



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS/IS 295

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 29/Q/295

PRINCIPAL: DEON LAVIGNE

EMAIL: DLAVIGN@SCHOOLS.NYC.GOV

SUPERINTENDENT: **LENON MURRAY**

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
Deon LaVigne	*Principal or Designee	
Nicole Taylor	*UFT Chapter Leader or Designee	
Shawn Yon	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Melissa Cody	Member/Teacher	
Kristen Remini	Member/Teacher	
Jennifer LaBella	Member/Teacher	
Shawn Yon	Member/Parent	
Janine Canton	Member/Parent	
Nichelle Fields	Member/Parent	
Saviri Persaud	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.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, students in grades 3-8 will have demonstrated that they have engaged in at least two literacy and two math performance tasks that has multiple entry points for all learners and which are embedded in a rigorous curriculum aligned to the Common Core Learning Standards as evidenced by individual student portfolios.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After looking at the results of our school's student performance on the ELA, Mathematics, and NYSESLAT state exams on the ARIS database, we have taken the initiative of aligning various end-of-unit assessments to the Common Core State Standards using a performance task. In order to further prepare our students to meet the rigor of the Common Core State Standards, we intend for the performance task to address students' deficiencies in literacy and mathematics to facilitate the transition into the new held standards.

GRADE	ELA with ASP	MATHEMATICS with ASP
3	58.5 2.92	68.5 3.17
4	50.0 2.83	57.4 3.14
5	52.0 2.95	68.0 3.38
6	88.5 3.36	91.8 3.80
7	72.1 3.13	83.6 3.63
8	78.9 3.21	82.5 3.43

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - strategies/activities that encompass the needs of identified student subgroups,
 - key personnel and other resources used to implement these strategies/activities,
 - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - timeline for implementation.

Activity #1

- Curriculum Planning:** Teachers will develop and continuously revise curriculum maps, lesson plans, instruction, and assessments by aligning them to the Common Core Learning Standards.
- Teachers will use interim assessments to monitor and revise curriculum based on the Common Core State Standards Performance tasks.
- Teachers will utilize ARIS, the New York State ELA and Mathematics Examination results, NYSESLAT, writing baseline, pre and post assessments, performance series results, and running records data to create differentiated cooperative groups.
- Teachers will utilize several professional resources, including content related material and technology resources (SMART Board, SMART Response, laptops) to develop and revise curriculum.

- Develop standards-based assessments to track academic progress of student subgroups and use multiple sources of student data to inform instruction.
- **Responsible Staff Members:** UFT Teacher Leader, Grade Leaders, Special Education Liaison, Data Specialist, Bilingual Coordinator, Network Instructional Specialists, Network Liaisons, Math Department, Consultants, UFT Teacher Center Support Coach, and Special Education Coordinator.
- **Implementation Timeline:** The timeline for implementation includes the completion of performance tasks in Math and ELA by the end of the 2012-2013 school year.

Activity # 2

- **Teacher Teams:** Weekly departmental Teacher Team meetings are held to identify student subgroups, analyze student work based on rubrics, and discuss the implementation of specific strategies towards an established goal. Student work is assigned and assessed based on the various Common Core Learning Standards.
- Collaborative lesson and assessment planning driven by the Common Core Learning Standard by content area and the analysis of student data.
- **Responsible Staff Members:** UFT Teacher Coach, Special Education Liaison, Grade and Content Area Teachers, Data Specialist, Bilingual Coordinator, Math Department, Humanities Department, Science Department.
- **Implementation Timeline:** September 2012 through June 2013

Activity #3

Professional Development: Staff members who have been identified and have received training in the Common Core Learning Standards provide professional development regarding the implementation of the Common Core State Standards during this transitional period.

- **Responsible Staff Members:** Staff Developers (internal and external), Principal, Assistant Principal, coaches, Network Support Team members and identified Common Core Teacher Leaders
- **Implementation Timeline:** September 2012 through June 2013

Steps for including teachers in the decision –making process

- o Teachers will meet weekly by departments to review and revise the curriculum with Common Core State Standards.
- o Teachers will discuss student data by grade level then discuss how to plan and set goals for students underperforming and those who exceed the performance levels
- o Inquiry teams will meet to review target population, analyze student data gathered from periodic assessments, and revise curriculum

Benchmark Assessments data will be collected and analyzed by departments and grade level

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Parent Coordinator will host workshops on understanding the Common Core Learning Standards and their implications on student learning and assessments.
 - Parent Coordinator will host a book club, discuss literature, watch the film version, and compare and contrast the book and the film. A discussion will be led on how to support their children by using strategies and skills aligned to the Common Core Learning Standards.
 - Parent Coordinator facilitates the resources of Learning Leaders within the building.
 - Monthly school calendars are created and sent home with students informing parents of upcoming events and the monthly school lunch memo on the reverse.
- Parents will be provided with the following resources: *Helping Your Child with Homework, Dial A Teacher, Expect Excellence*

Budget and resources alignment

- Indicate your school's Title I status: 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.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

As a non -Title I Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I, Title IIA Funds, Title III, ARRA and human resources to implement this action plan from Sept. 2012-June 2013

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Teacher and supervisor per session for after school programs and differentiated professional development.
 - Bilingual, Special Education, and UFT Teacher Center coaches to improve teacher effectiveness and to support implementation of the Common Core State Standards in content areas
 - Additional Guidance services to support the at-risk learner, and the socio-emotional concerns of students, including issues relating to violence and bullying
 - ELL innovation programs targeting the English language learner such as an online resources differentiated to student levels
 - Curriculum and staff development provided by UFT Teacher Center and professional consultants
 - Ready Now! An intensive English Afterschool Program for English Language Learner students to improve their language proficiency and prepare for a multiple of assessments
 - Saturday Enrichment Academy for all students which focuses on improving literacy and mathematical skills
 - ESL Academy for English Language Learners to improve on their oral language abilities and literacy
 - Additional services of the school support team including a family worker was added to support our school in an effort to improve attendance and improve the coordination of services for all students

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, students performing at levels 3 and 4 will increase by 8% across all grade levels as measured by the 2013 NYS Assessments.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 - Student Progress on the 2011-2012 Annual Progress Report indicated that few students improved on state tests in ELA and Math between 2011-2012, compared to other students who started at the same level.
 - Utilizing student's performance on data analysis such as ITA's and grade 3-8 state exam results to determine the areas of strengths and weakness.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Identify performance objectives aligned to the common core standards to create daily lesson plans that build skills that advance mastery and enrichment of the performance objectives.
- Teachers will develop cohesive lesson plans and develop rigorous tasks based on the Common Core Standards for ELA and Math.
- Develop assessments that are aligned to the identified performance standards in order to better assess student progress towards mastery.
- Utilize Inquiry Team findings to recognize targeted student subgroup.
- Benchmarking to target specific student needs.
- Informal/formal assessments (verbal and nonverbal) that breakdown skills and strategies and allow for a clear understanding of a student's ability in a particular area.
- Conferring on a daily basis not just for teacher updates but also for students to understand where their needs are and to make suggestions on how they can attain the goals that were cooperatively reached by the teacher and themselves.
- Weekly meetings with teachers about best practices or discoveries
- Grouping focusing on specific strategies and skills within Tier II instruction.
- Utilization of Acuity resources that target specific skills/strategies that individual students are weak in and prepare target instruction practice for students to work independently on using the computer.
- Utilizing Internet resources such as Study Island, Performance Series, and Brain Pop, that students can work on individually, in pairs or in groups.
- Cooperative learning opportunities where students have the opportunity to "lead" instruction on a skill/strategy to be taught.

- Dramatic presentations and discussions where students are empowered to use higher order thinking questions that they have created to debate, discuss or analyze by using evidence to support arguments in ELA and Math.
- Student led discussions about questions students may have about what they have read and/or thinking about an ELA and Math based topic that may be in a class drop box.
- Specific lessons that address specific reading strategies and skills that include differentiated materials based on student abilities.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Utilization of online grade book for transparency of student achievement
- Utilization of calendar in online grade book to make parents aware of upcoming assessments and tasks
- Posting of curriculum maps on eChalk website
- Providing materials and training to help parents work with their children to improve their achievements level
- Providing assistance to parents in understanding Federal standards and assessment
- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed need of the parents of children who attend our school and work to ensure that our school environment is welcoming and inviting to all parents.
- Host educational family events/activities during Parent-Teacher Conferences and throughout the school year to share information and respond to parent questions and inquires.
- Parents will be trained on how to use ARIS Parent Link.
- PC Host Workshops, information sessions on how to support their children by using strategies and skills aligned to the Common Core Learning Standards CCLS
- Utilizing web pages such as Echalk and StudyIsland to provide students and parents with ELA resources
- Utilizing online grade book, JupiterGrades to provide parents and students with ELA class scores.

Budget and resources alignment

- Indicate your school's Title I status: 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.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Our school has FSF, Title IIA, and Title III
- Supervisor per session (1 day per week)
- Professional instructional materials to support curriculum development during the regular school day
- Consumable instructional materials
- Teacher and Supervisor per session for after school programs and differentiated Professional development
- Additional Guidance services to support at-risk learner
- Curriculum and Staff development provided by UFT Teacher Center and various consultants. i.e. Network, Publishers, and UFT Teacher Center.
- Saturday Enrichment Academy for all students focusing on improving literacy and mathematical skills.
- Bilingual, Special Education and UFT Teacher Center Coaches to improve teacher effectiveness and to support implementation of the Common Core State Standards and Tasks in the content area.
- Utilization of internet resources such as StudyIsland, Brain Pop, IReady, that students can work on individually, in pairs, or in groups targeted to their individual ability levels.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 5% of students in the sub-group of ELL and Special Education learners will demonstrate an understanding of Mathematical and ELA concepts as they make 1 years progress towards achieving state standards as measured on the NYS assessment.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The need has arisen as evidenced in multiple school- wide performance data. As the school begins to implement the CCLS, it is essential to build conceptual understanding through skills practice and then scaffold upwards into problems involving applications of skills. The performance on the NYS Assessment reveals that these groups have underperformed other student groups. As a result, we have made progress for our SWD and ELL subgroup, a priority goal for the school year.

The data indicates that students in the sub-groups of ELL and Special Education learners have not performed at grade level against the NYS Standards in ELA. This has been compounded by the changes to the NYS testing program with the changes taking place in order to prepare students for the introduction to the Common Core Standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Address the needs of ELL and Special Education sub-groups through the following strategies and actions

- Small group instruction in classes
- Grouping the students by ability via the EDAP program
- Mainstreaming of special needs students into different subject areas
- Collect student work aligned to selected Common Core learning standards
- Teacher teams meet weekly to assess student work using a rubric and plan lessons that require evidence to support a claim.
- Teachers supported through the coaching model ~ Teacher Center
- ELL and Special needs students supported through a push-in, pull-out model
- Visits from Network Specialists to:
 - Observe self contained and support teachers by giving feedback and suggestions on how to deliver a more rigorous instructional program
 - Support teachers with suggestions on how to develop inclusive lesson plans for all populations in the targeted classes that include special needs students
- Professional Development for teachers on CCLS, specific to mathematics, encompassing but not limited to conceptual understanding, differentiation, curriculum

planning, etc.

- Interim Assessments to monitor and revise curriculum; the use of rubrics with the language of the standards to provide feedback to students regarding their work; use of data to plan and set goals to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning. Many of the classrooms are equipped with Smart boards or Document Cameras to assist in differentiation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Utilization of online grade book for transparency of student achievement
- Utilization of calendar in online grade book to make parents aware of upcoming assessments and tasks
- Posting of curriculum maps, calendars, school information, on eChalk website
- Providing CCLS materials and training to help parents work with their children to improve their achievement level
- Providing assistance to parents in understanding the Common Core Learning Standards and revised assessment
- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed need of the parents of children who attend our school and work to ensure that our school environment is welcoming and inviting to all parents.
- Host educational family events/activities during Parent-Teacher Conferences and throughout the school year to share information and respond to parent questions and inquiries
- Parents will be trained on how to use ARIS Parent Link
- PC Host Workshops, information sessions on how to support their children by using strategies and skills aligned to the Common Core Learning Standards CCLS
- Utilizing web pages such as eChalk and StudyIsland to provide students and parents with Math resources.
- Utilizing online grade book, JupiterGrades to provide parents and students with Math class scores
- Hosting targeted developmental workshops by age and grade to families on academic topics relating to the achievement of students with special needs and English Language Learners
- School wide intervention teams and personnel are maintained to address student needs on individual basis. i.e.: Guidance Counselor, Social Worker and Psychologists

Budget and resources alignment

- Indicate your school's Title I status: 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.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- The school has established a head-start program that not only focuses on improving the oral language abilities, emergent literacy skills but also the early mathematics concepts they will need in order to succeed
- Bully Intervention Program
- Supervisor per session (2 days per week) to administrate Title III program
- Professional instructional materials to support curriculum development during the regular school day
- Consumable instructional materials
- Teacher and Supervisor per session for after school programs and differentiated Professional development workshops.
- Additional Guidance services to support the at-risk learner
- Curriculum and staff development provided by Principal, Assistant Principal, Network Achievement Coaches and UFT Teacher Center Personnel.

ANNUAL GOAL #4 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 #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, students in the school's lowest third subgroup will progress in ELA and Math concepts by an 8% increase as measured on the NYS assessments across grades 3-8.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The need has arisen as evidenced in multiple school-wide performance data. As the school begins to implement the CCLS, it is essential to build conceptual understanding through skills practice and then scaffold upwards into problems involving applications of skills. The performance on the NYS Math and ELA Assessment reveals that this group has underperformed other student groups. As a result, we have made progress for our SWD subgroup, a priority goal for the school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Professional Development for teachers on CCLS, specific to mathematics, encompassing but not limited to conceptual understanding, differentiation, curriculum planning, etc.
- Interim Assessments to monitor and revise curriculum; the use of rubrics with the language of the standards to provide feedback to students regarding their work; use of data to plan and set goals to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiate.
- Identify performance objectives aligned to the common core standards to create daily lesson plans that build skills that advance mastery of the performance objectives.
- Develop assessments that are aligned to the identified performance standards in order to better assess student progress towards mastery.
- Utilize Inquiry Team findings to identify lowest 1/3 of the student population to recognize targeted student subgroups.
- Provide targeted 1/3 with resources such as After School; EDAP program will meet in grade-level and cross functional teams to review student data gathered from periodic assessments.
- Development of CCLS tasks based on new standards, Professional Development opportunities, teacher created discussion groups, Inquiry Team Work

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: 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.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Acquiring instructional materials that align with CCLS for mathematics (textbooks, workbooks, Acuity). Throughout the school year students will use StudyIsland, ALEKS, and Kuta software which provide additional mathematics support via a differentiated online platform
- Struggling students (low achieving, IEP, ELL) benefit from AIS, after school, small group instruction, smaller class sizes
- Supervisor per session (2 days per week) to administrate Title III afterschool program
- Professional instructional materials to support curriculum development during the regular school day
- Consumable instructional materials
- Teacher and Supervisor per session for after school programs and differentiated Professional development workshops
- Additional Guidance services to support the at-risk learner
- Curriculum and staff development provided by Principal, Assistant Principal, Network Achievement Coaches and UFT Teacher Center personnel
- After school Extended Day Program is a separate 50 minute component, twice a week, where targeted students are able to achieve additional support in a small group setting

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>Targeted students will receive the following services:</p> <p>Tier I Intervention is scheduled in the classroom by the classroom teacher. The classroom teacher will differentiate instruction by:</p> <ul style="list-style-type: none"> • Small Group Instruction • Guided Reading • Acuity • Partner Reading • Study Island • Peer Assisted Learning • Tumblebooks <p>Tier II Intervention is scheduled in the classroom by the teacher. The classroom teacher will differentiate instruction by:</p> <ul style="list-style-type: none"> • Use of Story Town Strategic Intervention Kit • Study Island • Small Group Instruction • Strategy Groups • Use of graphic organizers, repetitive instruction and modeling of skills and strategies • Modified Tasks • Two 50 minute after-school program: EDAP • Two 40 minute sessions pull out program. <p>Tier III is scheduled as a pull out program by the SETSS and AIS Teachers, 5, 40 minute periods per week.</p>		

	<ul style="list-style-type: none"> <input type="checkbox"/> Use of Story Town Intervention Stations – Primary and Intermediate <input type="checkbox"/> Foundations/ Double Dose <input type="checkbox"/> Small Group Instruction <input type="checkbox"/> Differentiated instruction will be tailored to the unique academic needs of each small group
Mathematics	<p>Targeted Students will receive the following services:</p> <p>Tier I Intervention is scheduled in the classroom by the classroom teacher. The classroom teacher will differentiate instruction by:</p> <ul style="list-style-type: none"> • Small Group Instruction • Study Island • Acuity • Math Games • Peer Assisted Learning <p>Tier II Intervention is scheduled in the classroom by the classroom teacher. The classroom teacher will differentiate instruction by:</p> <ul style="list-style-type: none"> • Small Group • Modified Tasks • Study Island • Strategy Groups • Tier II intervention strategy kit (Go Math Program) • <p>Tier III is scheduled as a pull out program by the SETSS and AIS teachers.</p> <ul style="list-style-type: none"> • Small Group Instruction • Differentiated Instruction will be tailored to the unique academic needs of each small group • Repetitive instruction of Math skills and strategies • Use of Manipulatives • Small Group Instruction focusing on keywords for math problems, reading problems and writing explanations. • Tier III intervention strategy kit (Go Math) • 100 minutes a week after-school instruction • Two 30 minute pull out program with teacher.

Science	N/A
Social Studies	N/A

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.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff attend hiring fairs to identify and recruit highly-qualified teachers
- Utilize the online TeacherFinder tool which identifies HQT Teacher candidates
- Rigorous interview process including lesson demonstrations
- Mentors are assigned to support struggling teachers
- Professional Developments and workshops are offered to staff
- Teacher support from coaches, grade leaders, assistant principal and principal
- Curriculum planning during the summer and school year to ensure teacher knowledge for the content, curriculum, CCLS and Performance tasks
- Teacher inter-visitations to support novice staff
- The school secretary works with the staff to ensure all required documentation and assessment deadlines are met
- Teachers are nurtured by the pairing of teachers to “buddy” newer teachers

**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.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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 (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend 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;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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.

Parents' Rights and Responsibilities

Students at PS/IS 295 will succeed when parents work closely with teachers, staff and administration to develop strong partnerships. As partners in education, parents, guardians, and other family members have certain rights and responsibilities.

They have the right to:

- ❖ A free public school education for their children;
- ❖ Be given access to information about their children's performance and the educational programs and opportunities available to them and their children;
- ❖ Be actively involved in the education of their children;
 - ❖ File complaints and appeals; and
- ❖ Translation and interpretation services in order to communicate effectively with the Department, in accordance with Chancellor's Regulation A-663, which is online at www.nyc.gov/schools/RulesPolicies/ChancellorsRegulations.
 - ❖ www.Psis295q.org

They have the responsibility to:

- ❖ Send their children to school ready to learn;
- ❖ Ensure that their children attend school regularly and arrive on time;
- ❖ Be aware of their children's class work, homework, progress, and problems;
 - ❖ Keep in touch with their children's teachers and administration;
 - ❖ Respond to communications from their children's school;
 - ❖ Attend important meetings and conferences; and
 - ❖ Treat all school staff members with courtesy and respect.

We Encourage Parents To:

- ❖ Read with their child daily;
- ❖ Set high expectations for their children;
- ❖ Help out at schools by volunteering time, skills, or resources;
- ❖ Get involved in Parent Associations or Parent-Teacher Associations; and
 - ❖ Take part in school and community programs.

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 Joseph Blaize	District 29	Borough Queens	School Number 295
School Name PS/IS 295Q			

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

Principal Deon LaVigne	Assistant Principal Renee Pepper
Coach	Coach
ESL Teacher Linda Chan	Guidance Counselor Colleen O'Connell
Teacher/Subject Area Melissa Cody/Librarian/Media	Parent
Teacher/Subject Area	Parent Coordinator Annette Davis
Related Service Provider	Other
Network Leader	Other

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	15
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	578	Total Number of ELLs	50	ELLs as share of total student population (%)	8.65%
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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. 

1. The initial process used to identify ELL students begins with the admission of the HLIS form. This form is given to each parent who is registering a child for the first time into the NYC public school system. The HLIS is administered by a trained pedagogue, usually the ESL teacher. The ESL teacher is also responsible for conducting an informal interview of the parents and/or child. Open-ended questions are asked to determine the dominant language and if necessary the HLIS is given in the home language. If a parent is unable to understand the information being given or the questions being asked, either a bilingual staff member or the Translation Unit is called for assistance. Each qualified member was trained using the HLIS form thereby understanding the "formula" for reading the form accurately. Each member was chosen for his/her prior experience with the intake process or holds an ESL license. When a new student is enrolled, an available, qualified pedagogue is called to assist with the intake. The ESL teacher will review the HLIS for accuracy.

After the initial identification process is completed and a new student is determined to possibly be eligible for ESL services, the grade appropriate LAB-R is given. The LAB-R (and Spanish LAB when applicable) is administered within 10 work days of the student's admission. If a student is eligible for ESL services, as determined by the initial hand-scored results of the LAB-R, a letter of invitation to attend a Parent Orientation is sent home in English and in the home language as per the NCLB Declaration of Rights for Parents of English Language Learners. If the home language is not available online, the Translation Unit is called for assistance. During the Parent Orientation an open question and answer session occurs (with translators), the required Orientation Video for Parents of Newly Enrolled English Language Learners is shown and the Program Selection Form is completed by the parent. First time entitlement letter is given to the parents. Parents are informed that all ELLs are administered the NYSESLAT in the spring to determine progress toward achieving proficiency. The ESL teacher will run an ATS report on RLER to identify the list of ELL students who are eligible to take the NYSESLAT. During the NYSESLAT testing period, students are tested individually for the speaking component. Students are tested by grade, in groups, for reading, writing, and listening components.

2. The structures in place to ensure that parents understand all three program choices available for ELL students are (initially) the Parent Orientation and video. This orientation is given within 10 days of the student's enrollment. It is always held by the ESL teacher. A sign-in sheet is kept on file. An agenda with a clear purpose is given to the parents. It is available in multiple languages. The purpose of this Parent Orientation is to inform the parents about the different programs available in the NYC public school system for their child so that he/she may make an informed program selection.

During the orientation, the parents may ask questions to clarify the differences between the programs. Available staff members, who are multilingual, are invited as translators. Our staff members speak Greek, Haitian, Italian, Polish, Chinese, Spanish, Urdu, Punjabi, and Bengali. If a parent speaks a language unavailable by personnel within our building, the Translation Unit is called for assistance. In addition, written materials are given to the parents describing the differences between these programs. These materials are available in multiple languages.

If a parent is invited to an orientation and does not attend a second request is mailed to the home and a phone call is made to ensure that the parent understands the purpose and importance of attending the orientation. If a parent needs a specific time or date, the ESL teacher makes her best efforts to rearrange their schedules to accommodate the need of the parent. This may also include meeting a parent

before school or during dismissal, during parent-teacher conferences or during a time when the ESL teacher is conducting an after school activity such as a Title III program. Parent Orientation are held multiple times every year as new ELL students are enrolled. They are held during varied times and days of the week to meet the availability of the parents.

Clear records are kept of all Parent Orientation dates, sign-in sheets, and individual meetings. All parent outreach efforts are recorded and all paperwork is kept on file. The school will maintain a list of parents who request Transitional Bilingual Education or Dual Language and if there are 15 or more students in two consecutive grades, then the school will either form a bilingual program or Dual Language program based on the request of the parents. When one of the programs is available, parents who previously chose the program will be informed.

3. Parent Selection forms are filled out with the help of translators during the Parent Orientation. Once the ESL teacher receives the Parent Selection forms, entitlement letters are distributed by the ESL teacher. The entitlement letters are available on the DOE website with different languages. The entitlement letters are sent home with the eligible students in both English and the home language to inform the parents about their children's entitlement for ESL. Copies of all ELL related paperwork are kept on file in the main office, in the cumulative folders and in the ESL classrooms. (This includes HLIS forms, entitlement letters, placement letters, continued entitlement letters and non-entitlement letters as a result of passing the NYSESLAT and/or the LAB-R). If a parent does not return the Parent Selection form they are contacted by phone, with the assistance of a translator, and the purpose and importance of returning these forms are explained. It is also made clear of the "default" program selection that the child may be placed in a bilingual program if the forms are not returned. At this time all parents who attended the Parent Orientation have opted for the freestanding ESL program available in our school.

4. The criteria and procedures used to place identified ELL students is that the parents are strongly encouraged to attend a Parent Orientation and view the video in their native language so that they may make an informed choice for their child's placement into one of the available programs. During the orientation, parents may ask questions to clarify the differences between the programs. In addition, written materials are given to the parents describing the differences between these programs. These materials are available in multiple languages.

5. After reviewing the Parent Selection Forms over the past few years, there is a clear trend that parents prefer freestanding ESL programs over bilingual or dual language programs. For the school year 2011-2012, 100% of parents have chosen ESL programs as their first choice. The school will continually maintain a list of parents who request a bilingual program and if there are 15 or more students in two continuous grades, then the school will form a bilingual program.

6. The program options at PS/IS 295Q align with the parents request for placement as per the Parent Selection Forms. Parent choice and options are always respected and fulfilled as per CR Part 154 Regulations. At PS/IS 295Q the only available program is freestanding ESL. Since no parents have requested bilingual or dual language programs for their child, there are no plans at this time to create those programs. Also, at this time we do not meet the requirements to open a bilingual program. The school will maintain a list of parents who request a bilingual program and if there are 15 or more students in two continuous grades, then the school will form a bilingual program.

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):
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Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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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	To t#
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	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
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0					0
Push-In	2	1	1	2	1	1								8
Total	2	1	1	2	1	1	0	0	0	0	0	0	0	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	50	Newcomers (ELLs receiving service 0-3 years)	46	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	46	0	8	3	0	0	1	0	0	50
Total	46	0	8	3	0	0	1	0	0	50

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

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
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 L	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								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____ Asian: ____ Hispanic/Latino: ____
 Native American: ____ White (Non-Hispanic/Latino): ____ Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	8	5	3	7	2	1								26
Chinese	1													1
Russian														0
Bengali	1		1											2
Urdu		2			1									3
Arabic	1	1	2	1		1								6
Haitian				1		1								2
French														0
Korean														0
Punjabi		2	1	2	1									6
Polish														0
Albanian														0
Other		1	1			2								4
TOTAL	11	11	8	11	4	5	0	50						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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?

A. Programming and Scheduling Information

1. (a) The organizational models for the ESL programs are Push-In and Pull-Out. PS/IS 295Q runs an eight period day. The school hours are 8:10a.m. to 3:00p.m., Monday through Friday. General Education ELL students are served through Pull-Out models. Special Education ELL students are served through Push-In model.

(b) The program models for ELL students in PS/IS 295Q are heterogeneous. ELL students are grouped by grades with mixed proficiency levels.

2. The ESL program at PS/IS 295Q has made every effort to ensure the NYS mandated minutes of support for ELLs. All ELLs who have scored beginning/intermediate on the LAB-R or NYSESLAT receive a minimum of 360 minutes per week. All ELLs who have scored advanced on the LAB-R or NYSESLAT receive a minimum of 180 minutes per week. This applies to both the Push-In and Pull-Out programs.

(a) The required ELA instruction mandates are met either during the content area classes or in the ESL classes. ESL classes devote half of the mandated minutes to explicit ELA instruction. Additional periods of ELA instruction are provided by classroom teachers with the support of the ESL teacher.

3. The language of delivery for content areas is English. To create an environment that will provide a positive learning experience in the content areas teachers are first informed of each ELL student's English level as per the data derived from the NYSESLAT. PS/IS 295 is currently using StoryTown from K-4 during literacy time. ELLs Extra Support kits from StoryTown are included in each grade to collaborate the same materials as the classroom teachers. Fifth grades are followed the Reader's Workshop model. ELL students in fifth grade group together during guided reading so extra support can be given during that time. PS/IS 295 uses sheltered English to assist New comers and ELL students who are at beginner level. ESL teacher, classroom teachers and content area teachers use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. The teachers will also differentiate instruction to meet the needs of the students. The students are grouped according to their language ability. Information is presented in a concise format making it more comprehensible. Instruction is scaffolded through the use of visual aides, such as, graphic organizers, venn diagrams, picture cards and charts are utilized. Content area vocabulary is presented using realia and picture dictionaries. This is supported (when possible) with bilingual dictionaries and content area glossaries.

4. PS/IS 295Q ensures ELLs are appropriately evaluated in their native languages by providing them translated NYS exams and word to word translated glossaries. If translated exams are not available in ELLs' native language, the Translation Unit is called to provide oral translation during State Exams. PS/IS 295Q library has bilingual books to support our new comers. ESL classroom also has bilingual books and books on tapes/CDs in students' native languages.

5. (a) At this time, there are no SIFE students enrolled at PS/IS 295Q. In the future, if there's any, intervention service, like AIS, Title III will be provided to help the SIFE students.

(b) ELL students who are considered to be newcomers get differentiated instruction with a strong emphasis on methodologies to increase basic vocabulary, spelling, grammar, and critical thinking skills. They are grouped together to allow for more individualized attention from the teachers. In addition, students are acclimated to life in the USA during trips outside of the building and through developing social skills and speaking skills with their teachers and peers. Newcomers also get Foundations, online resources to strengthen phonetic awareness preparing them to become fluent readers. TPR is used when appropriate. In the testable grades, newcomers receive Kaplan and Coach Test Prep.

(c) ELL students who are here for four to six years get differentiated/scaffolded instruction with an intensive emphasis on reading and writing strategies based on assessment. Word Work is incorporated on a regular basis to increase tier 2 and tier 3 academic vocabulary. Graphic organizers, hands-on-learning opportunities and picture prompts are used to deepen understanding and encourage critical thinking skills. Content area bilingual glossaries are available in home languages.

(d) ELL students who are considered to be long term are immersed in explicit ELA and ESL instruction. They use Coach and Kaplan test prep to ingrain good study and test taking skills. An abundance of figurative language and idioms are incorporated into vocabulary lessons. Grammar focuses on word order, sentence structure, syntax and rules that "deviate" from the norm. There is awareness between conversational language and academic language. There is focus on the development of content area, academic language skills. There is a shift from concrete to abstract; higher level thinking. In addition, all long term ELLs are strongly advised to attend AIS and are requested to attend Title III programs once a week. Students will be assessed periodically. These programs designate time for homework support and allow the students to use online resources to enhance learning social studies, science, ELA and math.

A. Programming and Scheduling Information

6. The majority of ELL-SWD students are in 12:1:1 Special Education classes. The ESL program model for these classes are push-in and pull-out. Each class has one fully certified special education teacher and two to three para-professionals. The students support services vary from OT, PT, speech, individual counseling and ESL. During push-in model, ESL teacher add scaffolding strategies to enhance students' reading, writing, and language skills. The scaffolding strategies include but not limited to manipulatives, visual support such as graphic organizers; software programs.

7. During the pull-out program, ELL-SWD students mix with general education students. The materials for ELL-SWD students are the same as in general class but with differentiated/scaffolded instruction with support from the ESL teacher. Currently PS/IS 295Q is using StoryTown in class for Reader's Workshop. ELL students gain extra support from the ELL component of the program to focus on phonemic awareness, reading, writing, and comprehension skills. ESL teacher add scaffolding strategies to enhance students' reading, writing, and language skills.

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:				

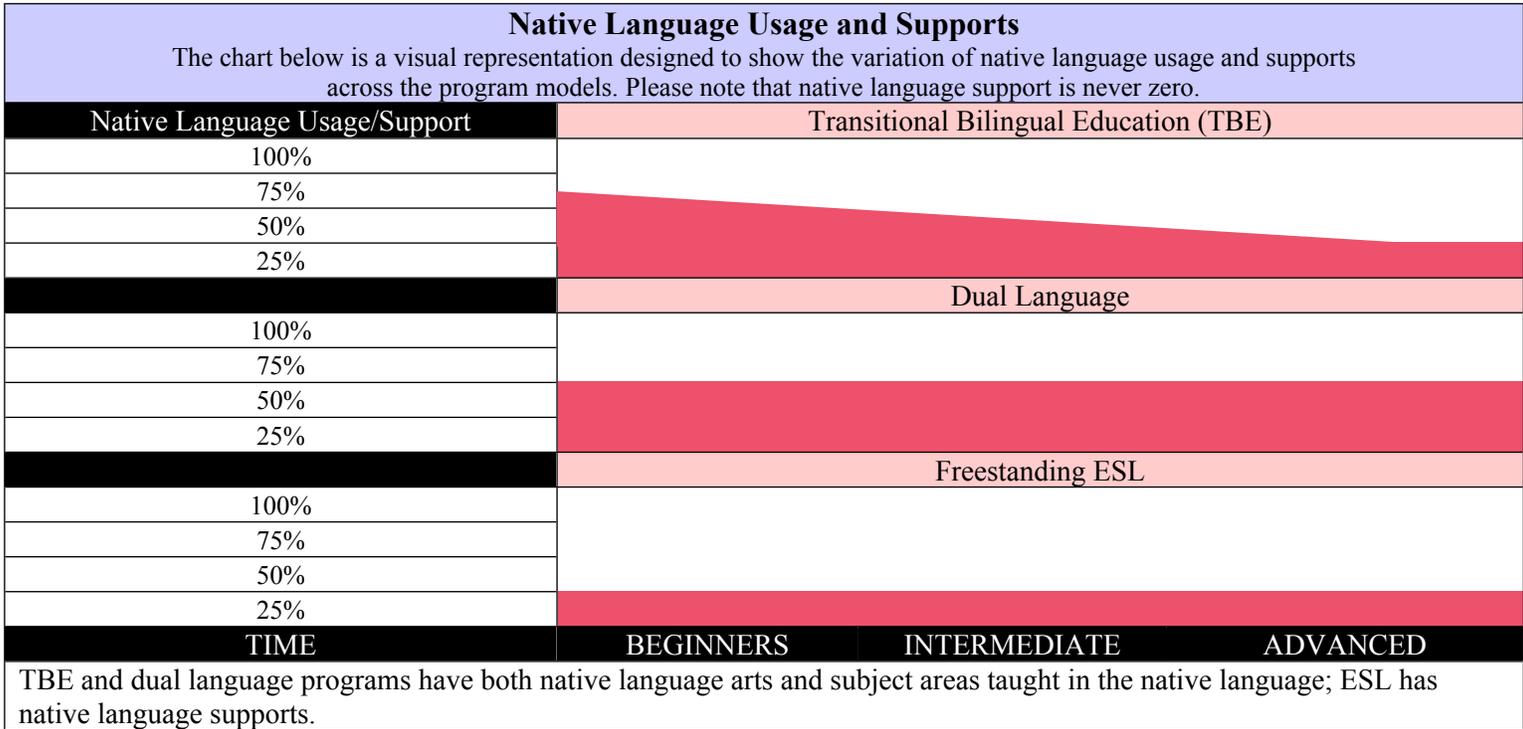
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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?

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

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

10. The new programs being implemented this year are Storytown from kindergarten to grade four. This is a reading /language arts program. StoryTown is filled with a variety of fiction and nonfiction literature. Fiction offerings include narratives, poems, plays, and fantasy while nonfiction features contemporary news articles, biographies, research material, and more. The program authors have included a robust vocabulary that helps to create a rich learning environment through carefully selected words. Clearly marked routes allow children to easily traverse Student Edition pages, while instructional planners help teachers navigate daily lessons and differentiate instruction. This program also include ELL Extra Support kits for each grade to collaborate instruction with the classroom teachers. Each lesson in StoryTown lasts 5 days. Each lesson includes: Question of the day, read aloud literature, phonics, spelling, reading comprehension skill, grammar and writing. There are also three types of assessment for the program to keep track of students' achievement: Benchmark assessments is to get the big picture on where students stand in relation to the standards, it is given three times a year; Theme tests are given at the end of each theme, these tests assess students' mastery of the standards; Weekly Lesson Tests are used to check understanding of each lesson (or part of it) before moving on.

11. The program we have chosen to discontinue is LessonWriter because they are replaced by Storytown.

12. At this time, the after school programs scheduled for our students in our building are Title III, CHAMPS, and FLAG football. These programs are all in after school. All currently ELL students and former ELL students for the past two years are invited to attend the Title III program. Letters are sent home to ask for parent's permission. As for CHAMPS, all students, including ELL students are welcomed to sign up and try out for this activity. Once they are chosen, they can perform for our school. For all the students, including ESL students, who are interested in FLAG Football, they can also sign up and try out for the team. Once they are chosen, they can represent our school to compete with other schools.

These programs are all after school. All students, including ESL students, with parent's permission are allowed to participate in all the programs offer by the school. The goals for CHAMPS and FLAG Football provides opportunity to develop a sense of belonging, support youth leadership development and promote respect and appreciation for diversity.

The school supplemental program (Title III) will assist ELLs and former ELLs who have passed the NYSESLAT within two school years to continue to develop strong academic skills in the areas of speaking, listening, reading and writing to meet the challenges of Common Core State Standards in all academic areas. This program will allow the participating teachers to analyze data, review test history and follow recommendations through teacher articulation for each child. Teachers will utilize the above information so students can be grouped for appropriate instructional differentiation. This differentiation will target student areas in need of improvement. Periodic informal and

formal assessments will be given to determine the student's progress and exit from the program. Students will be using Coach and array of online ELL "kid-friendly" websites in the academic areas of social studies, science, ELA and math. In addition, educational games will be utilized to enhance and develop critical thinking skills, math skills, spelling, and grammar to promote social interaction and speaking skills.

13. The instructional materials and technology available to the students are Foundation (Grade K-2) basic phonics for beginners and new comers; Study Island (Grade K-8 web-based instruction, practice, assessment and reporting built from Common Core State Standards. It includes rigorous academic content that is both fun and engaging. It provides research-based with proven results for all students. It's easy for the ELL students to use (in the lab, classroom, library or home); Storytown which already describe above at item 10 are used in Grade K-4; FOSS kits are used for science; anthologies are used in grades six through eight. All grades will also be implementing Schoolwide Fundamentals Writing Program. World Book online will also be available. Some additional resources include Getting Ready for the NYSESLAT series helps ESL students to get familiar with the NYSESLAT in Spring; Tumble Books is an online resources that allows students to listen to story online. This is especially useful for ESL students because they can work on their listening skill, Brainpop provides rich visual for ELL students. Students who are at beginner level and SWD can be benefit from this online resource.

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

15. The support and services available are age and grade specific. ELLs students will be served based on their age level. Instruction will be differentiated based on their language proficient level, not on the age level. Many of the programs span multiple grades and can be used for differentiation and scaffolding to meet the varied need of our students.

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

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

C. Schools with Dual Language Programs

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

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.

1. The Professional Development for school staff including subject area teachers, ESL teachers, special education teachers and classroom teachers can attend the following training sessions: ARIS, Storytown, Schoolwide Writing Fundamentals, Common Core Standards, inquiry team, Math PD, Aussie consultant Chris Botheras and Technology, PD Aussie consultant Ken Ellis, EChalk website and JupiterGrade. School personnel, including subject area teachers, ESL teacher, special education teachers, and classroom teachers can get additional information or workshop through the Office of English Language Learners. They can also get workshops that are provided by different universities, UFT weekend workshops and online PD.

2. The support available to the staff and students who are transitioning from middle school to high school comes directly through our guidance office. Our guidance counselor, Ms. Colleen O'Connell, has individualized articulation with the students. Mailings are sent home, in multiple languages, informing parents of upcoming open house events and high school fairs. Staff can also get information from the Office of English Language Learners and/or through UFT after school and weekend workshops.

3. ESL teacher will share and discuss ELL assessment data with classroom teachers to better support ESL students. ESL teacher will attend different grade meetings to share concerns with classroom teachers. ESL teacher is asked to turnkey information from monthly ESL PD related to common core during monthly faculty conference. Conference log with teachers is kept for record.

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?

1. Parents of ELLs are invited to participate in all school wide activities including PTA. PS/IS 295Q has a strong PTA that is highly involved with the activities in the school. Parents hold fundraisers to support events and workshops through bake sales and candy sales. Also, fundraisers are scheduled throughout the year for various charities. The PTA also holds different international celebrations. All flyers of activities are posted throughout school. If necessary, translation is provided by school personnel and by parents.

2. The Parent Coordinator, Annette Davis, hosts a minimum of one workshop every month for all parents including those of the ELL students. Mailings are sent out, in multiple languages, detailing the topic of the workshop and inviting parents to attend. Flyers are also hung throughout the building. The workshops vary from family oriented activities, such as, arts and crafts to educational workshops teaching parents how to access ARIS and JupiterGrade. Continuing from last year, classes will be offered to the parents of ELL students who are interested in improving their English language skills. These classes will be offered three times a week in the evening. These classes were taught by two teachers from PS/IS 295Q. The classes are offered through the Office of Continuing Education. In addition, teachers organize multiple events, fund-raisers, and trips. The following is a list of workshops and events for the 2011-2012 school year. Translation is available during these workshops. Others will be added:

- October - Make & Take
- October - Defensive Driving
- October - Helping Your Child with Homework
- October - Diabetes Education
- October - June - Crochet/Arts & Crafts
- November - ARIS Parent Training
- November - Learning CPR
- November - Strategies for Success/Common Core Standards
- November - June - Nutrition & Exercise
- December - Engaging Your Children in Reading through Storytelling
- December - Something in Cup
- January - Self Esteem
- January - Bookmaking/Bring Your Recipes
- February - Finding Resources to Help Your Child
- March - Meet & Greet Brunch
- April - Poetry Writing
- May - Creating Summer Reading List/TV Programs
- June - Educational Activities for Summer

3. The needs of the parents are evaluated through communications with the Parent Coordinator, question box at the security desk, written surveys and questionnaires. If parents need translation services, school personnel and parents are available.

4. The workshops are directly aligned with the needs of the parents as per their requests both verbally and through the surveys. Parents can also write down their comments and drop them in the question box by the security desk. If translation is needed, school personnel and parents are available.

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)	3	6	2	4	0	0								15
Intermediate(I)	2	3	0	4	3	3								15
Advanced (A)	6	2	6	3	1	2								20
Total	11	11	8	11	4	5	0	0	0	0	0	0	0	50

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				1
4	2	2			4
5	1	3			4
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		1							1
4	1		3						4
5			2	3					5
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	
4			2		3				5
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.

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

2. The data patterns across the NYSESLAT scores reveal that 22 out of 63 ELL students reached proficiency level in 2010-2011 school year. The NYSESLAT scores and this year's LAB-R show that the majority of students fall into the Advanced levels. There are same number of students fall into the beginner and intermediate levels. Approximately 35% of ELL students tested out ESL; 30% of ELL students fall into the beginner level across the grades. About 30% of ELL students fall into the intermediate level across the grades; approximately 40% of ELL students fall into the advanced level across the grades.

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

4. a) LAB-R as per 2011/2012 and NYSESLAT patterns and proficiencies across the grades as per 2010/2011 testing year:
 ~ Kindergarten: two ELL-SWD students scored beginner level. 9% of ELL students scored beginner level; 18% of ELL students scored intermediate level and 55% of ELL students scored advanced level.

The following comparisons are based on the NYSESLAT for each modality from the testing years 2009/2010 to 2010/2011.

~ First Grade: One student was not in the United States and she did not take the NYSESLAT; therefore, she remains in the beginner level as the LAB-R indicated. 100% of ELL students made gains on the speaking/listening modalities; 70% of ELL students made gains on the reading/writing modalities.

~ Second Grade: There are two new comers just enrolled in our school. One is a beginner and the other one is an advanced. 100% of ELL students made gain on the speaking/listening modalities and 100% of ELL students made gain on the reading/writing modalities.

~ Third Grade: One student just enrolled in our school who is a beginner. 100% of ELL students made gain on the speaking/listening modalities and 67% of students made gain on reading/writing modalities and 33% of the students did not make any gain on these modalities.

~ Fourth Grade: 75% of ELL students made gain on speaking/listening modalities and 25% did not made any gain because the student scored a proficient level. 100% of ELL students made gain on reading/listening modalities.

~ Fifth Grade: 100% of ELL students made gain on speaking/listening modalities and 100% made gain on reading/writing modalities.

~ All ELL students in grade six to eight tested out ESL. Currently, there is no ELL students in those grades.

The following analyses show the breakdown of levels scored on ELA as per the 2010/2011 school year.

~ Third grade: This year's third graders haven't take the ELA yet. There is a hold over students who scored a level one on ELA.

- ~ Fourth grade: 50% ELL students scored a level 1 on ELA who are all SWD. 50% of the ELL students scored a level 2.
- ~ Fifth grade: 25% ELL students scored a level 1 on ELA and 75% scored a level 2. 100% of the ELL students made gain on ELA.

The following analyses show the breakdown of levels scored on NYS Math exam as per the 2010/2011 school year.

- ~ Third grade: This year's third graders haven't take the NYS Math exam yet. There is a hold over student who scored a level one on NYS Math exam.
- ~ Fourth grade: 25% ELL students scored a level 1 on NYS Math exam. 75% of the ELL students scored a level two on NYS Math exam.
- ~ Fifth grade: 100% of ELL students scored a level 2 on NYS Math exam. 50% of the ELL students made gains on NYS Math exam and 50% did not make any gains.

The following analyses show the breakdown of levels scored on NYS Science as per the 2010/2011 school year.

- ~ 60% of ELL students scored a level 3 on NYS Science exam; 40% of ELL students scored a level 2 on NYS Science exam.

The majority of ELL students in testing grades took the state exams in English even the exams in their native language are provided.

b) The school leadership and teachers use the results of the ELL Periodic Assessments for targeting certain skills that need more assistance. The results of the ELL Periodic Assessments can help classroom teacher to differentiate with the support of the ESL teacher.

c) Our school can use the ELL Periodic Assessments to predict the success in NYSESLAT. Our school can also use the results to know the areas in weaknesses and strengths of our ELL students.

Our school library and ESL classroom have bilingual books to support ELL students' native language. Tumble book is a schoolwide internet resource for Spanish speaking students. Native language support is delivered through the use of bilingual dictionaries and glossaries. ELL students are provided state exams in their native languages.

5. There is no dual language at this school.

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: PS/IS 295Q

School DBN: 29Q295

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Deon LaVigne	Principal		10/26/11
Renee Pepper	Assistant Principal		10/26/11
Annette Davis	Parent Coordinator		10/26/11
Linda Chan	ESL Teacher		10/26/11
	Parent		
Melissa Cody/Library/Media	Teacher/Subject Area		10/26/11
	Teacher/Subject Area		
	Coach		
	Coach		
Colleen O'Connell	Guidance Counselor		10/26/11
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **29Q295**

School Name: **PS/IS 295Q**

Cluster: _____

Network: **CFN531**

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.

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

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

The major findings of our school's written translation and oral interpretation needs are during "Meet-the-Teacher" nights, Parent-Teacher Conferences and Parent-Orientations. The data collected regarding the written and oral translation needs of our parents indicates that it is necessary to have translation services for several bilingual populations including Spanish, Punjabi and Urdu. Before any events, the ESL teacher, the Parent Coordinator and PTA will arrange para-professionals who speak those high-needed languages to assist in translation. If a language is not available, the Translation & Interpretation Unit or DOE vendor will be contacted for those events.

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.

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: PS/IS295Q	DBN: 29Q295
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: 44
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 2

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: This direct instruction supplemental program will assist ELLs and former ELLs who have passed the NYSESLAT within two school years to continue to develop strong academic skills in the areas of speaking, listening, reading and writing to meet the challenges of Common Core Learning Standards in all academic areas. This program will help the ELLs and former ELLs to meet the New York City established instructional expectations which align to Common Core Learning Standards. In order to be succeed in rigorous academic environment, ELLs need a scaffolded curriculum to help them access the content. These scaffolding strategies include: modeling, activating and bridging prior knowledge, text representation, metacognitive development, contextualization, and building schema.

The Title III Supplementary Program will also allow the participating teachers to analyze data, review test history and follow recommendations through teacher articulation for each child. Teachers will utilize the above information so students can be grouped for appropriate instructional differentiation. This differentiation will target the student areas of improvement. Periodic informal and formal assessments will be given to determine the student's progress and exit from the program.

All ELLs and former ELLs in Grades 3 to 6 will be invited to participate this program.

The direct instruction supplemental program will be provided on Monday from 2:45p.m. to 4:15p.m. The program will starts on Monday, November 19rd, 2012 and end on May 20th, 2013. There will be total of 17 sessions. The instructional sessions focus on supporting the student to bridge the cap to reach and exceed the CCLS in ELA and Math.

English will be the language of instruction for this program.

There will be two certified ESL teachers and two testing grade teachers in this program. The ESL teachers will team teach with the content area teacher to strengthen students' comprehension and Math skills.

Students will be using New York Content Reading and Math to enhance their comprehension and writing skills. The materials are aligned with Common Core State Standards. Moreover, online educational software called Achieve3000 will be purchased to assist students' reading comprehension. Achieve3000 is a web-based differentiated K-12 reading program that uses email, technology, and current events to strengthen students' literacy skills. The program is differentiated to meet each student's own reading level, all students can read the same article and participate in class discussions together. From this program, students can master essential reading comprehension and writing skills using daily non-fiction personalized for their English reading level. Both the full Spanish and full English programs have an online assessment which identifies each student's reading level. The information

Part B: Direct Instruction Supplemental Program Information

gleaned from the use of Achieve 3000 allows teacher is have immediate assessment information about the students progress. Achieve3000 addresses the needs of English Language Learners (ELLs)—including Students with Interrupted Formal Education (SIFE) and long-term ELLs (LTEs)—by building skills in reading comprehension, vocabulary and writing.

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: The Title III funding will provide Professional Development for ESL teachers and common branch teachers who have ELLs in their classrooms. Workshops will be scheduled to outline basic ESL strategies that can easily be adapted into the content areas by common branch teachers. In addition, time will be given to explain the components of and preparation for the NYSESLAT. Some of the main focuses of the PD sessions this year will be content area vocabulary and ELL differentiation, scaffolding lesson plans, help ELL students to prepare for state exams and inform parents of the CCLS and the educational shift of expectations of the students, getting ready for NYSESLAT, and data analysis to better focus individual instructional needs for each child. Teachers can also use the PD time as collaborative inquiry to focus on how and what students are learning. The PD will be held once a month for an hour for each session starting November.

PD Dates and Topics:

November 5th: Common Core and ELL Students

December 5th: Planning with Scaffolding Strategies

January 9th: Monitoring Student Progress

February 4th: Looking At the Questions in ELA exam. What types of questions and key words.

March 4th: What to look for in Math Exam: vocabulary, key words, labels.

April 3rd: Getting Ready for NYSESLAT

May 06th: Feedback and Analyze Students' Progress

Part D: Parental Engagement Activities

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: Parents of ELLs are invited to participate in after school activities provided by the ESL teachers. There will be four workshops for the parents of ELLs that will impact higher achievement for ELLs. The workshops will include Common Core State Standards and ELL students/ Helping Your Child at Home Even Though You Do Not Speak English; Preparing Your Child for ELA State Exam; Preparing Your Child for Math State Exam, and Preparing Your Child for NYSESLAT. Flyers will be sent home to each ELL parents in English and their native languages. Each workshop will last an hour and half with half hour preparation for the teacher. Workshops will be offered in the morning and evening on the same day to best address all parents. The workshop topics are as follow:

December 5, 2012: Common Core for ELLs and Expectations

February 13, 2013: ELLs and State ELA exam

February 27, 2013: ELLs and State Math exam

April 24, 2013: Getting Ready for NYSESLAT

Part E: Budget

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

Allocation Amount: \$11200

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 	\$5,106.12 \$1,401.68	2 ESL and 2 CB teachers will be paid per-session rate for 17 weeks/1.5 hours at the rate of \$50.06/hour. 2 ESL and 2 CB teachers will be paid per-session rate for 7 sessions/1hour for PD Development.
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 	\$2,000.00	CCLS practice books

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
supplemental. <ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		Vocabulary Journals Chart Papers Markers
Educational Software (Object Code 199)	\$2,291.72	Achieve3000
Travel		
Other	\$400.48	Parent Engagement: 1 teacher will be paid per-session rate for 4 sessions/2 hour at the rate of \$50.06/hour
TOTAL	\$11,200	