate in in-house/inter-school inter-visitations.
- Due to our school's reputation and its level of student achievement we are fortunate to attract a large pool of highly qualified candidates whenever we have a staffing vacancy. Our professional affiliations with Teachers College, Brooklyn College, Long Island University and College of Staten Island also provide us with potential teacher candidates. All of our teaching vacancies are posted on the Doe's "Open market" system in order to attract the largest number of potential candidates for our vacancies.
- In order to continue attracting highly qualified teachers we will continue to make the creation of a professional learning community aimed at improving student achievement a high priority in our school by providing on-going, high quality professional development and teacher support.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

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

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

PS 295 PARENT INVOLVEMENT POLICY (PIP)

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Chris Groll/Neal Opromalla	District 15	Borough Brooklyn	School Number 295
School Name The Studio School of Arts & Culture			

B. Language Allocation Policy Team Composition [?](#)

Principal Deanna Marco	Assistant Principal Lisa Pagano
Coach Linda Mazza	Coach n/a
ESL Teacher Lauren Sweeney/ESL	Guidance Counselor Heather Stoelting
Teacher/Subject Area Norma Levine/ESL	Parent n/a
Teacher/Subject Area n/a	Parent Coordinator Shari Fields
Related Service Provider n/a	Other n/a
Network Leader Neal Opromalla	Other n/a

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	460	Total Number of ELLs	72	ELLs as share of total student population (%)	15.65%
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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. 

The process for indentification of ELL's is as follows:

Once a child is admitted to the NYC school system, the parents are involved in the decision-making process. Parents are given the Home Language Survey (HLIS) to identify the child's dominant language. Parents are requested to check off the languages that are spoken at home. The ESL teacher meets with all parents of all new admits who have been identified as needing ESL services to determine if the parents are in need of translation or interpretation services. The school secretary, Elizabeth Gifford (English speaking) and Paraprofessionals, Marilyn Pineda and Melissa Torres (Spanish speaking) are available to assist in translation. Norma Levine (ESL certified teacher, English speaking) and/or Lauren Sweeney (ESL certified teacher, English speaking) informally interview the child to determine language dominancy. The certified ESL teacher conducts these interviews in English and in their native languages. If a parent speaks a language we cannot provide a translator for, we call translation and interpretation services. If a child is identified as dominant in any other language, other than English, then the Language Assessment Battery (LAB-R) is administered within the first ten days of enrollment to determine eligibility for ESL or bilingual services. This test is administered by Lauren Sweeney or Norma Levine individually in English. Spanish-speaking students , are given the Spanish LAB-R by a Spanish-speaking teacher. Maribel Pineda, a bilingual paraprofessional assists and works with the bilingual teacher.

The LAB-R consists of a speaking, reading writing and listening component. One of the certified ESL teachers administers the speaking component. The other three components are administered based on grade levels and other accomodations such as Special Education. The results of the LAB-R determines the amount of ESL service the students should receive. The students who score at the beginning and intermediate levels receive 360 minutes of instruction per week. Students who score at the advanced levels receive 180 minutes of instruction per week. If a child is eligible they will be evaluated annually by administration of the New York State English as a Second Language Achievement Test (NYSESLAT) to determine their proficiency.

Once children are determined eligible for services an entitlement letter is sent home and parents are invited to an orientation before the end of September. The orientation is conducted by Norma Levine (ESL certified teacher), Lauren Sweeney (ESL certified teacher), the parent coordinator, Shari Fields, along with Maribel Pineda to assist with translation. All materials presented at these meetings are translated into languages appropriate for the parents in attendance. A videotape that describes the three program choices: Transitional Bilingual Education, Dual Language, Freestanding ESL. is shown to the parents in their home language. The three program placement options are presented with clarity and objectivity. It is available in 13 languages. Parent brochures are disseminated in their native language to enrich the understanding of each available program. Parent Survey and Program Selection Forms, along with parent brochures, are sent home to those parents unable to attend the orientations, with follow-up calls by Norma Levina, ESL teacher and Maribel Pineda, to ensure informed choice is available to all parents. The ESL teacher also monitors the reurn of the form. Parents complete the parent selection form and the school will conform to the parental choice selections.

After reviewing the parent survey and program selection for the last three years the trend in program choice has been free standing ESL services. These trends help us to plan a freestanding ESL program each year. These forms are collected and then filed in a locked cabinet and the ESL teachers are responsible for maintaining the files.

Continued entitlement letters are distributed to parents by mail and/or backpack. The ESL teacher monitors the return of the forms. These records are maintained in a locked cabinet and the ESL teachers are responsible for maintaining these files.

After a child is determined eligible to receive ESL services, he/she must be evaluated annually by the NYSESLAT. Administrator, Lisa Pagano ensures uses ATS reports to determine who is mandated to take the NYSESLAT exam. Lisa Pagano schedules the exams and ensures that all students take each of the four components of the exam.

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	3	3	3	2	2	2								15
Total	3	3	3	2	2	2	0	0	0	0	0	0	0	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	72	Newcomers (ELLs receiving service 0-3 years)	54
SIFE	0	ELLs receiving service 4-6 years	18
		Special Education	33
		Long-Term (completed 6 years)	0

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

ELLs by Subgroups		
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	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	54	0	24	18	0	9	0	0	0	72
Total	54	0	24	18	0	9	0	0	0	72

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
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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	12	14	14	5	11	8								64
Chinese														0
Russian	2	1												3
Bengali														0
Urdu					1									1
Arabic	2			1										3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1										1
TOTAL	16	15	14	7	12	8	0	0	0	0	0	0	0	72

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

PS 295 has a student population of approximately 460 students from culturally diverse backgrounds whom are mostly from Hispanic background with Spanish as their first language. Our English Language Learner population is approximately 72 students, which is 15.65% of the total population. We offer ESL services to entitled general education and special education students. In Kindergarten, there are 16 students receiving ESL services. In first grade, 15 are ESL. In second grade, there are 14 students that receive ESL services. In third grade, 7 students receive ESL services. In fourth grade, 12 students receive ESL services and in fifth grade, 8 students receive ESL services. Of the 72 students being serviced, 33 receive special education services as well.

PS295 implements a Freestanding, heterogeneous push-in English as a Second Language (ESL) Program. The primary goal of the program is to assist students in achieving English Language Proficiency within three years.

- To amplify the literacy and academic skills of ELLs who participate in the program
- To incorporate recognized and researched based ESL instructional strategies across content areas
- To give students the skills to perform at city and state grade level in all subject areas

Our Free Standing English as a Second Language Program ranges from newcomers all the way to advanced proficiency levels. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Push-in assistance in their classrooms, as per CR Part 154.

At PS 295 our ELLs are grouped heterogeneously and in some cases according to the proficiency levels and individual needs of the student. A Newcomer might participate in several ESL classes per week with other ELLs from his class, as a Block of students with a mix of proficiency levels, and in addition, in several classes per week with a separate Newcomer's ESL group, to ensure that missing schema and vocabulary, and missed skills and strategies are brought into alignment with other students on the grade.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELLs in the ESL program are fully certified. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for units of study.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods. Conferencing with students in and out of class, informal assessments, and running records.

A. Programming and Scheduling Information

- Additional small group AIS sessions for each grade prior to all state assessments to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of the ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

To ensure that ELLs are appropriately evaluated in their native language an informal assessment is made by pedagogues, with assistance from the parent coordinator, and translation by other staff. After examining their HLIS form an interview is conducted to determine if they are eligible for LAB-R testing. For those native speakers of Spanish the LAB is also administered, providing an evaluation of their native language skills.

There is a total of 72 ESL students. The breakdown is as follows: 0 SIFE, 54 Newcomers, 18 ELLs in years 4-6, 0 Long Term ELLs, 33 Special Education ELLs.

Plan for SIFE

The SIFE population has increased SY 08-09 and there is an urgency to provide academic intervention services as an extension of the regular school program on both push-in and pull-out services.

- Making an individualized student needs assessment.
- Creation of an AIS plan for the student focus on the literacy and math components
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas
- Staff will receive professional development in the new ALLA assessment to identify SIFE students, and in the strategies that benefit the SIFE within your classroom instruction.

Plan for Newcomers

When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation, with translation, if necessary
- Encourage student participation in After School activities
- An informal assessment is provided to identify possible Academic Intervention programs
- Home school communication.

Plan for Long Term ELLs

Long term ELLs are mostly in grades 4 and 5. An analysis of their scores on the NYSESLAT, ELA, and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves:

- Targeted AIS instruction based on need.
- Inquiry team to focus on ELLs in grades 4 and 5 to gain proficiency.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.
- Student goal setting to differentiate instruction.

Plan for Special Needs Students

33 of our ELLs receive special education services as well. Our plan for this subgroup is:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and the IEP contact person.
- The delivery of AIS services during and after school that include instructional strategies with content area materials appropriate

A. Programming and Scheduling Information

to the grade.

- Additional small group phonics workshops, using Orton Gillingham and the Wilson program, to help accelerate English language development to meet the needs of ELL-SWDs where needed.

- Inclusion in Afterschool literacy and test prep programs.

Plan for continuing transitional support (two years) for ELL's reaching proficiency on the NYSESLAT.

- Classes are grouped heterogenously and taught through workshop model. Instruction is tailored to individual needs.

- Continue with test modifications on exams to support students.

- Continue with AIS services and Afterschool literacy and test prep programs.

Improvements for upcoming school year.

- ESL teachers will engage in more professional development and join the inquiry team work. Through inquiry team work teachers will develop best practices to support students.

Rationale for services for ELL's that will be discontinued.

- Students that are meeting standards in all content areas will be discontinued.

Courses Taught in Languages Other than English ⓘ

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

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

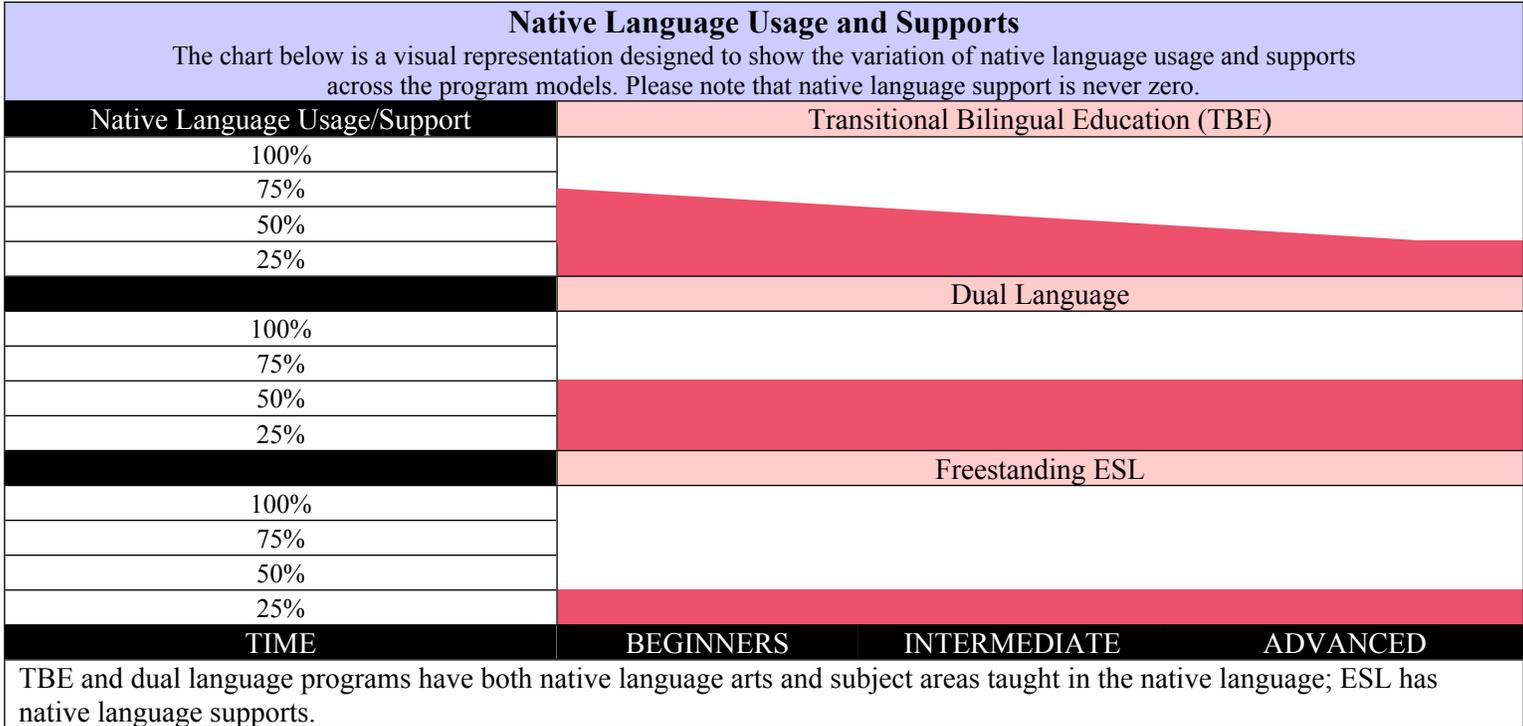
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here:

All activities and supports offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

Implications for LAP in English Language Arts Area

In order to assist our students in both academic achievement and assessment there is a variety of solutions that we are working with this year. They include the following:

- Develop and implement a test preparation program that will specifically target ELL's.
- Implementing a small group phonics program, using Orton Gillingham, primarily targeting ELLs.
- Collaboration between classroom teachers and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies.
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to be involved in purposeful conversations.
- Incorporating all language modalities during the lesson, e.g. group discussions, journals.
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiate instruction.
- Encourage teachers to participate in professional development opportunities focusing on instructional strategies for ELLs, such as: Quality Teaching for English Language Learners, and Community Support Learning Organization.
- Ensure that Literacy coach works closely with ESL teachers to support rigorous instruction.
- Implement a print rich environment, use of ESL dictionaries and glossaries in the ELA classrooms.

Implications for LAP in Mathematics Content Area

In order to assist out students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They embrace the following:

- Analyze ELL's data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall.
- Incorporating writing as a component of the mathematics lesson, e.g. journals.
- Provide opportunities to convey to others problem solving strategies and the justification of their answers.
- Ensure the identification and analysis of student strength and weakness to drive and differentiate instruction.
- Collaboration between content area and ESL teachers to map out student specific needs.
- Encourage Math teachers to participate on professional development opportunities focusing on ELL instruction needs:, such as Quality Teaching for English Language Learners and Community Learning Support Organization.
- Ensure that Math coach works closely with teachers to support rigorous instruction.

ELLs reaching proficiency on the NYSESLAT will continue to receive ELL testing modifications (extended time, additional listening

opportunities) on all assessments, including all NYS assessments and ACUITY, for a period of 2 years for continued transitional support. They will continue to receive AIS services during and after school, and are invited to the Afterschool literacy and test prep programs. This year we have implemented a 12-to-1-to-1 class for ELLs with Special Needs who are reading and writing 2 years or more below grade level. This is to ensure that missing schema and vocabulary, and missed skills and strategies are brought into alignment with other students on the grade.

This response is continued at the top of page 14

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)?

Paste response to questions 1-5 here

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.

Paste response to questions 1-3 here:

Professional development is provided by school staff and empowerment support staff. Each year 7.5 hours of ELL training is provided as written below. All records are kept on file with the Principal.

School Staff: Within the school's Professional Development program, the focus is on:

- The literacy needs of our ELL population within the prescription of the Teacher's College units of study.
- Sessions are also given in Math to scaffold instruction through the use of manipulatives.
- Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible in the upper grades.
- Staff members attend professional development provided by the ESO network and turnkey to staff members.

Support Personnel: Workshops taken by teachers on our ESL staff have included:

- Scaffolding in the content areas
- Native Language Literacy Development
- Differentiation in the ESL classroom
- ESL in the Mathematics classroom.

Our ELL teachers attend a variety of off-site workshops to promote collaboration between content area and language teachers.

- Quality Teaching Workshop series, which our classroom teachers and ESL teachers have attended over the last few years.
- Wilson Program for Special Education teachers.
- Teachers receive specific support in transitioning ELL's from one level to another at grade level meetings and faculty PD's.

Professional development is offered to all staff including assistant principal, guidance counselor, ESL teachers, special education teachers, occupational and physical therapists, speech therapists, school psychologist, paraprofessionals, secretaries, and the parent coordinator.

Plan to Support 5th Graders Articulating to Middle School

School staff accompanies students on tours to neighboring middle schools.

Middle school administrators visit to talk to students about different programs.

PD Dates for school year are: 9/7, 9/22, 10/20, 10/27, 11/3, 11/8, 11/10, 12/15, 12/22, 1/5, 1/26, 2/9, 2/16, 3/8, 3/22, 4/19, 4/26, 5/10, 5/31, 6/7, 6/14, 6/21

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?

Paste response to questions 1-4 here:

Parent workshops are held monthly and are provided by administration, parent coordinator, guidance counselors, and teachers. Topics vary based on a needs assessment (parent survey) given to parents. Some topics include: homework help, understanding the reading workshop, spelling, etc.

The Family Reception Center offers workshops for parents on positive discipline as well.

Each month the school hosts Bagel Bits for parents to visit classrooms on a particular topic. This provides time for parents to visit the classrooms and work hands on with their child.

All parents are encouraged to participate in the periodic Publishing Parties that occur in their child's classroom.

Monthly PTA meetings are held and are welcome to all parents to attend. Translation is available upon request based on parental needs assessment.

The Parent Bulletin is sent home each week in both English and Spanish. The PS 295 Website is written in both English and Spanish for parental outreach. It includes the Parent Handbook, the monthly Grade Newsletters, and enables parents to communicate with their children's teachers.

Adult ESL lessons have taken place weekly in our library for the parents of our ELLs, provided by a licensed DOE pedagogue, when the demand is great enough.

Informal Spanish classes for staff members are held on-site to aid in communication between teachers and parents.

Translation services are provided by all Spanish speaking staff, both written and orally. We also use the DOE translation unit when necessary.

specific parent involvement activities are: Bagel Bits, Assemblies, danceathon, walkathon, touch a truck, winter concert series, fun Fridays, publishing parties, trips, Spring arts festival, etc.

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	8	1	0	0	0								15
Intermediate(I)	3	4	2	7	3	2								21

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)	7	3	11	0	9	6								36
Total	16	15	14	7	12	8	0	0	0	0	0	0	0	72

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	0	0	0	0							
	I	0	2	0	0	1	0							
	A	2	6	5	0	4	3							
	P	0	6	8	0	9	6							
READING/ WRITING	B	2	8	1	0	0	0							
	I	0	4	2	3	3	2							
	A	0	2	8	4	9	6							
	P	0	0	2	0	2	1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	7	1	0	12
4	2	4	3	0	9
5	1	4	3	0	8
6					0
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	2		9		2		0		13
4	1	0	5		4		0		10
5	0		4		1	1	0		6
6									0
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	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		2		6		1		9
8									0
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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.

Paste response to questions 1-6 here:

The ESL program is evaluated by the percentage of students passing the NYSESLAT and by the number of students making one year's progress in ELA and Math.

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. During 2010-2011, our first and second grade population is the largest one.

After review of the NYSESLAT data, the patterns revealed were:

- Speaking is in line with general abilities for the majority of the intermediate and advanced students. It is Reading and Writing skills that hold our students back from proficiency level. This is especially the case for ELLs who are on the advanced level.
- The majority of these students are in the intermediate and advanced levels.

After analyzing the ELA scores of ELLs and former ELLs, several facts were noticeable:

- ELL's are making gains on the ELA from grade 3 to grade 4, but are losing proficiency from grade 4 to grade 5.
- English proficient ELL's are losing proficiency slightly from grade 3 to grade 4, but are gaining proficiency by % from grade 4 to grade 5.

In comparing the progress of ELL's with native language students, several patterns were found:

- ELL students are passing the ELA exam, but struggling to pass the NYSESLAT exam.
- Native Language students generally score 2's on the ELA in grade 3 and then move to 3's in 4th and 5th grades.

Assessment tools used to assess early literacy skills:

- DRA, ECLAS Variation, TC running records, emergent reader checklist

Implications for Instruction

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills for Newcomers, including increased use of technological activities in the classroom.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs.
- Academic Intervention Services for students and those performing below grade level during the school day as well as extended hours.
- After School classes offered to target specific modalities and to help students on all levels familiarize students with vocabulary..

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:

Instructional Materials:

The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the Teacher's College Workshop Model. This includes the use of high interest / low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates Getting Ready for the New NYSESLAT
- School created ELA and Math Test Prep materials
- Scholastic Text Talk Program

Supplementary Programs

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- CBE After School Program: Students can participate in after school enrichment activities. This program is paid for by families that are interested.
- Title III After School Program: One day per week for 90 minutes all ELL's participate in an after school program that promotes talk through vocabulary building. We currently use a program by Scholastic, Text Talk.
- Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including the Publishing Parties, Field Day, the Annual Spring Arts Festival, Dance-a-thon, Harvest Festival, Spring Musical, Winter Concert and the Cultural Dance Festival. At these events, the school and community can come together to recognize student achievements in arts and academics.
- Translation and Interpretation Services: These services are offered to increase the involvement of parents. Additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Parent Handbook. Additionally, interpretation services are a daily help in communication between school staff and parents.

Technological support for ELLs is provided with texts (books and poems) on tape or CD to audibly supplement the reading. Rosetta Stone language program is available on computer. Smart Board technology will be introduced this year across the grades.

100% of instruction for our ESL program is provided in English, in accordance with the CR Part 154 regulations. In addition our diverse staff members support many native languages, when necessary, including: Spanish, Portuguese, Chinese, Arabic, German, Russian, French, and Italian. Word-to-word glossaries are available, for added support, for those students with native language literacy.

Activities designed to reach out to newly enrolled ELLs before the beginning of the new year include an orientation, tour, and provided materials, such as the Parent Handbook and The Bulletin, in English and Spanish. They are directed to the PS 295 Website to encourage them to familiarize and participate in the PS 295 community.

Part VI: LAP Assurances

School Name: _____		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Deanna Marco	Principal		10/1/11
Lisa Pagano	Assistant Principal		10/1/11
Shari Fields	Parent Coordinator		10/1/11
Lauren Sweeney	ESL Teacher		10/1/11
n/a	Parent		10/1/11
Norma Levine/ESL	Teacher/Subject Area		10/1/11
n/a	Teacher/Subject Area		10/1/11
Linda Mazza	Coach		10/1/11
n/a	Coach		10/1/11
Heather Stoelting	Guidance Counselor		10/1/11
Neal Opromalla	Network Leader		10/1/11
n/a	Other		10/1/11
n/a	Other		1/1/01
n/a	Other		1/1/01
n/a	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 15K295 **School Name:** PS 295

Cluster: 409 **Network:** Neal Opromalla

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

Part A: Needs Assessment Findings

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

Parents complete a home language survey. An identified staff member speaks to the family personally to determine what the spoken language at home is. We indicate this in ATS, mark the child's cumulative records and notify the classroom teacher. The results of the Learning Environment Survey and informal parent feedback provide us with appropriate information.

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.

There is a need for all documents to be translated. There is a non-negotiable rule in our school that staff and parents are aware of that states that all documents must be translated. Teachers are informed at faculty conferences and parents during committee meetings, SLT meetings and PTA meetings.

Part B: Strategies and Activities

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

Our school secretary translate and edit all necessary documents. In addition to the secretary, other staff members such as teachers, paraprofessionals, parent liaisons and school aides will assist in written translations. We also use the translation services offered by the DOE.

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.

Our school secretary, teachers, paraprofessionals and school aides provide oral interpretation whenever necessary. Funding is allocated for this purpose. When a meeting is scheduled staff members refer to a list of translators in the school and call upon them for services.

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>.

The school will fulfill the translation requirement by providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Rights and Responsibilities which includes their rights regarding translation and interpretation services. The school also posts signs in conspicuous places stating that translation and interpretation services are available. The school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices. When more that 10% of the children speak a primary language other than English the school provides translation and interpretation services in accordance with the regulations.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: PS 295	DBN: 15K295
Cluster Leader: Chris Groll	Network Leader: Neal Opromalla
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 60
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 1
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

We have chosen to spend all of our Title III money for academic supplementary activities in an after school program for 2012-2013 school year. Based on recent data and teacher observation we have identified the need for ELL students to meet grade level standards on the NYS ELA. In order to provide ELL students with more opportunities to prepare for the ELA and NYSESLAT exams in small differentiated groups we have created an after school program to support them.

The program will target Ell's in grades 1-5 for 16 weeks. We will use Text Talk program by Scholastic to instruct students based on need determined by the NYSESLAT, former ELA exam results, ECLAS, Predictive Assessments and teacher observations. The program will take place from December 3rd – April 29th with one week of teacher planning. A total 6 teachers, 2 paraprofessionals and 1 supervisor will be hired. The goal is to have certified ESL teachers in each classroom. However, at least one teacher will be certified in ESL and will push-in to the classrooms each session as the expert ESL teacher. The general education teachers are experts in preparing students for the State exams. Together, they will create a classroom conducive to supporting the ELL students.

There will be a total of 5 classes of students in grades 1-5 in a group of no more than 10-15 students that meets one time per week for a 75 minute session. Classrooms will share bilingual paraprofessionals to support the students in transferring information from their native language to English at some point during the 75 minute session. Students will be grouped according to need, allowing the teacher to individualize more instruction and meet the needs of these students.

The primary focus of the program will be to develop comprehension strategies using both fiction and non-fiction texts to be better prepared for the State exams. Students will engage in activities that will provide them with listening, speaking, reading and writing supports. Keeping in mind their need for language acquisition, vocabulary will be an important focus for this program. Through reading rich texts of various genres but mainly non-fiction, students will have an opportunity to acquire new vocabulary and explore applying newly learned skills in writing. These skills will support reading and writing responses on standardized exams.

The Title III program is the only program in the school building on Mondays. Therefore, it is necessary to hire a supervisor because there is no other program running and there will no other supervisor. The supervisor of the program will oversee the program by instructionally leading the teachers in looking at data, creating differentiated lesson plans and assessments, observing and critiquing lessons and providing professional development. The supervisor will also manage students, monitor attendance and ensure safety procedures are in effect throughout the program. The professional development planning session will include a look at our current data along with the results of formal and informal assessments

Part B: Direct Instruction Supplemental Program Information

for the students in the program. This information will be used to appropriately group students and plan for instruction. The supervisor will provide teachers with professional development on how to utilize the comprehension toolkits to effectively meet the needs of all students in the program. This professional development is specific to the Title III program because teachers are utilizing this specific program and will need to reflect and plan accordingly.

The instructional program will use the workshop model with ample time for students to work independently with partners and in small groups. The share at the end of the period will allow children to ask questions and share their discoveries. This will help to foster vocabulary development and make them more comfortable taking standardized tests.

Student assessments will be ongoing and based on observation and conferring.

Part C: Professional Development

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

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

Begin description here:

Since our school already has a partnership with Teacher's College, we have chosen to continue our professional development with them. In addition to sending teachers to calendar days at TC and having TC consultants visit our school, we will attend workshops institutes on the network level through CFN 409. Funds are already available to allow teachers to attend all of the above professional development which includes the Title III teachers. In order to build capacity the teachers that attend these days will be given time to plan and implement professional development for the staff on the skills and strategies they have learned. In addition a model site will be set up for teachers to observe these strategies in practice.

Part D: Parental Engagement Activities

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

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

Begin description here:

PS 295 recognizes that parents are the first and best teachers of their children. Research shows that

Part D: Parental Engagement Activities

students who have involved parents perform better and achieve more academically. We work closely with the community-based organizations to provide our parents with education classes, health programs and other services.

With the assistance of our Parent Coordinator we will continue to provide weekly ESL classes for our parents. In addition we will provide monthly workshops that focus on family literacy and preparing children for standardized exams.

- Weekly ESL instruction will be funded by the PTA.
- Monthly parent workshops will begin in October and be held in the mornings at 8:30AM

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL		