



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS/IS 295
DBN (i.e. 01M001): 29Q295
Principal: DEON LAVIGNE-JONES
Principal Email: DLAVIGN@SCHOOLS.NYC.GOV
Superintendent: LENON MURRAY
Network Leader: JOSEPH BLAIZE

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Deon LaVigne-Jones	*Principal or Designee	
Colleen Chiauzzi	*UFT Chapter Leader or Designee	
Hazel Palmada	*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	
Esther Roberts	Member/ Parent	
Nalini Sahadeo	Member/ Parent	
Sandra Watson	Member/ Parent	
Katia Cadet	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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.

100% of teachers will engage in professional discourse to deepen and broaden work around the Common Core Learning Standards (CCLS) by engaging closely with and examining school-wide implementation of the Citywide Instructional Expectations (CIE). Specifically, by June 2014, all students will engage in challenging assignments that will accelerate their learning and deepen their conceptual understanding in all content areas, measured by the 2014 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.

A review of the results of our school's performance on the 2012 – 2013 ELA, Mathematics and NYSESLAT state exams on the ARIS database, we have aligned our new curriculum and various end of unit assessments and performance tasks to the CCLS. In addition, we are utilizing the data collected from the Performance Series assessments and I-Ready diagnostic tools to drive instruction.

Grade	ELA	Math
3	2.63	3.10
4	2.61	2.97
5	2.56	2.35
6	2.79	2.86
7	3.13	3.14
8	2.84	2.94

*As evidenced from our 2012 - 2013 Progress Report

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

The Common Core Learning Standards will be the foundation of our curriculum development. According to the New York State Education Department, the main goals of CCLS are to provide a “common core of standards that are internationally benchmarked, aligned with work and post-secondary education expectations, and inclusive of the higher order skills that students need” (NYSED, 2012).

The research based instructional activities that will be used to support the goal have been selected based on the premise that all learners, Pre-k thru 8, must be prepared for college and professional life. These strategies and activities will include:

Strategy 1

Implementation of the New York City DOE Instructional Expectations.

Activity 1

Professional Development will be provided to support staff in the understanding and implementation of Citywide Instructional Expectations and CCLS. During this time, staff will plan, implement, and reflect in bi-monthly professional development targeted towards improving student outcomes to ensure students are college and career ready.

Strategy 2

Staff will engage in a strategic planning process in which we align Common Core resources to develop a culture that uses the learning cycle of planning, teaching, and assessing. Staff will purposefully evaluate and adjust the use of organizational resources and the quality of teacher team work and professional development practices, with particular attention to what teachers need to learn to support student mastery of the CCLS.

Activity 2

Staff will meet weekly during a common planning period to pace and sequence curriculum, refine lessons to meet students' needs, and reflect on the next steps to support student progress. While refining lessons, teachers will incorporate higher order thinking skills, multiple entry points, and rigorous tasks.

1.

B. Key personnel and other resources used to implement each strategy/activity

1. Personnel

Administrative support, UFT Teacher Leader, Classroom Teachers, Teaching Assistants, Grade Leaders, Special Education Liaison, Data Specialist, ESL Coordinator, Service Providers, Guidance, Network Instructional Specialists, Network Liaisons, Math Department, Consultants, UFT Teacher Center Support Coach, and Special Education Coordinator.

2. Personnel: UFT Teacher Leader, Grade Leaders, Special Education Liaison, Data Specialist, ESL Coordinator, Network Instructional Specialists, Network Liaisons, Math Department, Consultants, UFT Teacher Center Support Coach, and Special Education Coordinator.

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By June 2014, staff will have engaged in the review of the NYC Instructional Expectations to establish an instructional focus that narrows the gap between what the standards describe and what students currently know and are able to do.

2. By June 2014, teachers will implement a new Core Curriculum, pacing calendars, lesson plans, instruction, and additional assessments which are aligned to the Common Core Learning Standards to improve student outcomes.

- Teachers will use interim assessments to monitor and revise curriculum based on the Common Core State Standards
- Teachers will analyze data, including embedded formative and summative assessments, to create differentiated cooperative groups
- Teachers will utilize a standards-based Core curriculum (ReadyGen K-2 and Expeditionary Learning 3-8) to provide rigorous instruction
- Technology resources (SMART Board, SMART Response, laptops) will be accessed to assist in the development and revision of curriculum
- Develop standards-based assessments to track academic progress of student subgroups and use multiple sources of student data to inform instruction

D. Timeline for implementation and completion including start and end dates

Timeline

September 2013 – June 2014

1. Administrators will join team meetings on a regular basis and coordinate this work across grades
2. Teachers will engage in job-embedded professional learning as they explore ways to implement pedagogical practices that focus on the following instructional shifts:
3. In Math; require fluency, application, and conceptual understanding
4. In Literacy, social studies and science; require students to ground reading, writing, and discussion in evidence from text. As well, build a solid foundation of text dependent questioning strategies to support deeper inquiry into content.
5. Teachers will develop a shared understanding of the CCLS and the expectations of college and career readiness by immersing in rigorous, ongoing professional development
6. Teachers will participate in weekly team planning meetings that focus on the implementation of the CCLS and expectations
7. Teacher teams will meet regularly to design and edit formative and summative assessment tools in order to constantly review curriculum for changes
8. Teachers will devise and use rigorous tasks to assess student performance and to evaluate curriculum
9. Teachers will participate in using protocols to look at student work that support a clear picture of student ability and achievement
10. Teachers will make instructional adjustments based on looking at student work, interim assessments, and data
11. Teachers will produce units and lesson plans that support all learners
12. Literacy teachers will implement units of study that asks students to read and analyze informational texts and write opinions and arguments
13. Math teachers will engage students in cognitively demanding tasks that requires them to demonstrate their ability to model and/or construct and explore the reasoning behind arguments to arrive at a viable solution

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Programmatic Details/Resources

Documents and videos from the ARIS community, DOE website, and Engageny.org will be presented to the staff. UFT Teacher Center Specialist and Teacher Leaders will work to improve our teacher effectiveness and to support implementation of the Common Core.

2. Programmatic Details/Resources:

Embedded P.D.

- Expeditionary Learning
- ReadyGen
- GoMath

Instructional Tools

- I-Ready Diagnostic
- Performance Series results
- ARIS
- New York State ELA and Mathematics Examination results

- Performance Assessment baseline
- pre and post assessments
- Running records data

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).

As a Title 1 SWP school, PS IS 295 supports parents and families of all students by providing workshops to help parents work with their children to improve their literacy and math achievement levels. The school provides parents with the information and training that supports the education of their children and provides assistance to parents in understanding Common Core Learning Standards and assessments.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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.

We will continue to formalize individualized professional development plans by implementing Charlotte Danielson's *Framework for Teaching*. This researched-based teaching framework will provide clear expectations for teacher practice and serve as the focus for teacher development.

By June 2014

- 100% of teachers will receive a detailed professional development plan based upon Charlotte Danielson's *Framework for Teaching* in all twenty-two competencies after observations by Principal or Assistant Principal and timely feedback sessions
- 100% of teachers will participate in professional development to support their professional growth

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.

During the needs assessment work that the Core Leadership Team conducted during the 2012 - 2013 school year, it was determined that the next stage in development at PS/IS 295 needed to be in the area of teacher development. Specifically, work in the following 3 areas:

1. Designing lesson plans
2. Questioning and discussion techniques
3. Student engagement

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Strategy 1: Principal and Assistant Principal will give feedback to teachers during post observation sessions following short cycle observations and formal observations.

Activity 1: By June 2014

- All teachers will receive professional development on Danielson’s *Framework of Teaching* at a minimum of three hours, monthly through faculty conferences, grade meetings
- All teachers will receive the NYC DOE adopted 2013 Danielson rubric
- The school will facilitate teacher-to-teacher inter-visitations and formative classroom observations by school leaders
- Principal and Assistant Principal will conduct a minimum of 3 informal observations. In addition, teachers will either be observed formally once or opt for six informal observations

B. Key personnel and other resources used to implement each strategy/activity

1. Personnel

2. Administrative support, UFT Teacher Leader, Classroom Teachers, Teaching Assistants, Grade Leaders, Special Education Liaison, Data Specialist, ESL Coordinator, Service Providers, Guidance, Network Instructional Specialists, Network Liaisons, Math Department, Consultants, UFT Teacher Center Support Coach, and Special Education Coordinator

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The objectives of the administrative feedback will be to actively support teacher growth by:

- Providing support to teachers through frequent classroom visits, actionable feedback, coaching, and professional development aligned to Danielson’s *Framework for Teaching*, the Common Core, and other content standards
- Planning for and implementing required trainings on the new system of teacher evaluation and development as the new evaluation system becomes available

1.

D. Timeline for implementation and completion including start and end dates

September 2013 – June 2014

1. Administrators will join team meetings on a regular basis and coordinate this work across grades.
2. Teachers will develop a shared understanding of the CCLS and the expectations of college and career readiness by immersing in rigorous, ongoing professional development
- 3.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Programmatic Details/Resources

Documents and videos from the ARIS community, DOE website, and Engageny.org will be presented to the staff. UFT Teacher Center Specialist and Teacher Leaders will work to improve our teacher effectiveness and to support a deeper understanding of the Danielson *Framework for Teaching*.

1.

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).

As a Title 1 SWP school, PS IS 295 supports parents and families of all students by providing workshops to help parents work with their children to improve their literacy and math achievement levels. The school provides parents with the information and training that supports the education of their children and provides assistance to parents in understanding Common Core Learning Standards and assessments.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #3

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 2014, Students with Disabilities will show an increase by 3% in understanding of Mathematical and ELA concepts as compared to their performance on the 2013 NYS exams in those content areas. Progress will be measured by their 2014 test scores.

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.

Multiple sources of performance data, including the performance on the NYS assessments, reveal that Students with Disabilities population has underperformed other student groups in their performance on the State assessments.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Strategy 1
Teachers will engage in professional development centered around Special Education Reforms to meet the needs of this subgroup.

Activity 1
Professional Development with Network CEI-PEA 531 liaisons: The liaisons will partner with PS /IS 295 SWD staff to develop plans, teaching strategies and techniques that improve student learning outcomes. These initiatives include but are not limited to the following:

- To develop curricula using the Universal Design for Learning process
- Develop a series of teaching points that build from concrete to abstract that address the writing process and content demands as defined by the Common Core Learning Standards (CCLS)
- Use CCLS-aligned, grade-specific rubrics (with common categories and point system) as both an instructional and assessment tool
- Weekly classroom visitations to observe and provide feedback
- Norma Williams is providing Network Support for teachers of Students with Disabilities

Strategy 2
Teachers with SWD will use the data analysis from the NYS assessments to implement and refine curricula aligned to the Common Core Standards.

Activity 2
During grade level and Special Education Team meetings teachers within their grade-level bands will focus on the continual and successful implementation of the common core curriculum. The focus will be in the following area:

- Teachers use of CCLS-aligned, grade-specific rubrics to assess student work in the area of CCLS shifts in information writing and opinion

writing

- Student progress based on data from teacher-made tests, periodic assessments, performance-based assessments and reports from enrichment software programs i.e. I-Ready and Performance Series

Strategy 3

Students with Disabilities will be mainstreamed based on data analysis.

Activity 3

1. Using flexible programming, SWD will be mainstreamed in subjects areas such as ELA and Math

B. Key personnel and other resources used to implement each strategy/activity

1. ELA teachers, content area teachers, and ELL teachers play a vital role in developing and reinforcing literacy skills in all subject areas.
2. All staff members have been trained to utilize Instructional tools such as I-Ready programs from the vendor.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- The effectiveness of professional development and initiatives to improve student progress will be measured by:
 - Implementation of professional development strategies and techniques as evident in student work and formal observations
- Impact on student progress/achievements will be gauged based on student progress on teacher-made tests, periodic assessments, and the 2013-2014 NYS ELA and Math tests. The goal is that the number of special needs students and ELL students performing on level 1 and 2 will improve by 10%.

1.

D. Timeline for implementation and completion including start and end dates

1. September 2013- June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Staff will use the following:

- SESIS
- Expeditionary Learning
- ReadyGen
- Universal Design for Learning
- Technology including SMARTboards
- CCLS

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).

As a Title 1 SWP school, PS IS 295 supports parents and families of all students by providing workshops to help parents work with their children to improve their literacy and math achievement levels. The school provides parents with the information and training that supports the education of their children and provides assistance to parents in understanding Common Core Learning Standards and assessments.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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 2014, students in the school's lowest third subgroup will progress in ELA and Math concepts by a 3% increase as measured on the NYS assessments across grades 3-8.

Grade	English Language Art	Math
3	1.92	2.16
4	1.77	1.96
5	1.79	1.76
6	2.04	2.13
7	2.38	2.32
8	2.09	2.17

*Average score of lowest third population based on 2013 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.

Data analysis of the 2013 NYS ELA and Math assessments show a need to deepen differentiation of instruction so that all lessons provide appropriate challenge and maximize progress in student learning.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Strategy 1

Professional Development for teachers on CCLS encompassing but not limited to conceptual understanding, differentiation, and implementation new curriculum.

Activity 1

Professional development will be scheduled on an ongoing basis including but not limited to the following topics:

- Danielson Framework Competencies
- Unpacking the Curriculum

- Best Practices That Supports CCLS Instructional Strategies and Techniques
- Questioning and Discussion Techniques
- Analyzing Student Work to Inform Instruction
- How to Use Qualitative and Quantitative Data

Strategy 2

To reinforce literacy skills and strategies in all content area classrooms, teachers will incorporate ELL strategies (i.e. visuals for writing prompts, use of cognates, etc.), introduce and explain academic vocabulary in classrooms, and use resources that parallel current assessment designs.

All staff members identify focus groups based on the lowest third population in ELA and Mathematics to provide instruction tailored to meet the needs of the students.

Activity 2

Staff will support focus groups by:

- Employ assessment materials that use format and wording similar to the NYS ELA, Math, and NYSLAT Exams
- Utilize Inquiry Team findings to identify lowest 1/3 of the student population to recognize targeted student subgroup
- Identify performance objectives aligned to the common core standards to create daily lesson plans that build skills that advance mastery of the performance
- Make adjustments to the unit of study, lessons and teaching practices based on gaps in learning in relation to CCLS and individual student growth
- Objectives using 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; development of inquiry as teams of teachers use case studies and data to inform instruction
- Actively monitor student work and progress across the school year
- Provide additional instructional support through Extended Day, afterschool, and additional enrichment opportunities

B. Key personnel and other resources used to implement each strategy/activity

1. UFT Teacher Leader, Grade Leaders, Special Education Liaison, Data Specialist, ESL Coordinator, Network Instructional Specialists, Network Liaisons, Math Department, Consultants, UFT Teacher Center Support Coach, and Special Education Coordinator.
2. UFT Teacher Leader, Grade Leaders, Special Education Liaison, Data Specialist, ESL Coordinator, Math Department, Consultants, UFT Teacher Center Support Coach, and Special Education Coordinator.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The effectiveness of professional development and initiatives to improve student progress will be measured by:
 - implementation of professional development strategies and techniques as evident in student work and formal observations
2. The periodic analysis of data from periodic assessments, baselines, classroom assessments, enrichment software programs such as I-Ready diagnostics, and Performance Series assessment
3. The impact of servicing the focus group will be based on:
 - the quality of student work, lesson plans, and instructional rigor as evident by documented administrative short cycles/formal observations
 - the analysis of data from periodic assessments, baselines, classroom assessments, enrichment software programs such as I-Ready diagnostics, and Performance Series assessment
 - Student progress and achievements on the NYS ELA and Mathematics assessments

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014
2. September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Staff will use the following:
 - Expeditionary Learning
 - ReadyGen
 - GoMath
 - I-Ready Diagnostic
 - Ready NY CCLS Resources
 - Performance Series results
 - ARIS
 - New York State ELA and Mathematics Examination results
 - NYSESLAT
 - Performance assessment baseline
 - pre and post assessments
 - Running records data
 - NYS Progress Coach Empire Edition ELA/Math
2. Staff will use the following:
 - Universal Design for Learning
 - Expeditionary Learning
 - ReadyGen

- GoMath Intervention Kit
- I-Ready Diagnostic
- Performance Series results
- ARIS
- New York State ELA and Mathematics Examination results
- NYSESLAT
- Performance assessment baseline
- pre and post assessments of unit study
- Running records data

1.

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).

As a Title 1 SWP school, PS IS 295 supports parents and families of all students by providing workshops to help parents work with their children to improve their literacy and math achievement levels. The school provides parents with the information and training that supports the education of their children and provides assistance to parents in understanding Common Core Learning Standards and assessments.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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 #5

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

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<p>ELA</p>	<p>Targeted students will receive the following services: Tier 1 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 • Partner Reading • I-Ready Diagnostic & Toolkit • Peer Assisted Learning • Saturday Standards of Learning program <p>Title II Intervention is scheduled in the classroom by the teacher. The classroom teacher will differentiate instruction by:</p> <ul style="list-style-type: none"> • Guided Reading • Modified Instructional Task • I-Ready Diagnostic & Toolkit • Small Group Instruction • Strategy Groups • Use of graphic organizers, repetitive instruction and modeling of skills and strategies • Modified Task • Two 40 minute after school program: EDAP • Saturday Standards of 	<ul style="list-style-type: none"> • Small Group • One-to-One 	<ul style="list-style-type: none"> • During School • After School • Title III is scheduled as a pull out program by the SETSS, 2 x a week and AIS Teachers, 2x, 40 minute periods per week.

	<p>Learning</p> <ul style="list-style-type: none"> • Readingworks.org <p>Title III Intervention is scheduled in the classroom by the teacher. The classroom teacher will differentiate instruction by:</p> <ul style="list-style-type: none"> • Guided Reading • I-Ready Diagnostic & Toolkit • Strategy Groups • Readingworks.org • A to Z leveled readers • Explicit Vocabulary Instruction 		
<p>Mathematics</p>	<p>Targeted students will receive the following services: Tier 1 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 • I-Ready Diagnostic & toolkit • Math Games • Peer Assisted Learning • Saturday Standards of Learning program <p>Title II Intervention is scheduled in the classroom by the teacher. The classroom teacher will differentiate instruction by:</p> <ul style="list-style-type: none"> • Modified Instructional Task • I-Ready Diagnostic • Small Group Instruction • Strategy Groups • Use of graphic organizers, repetitive instruction and modeling of skills and 	<ul style="list-style-type: none"> • Small Group • One-to-One 	<ul style="list-style-type: none"> • During School • After School

	<p>strategies</p> <ul style="list-style-type: none"> • Modified Task • Tier II intervention strategy kit (Go Math Program) • Two 40 minute after school program: EDAP • Saturday Standards of Learning <p>Title III is scheduled as a pull out program by the SETSS, 2 x a week and AIS Teachers, 2x, 40 minute periods per week.</p> <ul style="list-style-type: none"> • Use of Manipulative • Repetitive Instruction of math skills and strategies • Tier III Intervention strategy kit (Go Math) 		
Science	<ul style="list-style-type: none"> • Tutoring during/Extended Day, 	<ul style="list-style-type: none"> • Small Group • One to One 	<ul style="list-style-type: none"> • During School • After School
Social Studies	<ul style="list-style-type: none"> • Tutoring during/Extended Day 	<ul style="list-style-type: none"> • Small Group • One to One 	<ul style="list-style-type: none"> • During School • After School
<i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	<p>At-risk Guidance services include crisis interventions, peer mediations, Peer Leadership/role modeling programs. Classroom instruction implementing reflective practices of appropriate social skills incorporating character building/education. Group and individual solution-based counseling. Family referrals to community programs to include socialization, athletics, family services. Special education referrals as needed on individual basis.</p>	<p>Method of delivery include but are not limited to; individual meetings, family conferences, classroom instruction, group interventions, individual interventions, assembly presentations, peer scaffolding programs, parent presentations/workshops, student workshops, written correspondence to families.</p>	<p>The service is provided during the school day and at times during after school programs. Certain circumstances will be provided for during an evening session.</p>

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>*Administration will closely review all resumes for each position. Also, the Administration will reach out for Network support to provided additional resumes that fit the needs of PS/IS 295</p> <p>*PS/IS 295 has a highly selective interview process which includes an interview and a demo lesson. The interview takes places with a group and with Administration. The interviewers each ask questions and have a pot-interview meeting to discuss the most highly qualified candidates. These candidates are then given the opportunity to provide a demo lesson for the vacant position. The administrators observe the lesson and have a post-observation meeting to discuss the most highly qualified candidate.</p> <p>*Administrators contact local colleges to determine if there are any graduating teachers or student teachers who are available to service schools through internships. This will allow future teachers to gain experience and develop skills that will help them to be successful in a full time position at PS/IS 295.</p> <p>*The school utilizes The New Teacher Finder, a DOE resource, to locate and hire highly qualified candidates.</p>

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>ELA Instructors will attend professional development workshops: ELA Common Core Learning Standards, Writing Learning Objectives using the Common Core Learning Standards, Data Records and Analysis, Common Core Learning Standards timeline for implementation. The Common Core Learning Standards and Universal Design for Learning. Depth of Knowledge, Differentiated Instruction.</p> <p>*Align the curriculum to the Common Core Learning Standards using the new Core Curriculum.</p> <p>*Use the common Core Learning Standards to devise all lesson plans</p> <p>*Development of Common Core Aligned Rubrics, Checklists and Assessments.</p> <p>*Instruct using performance based ELA tasks that are aligned with the CCLS</p> <p>*Teams of teachers within the school and administrators meet weekly to discuss, develop and review academic assessments and evaluate the effectiveness of the strategies and activities used in classroom instruction</p>

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<p>*As a Title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combines Federal and local funds, such as fair Student Funding (Tax Levy), Title 1 Funds, Title 111, SIIG Funds and human resources to implement this action plan from Sept 2013-June 2014, as indicated above.</p> <p>*Supervisor per session (at least 2 days per week) Profession Instructional materials to support curriculum development during the regular school day.</p> <p>*Consumable instructional materials for use during extended day programs.</p> <p>*Teacher per session (2days per week) for after school programs and differentiation professional development.</p> <p>*NCLB and Title !!! Funds will cover the cost for per-Session Teacher salaries, General Supplies, Workbooks and Trade Books</p> <p>*NYSTL Software funding will be used to purchase the IReady software</p> <p>*TL FSF Funds allocated to provide Professional Development opportunities.</p> <p>*OTPS – FSF TL Funds to purchase professional development books as a reference for modifying curriculum, instruction and assessments.</p> <p>*STH funding utilized to secure necessary books, and school materials for necessary transition of student.</p>

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

- Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.
- Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.
- Provide early intervention services to preschool students..

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

- During grade meetings, inquiry teams, core teams, teachers review and evaluate various types of assessments and make recommendations on what best meets the schools needs.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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
MAY 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;



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PS/IS 295
Parent Involvement/School Compact

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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Deon LaVigne-Jones	Assistant Principal Renee Pepper
Coach N/A	Coach N/A
ESL Teacher Linda Chan	Guidance Counselor Colleen O'Connell
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Karen Blanding
Related Service Provider Robin Tierney	Other type here
Network Leader(Only if working with the LAP team)	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	525	Total number of ELLs	43	ELLs as share of total student population (%)	8.19%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	43	Newcomers (ELLs receiving service 0-3 years)	28	ELL Students with Disabilities	15
SIFE	0	ELLs receiving service 4-6 years	15	Long-Term (completed 6+ years)	

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	28		7	15		11				43
Total	28	0	7	15	0	11	0	0	0	43

Number of ELLs who have an alternate placement paraprofessional: 5

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ___	Asian: ___	Hispanic/Latino:
Native American: ___	White (Non-Hispanic/Latino): ___	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	4	2	2	1	6	3							20
Chinese	1	1												2
Russian														0
Bengali			1			1								2
Urdu	1	1		1		1	1							5
Arabic					1			1						2
Haitian								1						1
French														0
Korean														0
Punjabi	2	1	1	1	1									6
Polish														0
Albanian														0
Other	2	1	1					1						5
TOTAL	8	8	5	4	3	8	4	3	0	0	0	0	0	43

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	1	1			1								4

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	1	2	2		3	5	2							15
Advanced (A)	6	5	2	4		2	2	3						24
Total	8	8	5	4	3	8	4	3	0	0	0	0	0	43

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
PS/IS 295Q currently uses Fountas and Pinnell, LAB-R/NYSESLAT, baseline assessment, and online resource, i-Ready, to assess the early literacy skills for all ELLs including those that are not in State testing grades. These results are used to identify the strengths and weaknesses of the students. It is also a good predictor of the performance of students in the upcoming state exams, as well as, in the classroom. 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 student educational gains throughout the school year.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns across the NYSESLAT scores reveal that 9 out of 53 ELL students reached proficiency level in the 2012-2013 school year. The NYSESLAT scores and this year's LAB-R show that the majority of students fall into the Advanced levels. There are some students who fall into the beginner and intermediate levels. Approximately 20% of ELL students tested out ESL; 9% of ELL students fall into beginner level across the grades. About 35 % of ELL students fall into the intermediate level across the grades; approximately 56% of ELL students fall into the advanced level across the grades.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Not Applicable
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a) Most of the ELLs in PS/IS 295Q take tests in English. Most of the ELLs come before they fully obtain their native language in reading and writing; therefore, students do rather better taking tests in English than their native language.
 - 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 teachers to differentiate lessons with the support of the ESL teacher.
 - c) Our school can use the ELL Period Assessment 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 languages. Students who speak Spanish can use Tumble Book through NYC Public Library. Native language support is delivered through the use of bilingual dictionaries and glossaries. ELL students are provided state exams in their native languages.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
After carefully looking at the result of NYSESLAT, the majority of the students need to work on writing. ELL students who did not make any gain will be monitored closely by using the Response to Intervention (RtI) framework provided by New York City Office of English Language Learners. Different strategies will be used to promote ELL students' speaking, listening, reading, and writing skills. Such strategies include, but are not limited to: building background knowledge, teaching frontload vocabulary, using sentence starters, using graphic organizers, using various visual supports, scaffolding lessons, and teaching phonetic awareness.
6. How do you make sure that a child's second language development is considered in instructional decisions?
For the Spanish Speaking ELL students, cognates can be used in lessons. Differentiated lessons will be used according to students' needs. Pre-teaching vocabulary before lessons can help ELL students to participate in class discussion. Scaffolding strategies and visual aids can also promote student thinking skills and speaking.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?There is no dual language program at this school.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
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 one question from the front page, and 2 questions from the back page of the form to consider if a child is eligible for taking the LAB-R. 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. 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. The structures in place to ensure that parents understand all three program choices available for ELL students are (initially) the Parent Orientation and video provided by the NYC Department of Education. This orientation is given within 20 days of the student's enrollment. A sign-in sheet is kept on file whenever parent orientation is given; an agenda with a clear purpose is given to the parents. The video 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 a choice that's suitable for his/her child.
During the orientation, the parents may ask questions to clarify the differences among the three programs. Available staff members, who are multilingual, are invited as translators. Our staff members speak Greek, Haitian, 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 among the programs. These materials are available in multiple languages.

4. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Parent Survey & Program Selection Forms are filled out with the help of translators during the Parent Orientation. Once the ESL teacher receives the Parent Survey & Program 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 their native language to inform the parents about their child's entitlement for ESL. Copies of all ELL related paperwork are kept on file in the main office, in student's cumulative folder, and in the ESL classroom. (These forms include HLIS, entitlement letters, placement letters, continued entitlement letters, non-entitlement letters as a result of passing the NYSESLAT and/or the LAB-R, and Parent Survey & Program Selection Form.) If a parent does not return the Parent Survey and Program Selection Form, they will be 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 that under the "default" program selection, the child may be placed in a bilingual program if the forms are not returned. If a parent's choice is not currently available in school, the parents will be informed and the school will provide them with two options. One is to keep their child enrolled at the current school in an available program. A record will be kept for the parents who are interested in a bilingual program. Once the school has 15 ELL students who speak the same home language in two consecutive grades, a bilingual program will be formed. At this time, all parents who attended the Parent Orientation have opted for the freestanding ESL program available in our school. After collecting and reviewing all the Parent Survey & Program Selection Forms, information will be entered in ATS: ELPC.
5. 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.
- The criteria and procedures used to place identified ELL students in our school are 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 among the programs. In addition, written materials are given to the parents describing the differences between these programs. These materials are available in multiple languages. Once parents pick their choice, students will be placed to the program. If a parent's choice is not currently available in school, the parents will be informed and the school will provide them with two options. One is to keep their child enrolled at the current school in an available program. A record will be kept for the parents who are interested in bilingual program. Once the school has 15 ELL students who speak the same home language in two consecutive grade, a bilingual program will be formed. The second choice is to transfer their child to a school where the parent choice is currently available. If a parent chooses the second option, our school will contact the Office of English Language Learners which will coordinate the transfer with the Office of Student Enrollment.
6. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- Before administering NYSESLAT, RLER report will be obtained from ATS 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 bands, in groups, for reading, writing, and listening components. Grade K ELLs will be tested together. Grade 1 and Grade 2 ELLs will be tested together. Grade 3 and Grade 4 will be tested together, and finally Grade 6 and Grade 7 will be tested together.
7. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- 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 2013-2014, 100% of parents have chosen ESL program 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 who speak the same language, then the school will form a bilingual program.
- The program options at PS/IS 295Q align with the parents request as per the Parent Selection Forms. Parent choices 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 parent has 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 form a bilingual program. The school will maintain a list of parents who request a bilingual program and if there are 15 or more students who speak the same language in two consecutive

grades, then the school will form a bilingual program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - (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 8:00am to 2:20 Monday through Friday. Additionally, extra 37 and a half minutes will be given to the students who need extra support on Tuesdays and Thursdays after school. General Education ELL students are served through Pull-Out model. Special Education ELL students are served through both Push-In and Pull-Out models.
 - (b) The program models for ELL students in PS/IS 295Q are heterogeneous. ELL students are grouped by grades with mixed proficiency levels.
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)?

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 level on the LAB-R or NYSESLAT receive a minimum of 360 minutes per week. All ELLs who have scored advanced level on LAB-R or NYSESLAT receive a minimum of 180 minutes per week. This applies to both the Push-In and Pull-Out programs. A log in sheet is placed in every classroom for all the service providers. Whenever the ESL teacher provides service to the ELL students, she must log in and out the time she provides the service for all the ELL students.

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

The language of delivery for content area 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 proficiency level as per the data derived from the NYSESLAT. PS/IS 295 is currently using ReadyGen and Expeditionary Learning during literacy time. These programs are designated by the NYS DOE to meet the Common Core State Standards. PS/IS 295Q 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. Different versions of assignments and tests will be given to meet the specific needs of the students with IEPs and needs. 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 various graphic organizers, picture cards and anchor charts are utilized. Content area vocabulary is presented using realia and picture dictionary. This is supported (when possible) with bilingual dictionaries and content area glossaries. Checklists and rubrics will also be used to monitor students' progress and the pace of meeting the Common Core State Standards.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

PS/IS 295Q ensures all 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 an ELL's 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 in students' native languages.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

At the beginning of the school year, the ESL teacher will examine the NYSESLAT scores carefully to have an idea of the area that the students need to focus on. Moreover, all ELLs are given a baseline assessment for all modalities similar to the NYSESLAT. Moreover, periodic assessment at the beginning of the school year can also provide useful data to keep track of students' growth for each modality.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

(a) ELLs who are identified as SIFE will be provided with intervention services, like AIS. If qualified, students will be provided SETSS according to their IEPs. Students will also get invited to attend after school programs for over an hour per week to support their academic needs. In addition, they will also be invited to Title III program for extra support.

(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. If appropriate, sentence starters will be used to prompt ELLs in writing. 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 the school building and through developing social skills and communication 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.

(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) There are no long-term ELLs for this current year at PS/IS 295Q. In the future, if there are any, 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 will be targeted so students can meet the Language Standards from the Common Core State Standards. In addition, all long term ELLs are strongly advised to attend AIS and are requested to attend Title III programs. Students will be assessed periodically.

(e) The first two years of former ELL students who became proficient will provide test accommodation guidance for other ELL students. In addition, they will be invited to participate in Title III afterschool and Saturday Enrichment. Struggling former ELL students will be provided with AIS service.

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

The majority of ELL-SWD students are in 12:1:1 Special Education classes. The ESL program model for these classes is push-in and pull-out. Each class has one fully certified special education teacher and two to three teaching assistants. The students support services vary from OT, PT, speech, individual counseling, SETSS for ELLs with IEP and ESL. During push-in model, ESL teacher adds scaffolding strategies to enhance students' reading, writing, and language skills. The scaffolding strategies include but are not limited to manipulative, visual support such as graphic organizers, and software program. ELL-SWD students will follow their IEP test modifications throughout different exams including in ESL classes to meet their needs.

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

All teachers who serve SWDs in PS/IS 295Q are encouraged to either have a copy of student's IEP, or to check the student's IEP regularly. During the ESL pull-out program, ELL-SWD students are mixed with general education students so they can be motivated in different areas. The materials for ELL-SWD students are the same as in general class but with differentiated/scaffolded instruction with support from the ESL teacher.

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:			

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

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	45 minutes per day	45 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

The targeted intervention programs available are At-Risk AIS, Foundations, ReadyGen, Expeditionary Learning, iReady, EDAP and Title III (for second graders to seventh graders). For those students who have an IEP, SETSS, speech, OT and PT are available to meet the IEP mandates. In addition, the guidance counselor has students mandated for individual, small group counseling.

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

The current ESL program at PS/IS295Q focuses on writing and grammar. This will not only help ELL students in writing in all their content areas, but it also meets the Language Standards from Common Core State Standards.

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

PS/IS 295Q will use iReady schoolwide as an individual tool to assess and monitor students' progress. Also, the school is adapting ReadyGen and Expeditionary Learning to meet the requirement of Common Core State Standards. In addition, PS/IS 295Q has a brand new computer Lab.

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

PS/IS 295Q decided to discontinue Storytown because the program is not aligned with Common Core State Standards.

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

At this time, the after school and supplemental programs scheduled for our students in our building are Title III, Champs, Drama Club, FLAG football, Tennis, Cookshop, Middle School Dances, Ballroom Dancing, and Middle School Choices during school days. All current 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 parents' permission. As for other activities, all students, including ELL students are welcomed to sign up and try out for those programs. Once they are chosen, they can perform for our school.

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

The instructional materials and technology available to the students are provided by iReady to individually assess student's weakest area. After the assessment, the program will provide suggestions for teachers to target student's weaknesses in both ELA and math. ReadyGen and Expeditionary Learning are the main instructional materials in use in K-8 classrooms. These program are all aligned to Common Core State Standards. Some additional resources include Getting Ready for the NYSESLAT series to help ESL students to become familiar with the NYSESLAT in Spring; Tumble Books and BrainPop are online resources that allow students to listen to a story and learn a lesson online. This is especially useful for ESL students because they provide rich visual aids for the students; they can also work on their listening skills as they read and learn.

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

Native language support is delivered through the use of bilingual dictionaries and glossaries. Also the school library and ESL classroom include bilingual books on multiple reading levels. In a few classrooms, bilingual teaching assistants are utilized for translation and assistance with ELL students.

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

ELL students who are qualified for required services such as Speech, OT, PT, Adapted PhysEd, AIS, and SETSS will be grouped within their age and grade levels based on their IEPs. ELL students with OT, PT, Speech and SETSS can be grouped for less than a certain amount of students at a time according to their IEPs.

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

At this time, there are no programs to assist newly enrolled ELL students prior to the beginning of the school year. However, ELL students who are newly enrolled during the school year will be provided with rich phonics instruction. They will also get differentiated lessons with rich visual support.

18. What language electives are offered to ELLs?

The only language class that is available to ELL students in PS/IS 295Q is Spanish.

19. For schools with dual language programs:

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?

- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Not Applicable

C. Professional Development and Support for School Staff

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

1. The professional development for school staff including subject area teachers, ESL teacher, special education teachers and classroom teachers can attend the following sessions: ReadyGen, Expeditionary Learning, iReady, Danielson Domains, Questioning Strategies. School personnel, including subject area teachers, ESL teacher, special education teachers, and classroom teachers can get additional information or workshops through the Office of English Language Learners. They can also get workshops that are provided by different publishers, UFT, and online PD.

2. The professional developments that are offered to teachers of ELLs are provided by the CFN531 network. The workshops are held bi-monthly by the director of ELL service from the network to ensure teachers with ELLs to prepare ELLs for the shift of the Common Core Learning Standards. In addition, New York City Office of English Language Learners also provides useful professional developments for all the teachers of ELLs to support ELLs as they engage in the Common Core Learning Standards from time to time.

3. 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 provided workshops.

4. ESL teacher will share and discuss ELL assessment data with classroom teachers to better support ELL students. ESL teacher will attend different grade meetings to share concerns with classroom teachers. ESL teacher is asked to turnkey information from bi-monthly ESL PD related to Common Core/Scaffolding Strategies.

D. Parental Involvement

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

1. Parents of ELLs are invited to participate in all school wide activities including PTA. PTA 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 Kanren Blanding and Alexa Visquerra have minimum of one activity 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 orientation activities to educational workshops teaching parents how to access ARIS. Any ELL parents who are interested in improving their English language skills will be offered adult ESL classes in the evening around the neighborhood. These classes are offered through the Office of Continuing Education. In addition, teachers organize multiple events, fund-raisers, and trips in which ELL parents are welcomed to participate. The following is a list of workshops and events for the 2013-2014 school year. Others will be added:

September 17, 2013- Parent Workshop- DADs Take Your Child To School time: 8:30- 9:30am (Father Initiative)

September 24, 2013- ARIS Parent Workshop- Time: 8:30 am- 9:30 am

October 19, 2013- Learners Leaders Training- Time: 8:30am- 10:30 am-

October 20, 2013- Learners Leaders Training- Time: 8:30 am- 10:30 am

October 21, 2013- Learners Leaders Training- Time- 8:30am- 10:30 am

October 29, 2013- A parent Workshop- Understanding The New Test Scores to Help Your Child Succeed- time: 8:30- 9:30 am & 6:00pm- 7:00 pM

Future:

November 7, 2013- Parent Workshop- DADs Gift of Love – (Dads INITITATIVE) time: 6:00 pm- 7:00 pm

November 20, 2013- Parent Workshop- ARIS Parent Workshop Time: 8:30 am- 9:30 AM

3. The needs of the parents are evaluated through communications with the Parent Coordinator, 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 give them to our Parent Coordinator. If translation is needed, school personnel and parents are available

E. Additional Information

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

Paste response to question 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-Jones	Principal		11/1/13
Renee Pepper	Assistant Principal		11/1/13
Alexa Visquerra	Parent Coordinator		11/1/13
Linda Chan	ESL Teacher		11/1/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Effie Thabet	Coach		1/1/01
	Coach		1/1/01
Colleen O'Connel	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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.

2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 30.

Part A: School Information

Name of School: PS/IS 295Q

DBN: 29Q295

This school is (check one): conceptually consolidated (skip part E below)
 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):

Before school After school Saturday academy Other:

Total # of ELLs to be served: 34

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 3

of certified ESL/Bilingual teachers: 2

of content area teachers: 1

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 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.

ELLs and former ELLs from Grade 2 to 7 will be invited to participate this program.

The direct instruction supplemental program will be provided on Tuesdays and Thursdays from 3:20p.m. to 4:20p.m. The program will start on Tuesday November 12th, 2013 to April 29th. There will be total of 40 sessions. In addition, there also will be a Saturday program starting October 26th, 2013. Each Saturday session will last two hours from 9:00am to 11:00am. There will be only one teacher teaching the Saturday program, so only Grade 3rd and 4th students will be invited for intense math instruction.

English will be the language of instruction for this program.

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

Students will be using Zoom In by Curriculum Associates Inc. to enhance their comprehension skills. The materials are aligned with Common Core State Standards. These materials will target students' weakness on the area of their comprehension skills. In addition, students will use Phonics for Reading by Curriculum Associates to enhance foundational skills to improve reading comprehension for older ELLs and former ELLs. On top of that, students will use Getting Ready for the NYSESLAT by Attanasio & Associates, Inc to prepare ELLs students for the NYSESLAT. Moreover, online ELL "kid-friendly" websites in the academic areas of social studies, science, ELA and math will also be used. 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.

Part C: Professional Development

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 teacher 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, getting ready for NYSESLAT, and data analysis to better focus individual instructional needs for each child. The PD will be held once a month starting December. It will be an hour long.

PD Dates and Topics:

October 29th: Common Core and ELL Students

November 12th, 2013: Planning with Scaffolding Strategies, grouping

January 15th, 2014: Looking At the Questions in ELA exam. What types of questions and key words.

March 19th, 2014: What to look for in Math Exam: vocabulary, key words, labels.

April 30th, 2014: Progress Analysis and Next Step

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 all after school activities provided by the ESL teacher. There will be three 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 State Exam, and Preparing Your Child for NYSESLAT. Flyers will send home to each ELL parents in English and their native languages. During the workshops, translators will be hired to help the ELL parents to benefit fully from the workshops. The workshop topics are as follow:

Part D: Parental Engagement Activities

December 3, 2013: Common Core and ELLs

January 21, 2014: ELLs and State Exams

March 11, 2013: Getting Ready for NYSESLAT with Your child.

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 	<u>\$7,500</u>	Teaching Salary for Tuesday and Thursday: 3 teachers at the rate of \$50/hr for 1 sessions $\$50/\text{hr} \times 3 \text{ teachers} = \$150/\text{session}$ $\$150/\text{session} \times 40 \text{ sessions} = \$6,000$ Salary for Saturday: $\$50/\text{hr} \times 2 \text{ hour} = \100 $\$100/\text{session} \times 12 \text{ sessions} = \$1,200$ Parent Involvement: 2 teachers at the rate of \$50/hr for 1 workshops $\$50/\text{hr} \times 2 \text{ teachers} = \$100/\text{session}$ $\$100/\text{session} \times 3 \text{ sessions} = \300
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<u>\$1,000</u>	4 teachers at the rate of \$50/hr for 5 sessions $\$50 \times 4 = \200 $\$200 \times 5 = \$1,000$
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>\$2,950</u>	<u>1. Zoom In by Curriculum Associates:</u> Each student book costs \$5.45. There are 6 titles for each grade: $\$5.45 \times 6 \text{ titles} = \32.7 We need 10 books for each title: $\$32.7 \times 10 \text{ books} = \$327.$ We need to order from grade 2 to grade 7 (6 grade levels): $\$327 \times 6 \text{ grade levels} = \$1,962$ <u>2. Phonics for reading:</u> $\$7.7 \text{ for a book.}$

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.
		<p>There are three levels for the series: <u>Level 1: need 11 books</u> <u>Level 2: need 10 books</u> <u>level 3: need 11 books</u> <u>Total books needed: 32</u> <u>\$7.7 X 32 = \$246.4</u></p> <p><u>\$1,962 + \$246.4 = \$2208.4</u></p> <p><u>3. Getting Ready for NYSESLAT:</u> <u>\$98 for 5 student's books</u> <u>\$49.95 for 1 teacher's guide</u> <u>\$98 + \$49.95 = \$143.95</u> <u>Will purchase Grade 2, 3</u> <u>\$143.95 X 2 grade levels = \$287.90</u></p> <p><u>4. Parent Involvement Supplies:</u> <u>\$203.7</u> <u>Snack:</u> <u>Copy Paper for printing materials for parents</u> <u>Toners for printer</u> <u>Chart Papers for Presentation</u> <u>binders</u> <u>markers</u> <u>folders</u></p>
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		11200