

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: PS 295
DBN (i.e. 01M001): 15K295
Principal: LINDA MAZZA
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Superintendent: ANITA SKOP
Network Leader: NEAL OPRAMALLA

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
Linda Mazza	*Principal[Staff]	
Natalie Meade	*UFT Chapter Leader [Staff]	
Daniel Janzen	*PA/PTA President [Parent]	
	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	
Lisa Pagano	Member/ Asst Principal/Staff	
Nina Phillips	Member/ Staff	
Joan Radigan	Member/ Staff	
Cay Tolson	Member/ Parent	
Polly Kanevsky	Member/ Parent	
Naomi Josepher	Member/ Parent	
Beth Ashley	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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	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.

By June 2015, the percentage of all tested students(exclusive of ELLs and SWDs) will demonstrate a 5% increase in meeting and/or exceeding grade level standards in ELA as measured by the 2015 NYS ELA 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.

An analysis of 2012-13 Progress Report Student Performance for the school population (exclusive of ELLs and SWDs) showed that 31 out of the 112 general education English Language Proficient students scored a 3 or 4 on the state ELA exam. This represented 28% of this population. Therefore 72% of this population did not meet standards in ELA. A further analysis of 2013-14 Student Performance revealed that 61 out of the 108 general education students scored a 3 or 4 on the state ELA exam. This represented 56% of all tested students (exclusive of ELLs and SWDs) demonstrated meeting or exceeding grade level standards in ELA as measured by the 2014 NYS ELA assessment.

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. Students in grades Pre-K-5 will complete multiple end of unit assessments in ELA performance tasks that require them to read and analyze informational texts and write opinions and/or arguments in response.
2. Grade Teams meet monthly to assess the progress of student goal sheets that are aligned to the Common Core Standards. These goal sheets provide teachers with a tool to determine students' individual needs. In addition, the team will utilize school-created CCLS aligned grade level overview sheets to facilitate whole group instruction and track student and class progress.
3. Conduct frequent informal and formal classroom observation utilizing the Danielson Framework to improve teacher effectiveness and ultimately impact student outcomes.

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

1. All classroom teachers, Pre-K-5 literacy/math coach, special educators, TC staff developers
2. Administration, Grade Teams-Grades K-5 and literacy/math coach
3. Principal, Assistant Principal, MOTP coach, CFN 409 staff

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

1. The effectiveness of the strategy will be evaluated through analysis of student work based on the end of unit ELA assessments and post on-demand writings. Teachers will collaboratively analyze student to determine the effectiveness of their units of study and make adjustments accordingly.
2. The effectiveness of the strategy will be evaluated through an analysis of student data based on the quarterly ELA data forwarded to Administration.
3. This strategy will be evaluated through the use of the MOTP tracking tool. In regards to the Danielson Observational data, there is an analysis of each cycle. The data disaggregated to identify patterns and trends. This information is used to inform out professional development plan.

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

1. After each unit of reading and writing, teachers administer an end of unit assessment/t ask-September 2014-June 2015.
2. The Grade Teams meet monthly from October through June.
3. September 2014-June 2015

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

1. Contract change provided ample time during extended day for teachers to analyze student work and plan instruction accordingly. Funds allocated for TCRWP.
2. As an eight period day school, we utilize the sixth preparation period to support grade team work.
3. Contract change for extended day and sixth preparation period utilized for Advance Professional Development.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- The school will provide materials and training to help parents work with their children to improve their academic achievement by conducting regular parent workshops.
- Parents will be provided with the information for the following: the PR, QR, LES and Quality School Snapshot, weekly parent bulletin and monthly curriculum newsletters.

- Parents will be provided with the information and training needed to effectively become involved in planning and decision making in support of the education of their children by actively involving and engaging them in the planning, creating and evaluation of the Comprehensive Educational Plan, the Family Handbook and the school website. Parents will be invited to serve numerous decision making teams including the PTA, SLT and PTA sub committees. The school will maintain a highly qualified Parent Coordinator to serve as a liaison between the school and families, provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- The school will provide parents with STARS generated report cards along with reflective comments about student progress. Teachers are reaching out to parents by phone, email and face-to-face meetings during preparation periods and Parent Engagement Time. Report cards are distributed on the trimester; Progress Reports are distributed to all students prior to second report card and to our special needs and at-risk prior to the final report card.
- PS 295 will foster a caring, effective home-school partnership by maintaining an effective parent coordinator, inviting parent to monthly Bagel Bits (monthly open school visits), welcoming them to visit during Parent Engagement Time, Curriculum Night, publishing parties and community building social events.
- Information about school and parent related programs will be shared with families through monthly PTA meetings (and scheduled additional parent meetings with flexible times such as morning PTA meetings), weekly bulletins, school messenger, the family handbook and school website translated into necessary languages.

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	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
X Title I SWP											

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.

By June 2015, the percentage of all tested students (excluding SWDs & ELLs) will demonstrate a 5% increase in meeting and/or exceeding grade level standards in Math as measured by the 2015 NYS Math 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.

An analysis of 2012-13 Progress Report Student Performance for the school population (exclusive of ELLs and SWDs) showed that 47 out of the 112 general education English Language Proficient students scored a 3 or 4 on the state Math exam. This represented 41% of this population. Therefore 59% of this population did not meet standards in Math. A further analysis of 2013-14 Student Performance revealed that 66 out of 108 general education students scored a 3 or 4 on the state ELA exam. This represented 61% of all tested students (exclusive of ELLs and SWDs) demonstrated meeting or exceeding grade level standards in ELA as measured by the 2014 NYS Math assessment.

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. Grade Team meet monthly to assess the progress of student goal sheets that are aligned to the Common Core Standards. These goal sheets provide teachers with a tool to determine students' individual needs. In addition, the team will utilize school-created CCLS aligned grade level overview sheets to facilitate whole group instruction, morning math activities and track both student and class progress.
2. Conduct frequent informal and formal classroom observation utilizing the Danielson Framework to improve teacher effectiveness and ultimately impact student outcomes.

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

1. Grade teams, Administration, literacy/math coach
2. Principal, Assistant Principal, MOTP coach, CFN 409 staff

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

1. The effectiveness of the strategy will be evaluated through an analysis of student data based on the end of unit Math assessments.
2. This strategy will be evaluated through the use of MOTP tracking tool. In regards to the Danielson Observational data, there is an analysis of each cycle. The data is disaggregated to identify patterns and trends. This information is used to inform our professional development plan.

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

1. After each unit of math, teachers administer an end of unit assessment/task. (September 2014-June 2015) Grade Teams meet monthly from October 2014 through June 2015.
2. September 2014-June 2015

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

1. Contract change provided ample time during extended day for teachers to analyze student work and plan instruction accordingly. As an eight period day school, we utilize the sixth preparation period to support grade team work.
2. Contract change for extended day and sixth preparation period utilized for Advance Professional Development.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.

- The school will provide parents with STARS generated report cards along with reflective comments about student progress. Teachers are reaching out to parents by phone, email and face –to-face meetings during preparation periods and Parent Engagement Time. Report cards are distributed on the trimester. Progress Reports are distributed to all students prior to second report card and to our special needs and at-risk prior to the final report card.
- PS 295 will foster a caring, effective home-school partnership by maintaining an effective parent coordinator, inviting parent to monthly Bagel Bits (monthly open school visits), welcoming them to visit during Parent Engagement Time, Curriculum Night, and community building social events.
- Information about school and parent related programs will be shared with families through monthly PTA meetings (and scheduled additional parent meetings with flexible times such as morning PTA meetings), weekly bulletins, school messenger, the family handbook and school website translated into necessary languages.

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	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

X Title III

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, the percentage of all students of all students who have been identified as students with disabilities and/or ELLs (inclusive of the lowest performing third) will demonstrate a 7-10% increase in proficiency in ELA as measured by the NYS ELA 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.

An analysis of NYS data with a focus on targeted sub groups revealed that English Language Learners and Students with Disabilities are performing significantly lower than English proficient learners. The performance of English proficient students in ELA is 47% performing at levels 3 and 4 with only 10% of English Language Learners and only 11% of Students with Disabilities are performing at levels 3 and 4.

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. ESL teachers and special educators reinforce the ELA units of study being already taught in the classroom and provide extensive support through breakdown of strategies and academic vocabulary as part of small group instruction.
2. Small group instruction includes the use of paired texts on common themes to help students build prior knowledge, develop academic vocabulary and engage in discussions on thematic topics.
3. The Academic Vocabulary Toolkit has been introduced and is being utilized to support SWDs and ELLs. Teachers will include precise word choices, complex sentence structures and provide consistent exposure to high quality academic words in varied content.

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

1. ESL teachers and classroom teachers
2. ESL teachers and classroom teachers
3. Title III Teachers, ESL teachers, classroom teacher and administration

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

1. The effectiveness of the strategy will be evaluated through an analysis of student data based on the end of unit assessments. The teachers utilize this information to determine the effectiveness of their units of study and make adjustments accordingly.
2. Teacher evaluates the students' summative projects by using rubrics with both content and language objective. Students are grouped by need and assessed in 4 to 6 week cycles.
3. Teachers evaluate the progress of this activity through end of unit assessments.

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

1. September 2014-June 2015
2. Students were assessed and grouped in the month of September. ESL instruction began in late September 2014 and continues to June 2015.
3. December 2014-May 2015

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

1. Contract change provided ample time during extended day for ESL and classroom teachers to analyze student work and plan small group instruction accordingly.
2. Eight period day provides sixth preparation period to enable ESL and classroom teachers to evaluate progress
3. Through Title III funds, the Title III program has been arranged for one 90 minute period afterschool per week or three 30 minute periods early morning per week from December 2014 to May 2015

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- The school will provide materials and training to help parents work with their children to improve their academic achievement by conducting regular parent workshops.
- Parents will be provided with information for the following: the PR, QR, LES and Quality School Snapshot, weekly parent bulletin and monthly curriculum newsletters.
- Parents will be provided with the information with the information and training needed to effectively become involved in planning and decision making in support of the education of their children by actively involving and engaging them in the planning, creation and evaluation of the Comprehensive Educational Plan, the Family

Handbook and the school website. Parents will be invited to serve numerous decision making teams including the PTA, SLT and PTA sub committees. The school will maintain a highly qualified Parent Coordinator to serve as a liaison between the school and families, provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.

- The school will provide parents with STARS generated report cards along with reflective comments about student progress. Teachers are reaching out to parents by phone, email and face –to-face meetings during preparation periods and Parent Engagement Time. Report cards are distributed on the trimester. Progress Reports are distributed to all students prior to second report card and to our special needs and at-risk prior to the final report card.
- PS 295 will foster a caring, effective home-school partnership by maintaining an effective parent coordinator, inviting parent to monthly Bagel Bits (monthly open school visits), welcoming them to visit during Parent Engagement Time, Curriculum Night, and community building social events.
- Information about school and parent related programs will be shared with families through monthly PTA meetings (and scheduled additional parent meetings with flexible times such as morning PTA meetings), weekly bulletins, school messenger, the family handbook and school website translated into necessary languages.

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	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

X Title I SWP

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.

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.
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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.
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A. Strategies/activities that encompass the needs of identified subgroups
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1.

B. Key personnel and other resources used to implement each strategy/activity
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1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
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1.

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

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.)
ELA	<p>Students at risk for ELA will be instructed utilizing the following programs/strategies: reteach of the mini lesson, guided reading, strategy lessons, prompt writing, Shared Reading, Wilson/Fundations support, and Great Leaps fluency program</p> <p>I-Ready computer program in ELA is being implemented in grades 3, 4 and 5 for AIS.</p> <p>Students in grades 1 – 5 are acquiring the English language through the Academic Toolkit and Text Talk one day per week in the Title III program</p>	<p>Staff will deliver the instruction through flexible, small groups and one-to-one.</p> <p>Title III instruction is delivered in small groups of 10 or less students.</p> <p>Students are grouped by language needs in small groups according to the NYSESLAT.</p>	<p>AIS is provided during the school day.</p> <p>The Title III program is offered after school on Thursdays after school from 2:45 – 4:15 and early morning from 7:45 – 8:15 three times a week to support our ELL students who travel by school bus.</p>
Mathematics	<p>Students at risk for Math will be instructed utilizing the following programs/strategies: Great Leaps Math, Go Math, I-Ready and Adaptive Mind computer programs are also being implemented in grades 3, 4 and 5 for AIS.</p>	<p>Staff will deliver the instruction through flexible, small groups and one-to-one.</p>	<p>These services will be provided during the school day.</p>
Science	<p>Students will receive support in science by engaging in grade appropriate reading of targeted non-fiction science texts through shared, close reading, guided and independent reading.</p> <p>The integration of the arts specifically in drama, visual arts and creative movement provides students with different modality to acquire skills and content specifically related to science.</p>	<p>Staff will deliver the instruction through flexible, small groups and one-to-one.</p>	<p>These services will be provided during the school day.</p> <p>Arts integrated program is during the school day.</p>
Social Studies	<p>Students will receive support in social studies by engaging in grade appropriate reading of targeted non-fiction social studies texts through shared, close reading, guided and independent reading.</p>	<p>Staff will deliver the instruction through flexible, small groups and one-to-one.</p>	<p>These services will be provided during the school day.</p>

	<p>The integration of the arts specifically in drama, visual arts and creative movement provides students with different modality to acquire skills and content specifically related to social studies.</p>		
<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p>At-risk guidance service supports students in need and provides whole class support. Other types of counseling supports are pulling out/pushing in to support students that are struggling due to either academic or school issues. This service is provided to specific students identified by our RTI team. Identified students are pulled out to work one on one with the psychologist or social worker.</p>	<p>Staff will deliver the instruction through flexible, small groups and one-to-one. Additionally, some of these services will be whole group.</p>	<p>These services will be provided during the school day.</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 *TAS 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.
<ul style="list-style-type: none"> • According to current DOE policy, only experienced teachers with required certification have been hired with the exception of high needs areas. As indicated by our most recent BEDS report, every teacher receives instructional support in both literacy and mathematics from an on-site academic coach. • Every teacher has an individualized professional development plan which includes the following supports: TC staff developers; attendance at TC calendar days; on-site coach visits; network level professional development in the teaching of writing, reading, math and aligning curriculum to the Common Core Standards, PD Monday afterschool to support Danielson and opportunities to participate in both internal and external inter-visitations. • Due to our school's reputation and its level of student achievement we are fortunate to attract a large pool of highly qualified candidates whenever we have a staffing vacancy. Our professional affiliations with Teachers College, Brooklyn College, Long Island University and College of Staten Island also provide us with potential teacher candidates. All of our teaching vacancies are posted on the DOE's "Open Market" system in order to attract the largest number of potential candidates for our vacancies. • In order to continue attracting highly qualified teachers, we continue to make it a priority to maintain a professional learning community aimed at improving student achievement while providing on-going, high quality professional development and teacher support.

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).
<ul style="list-style-type: none"> • Partnership with TCRWP includes on site staff development days, off-site calendar days, lead teacher groups, teacher study groups, coach study groups and principal study groups • Full time coach to support staff with literacy and math instruction • 8 period day to provide teachers with a sixth preparation per week for professional planning and development • Contract change for extended day and sixth preparation period utilized for focus on the Citywide Instructional Expectations and Advance/

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.).
<ul style="list-style-type: none"> • All funds are used for the mandated purposes according to the SAMS memos.

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.).
<ul style="list-style-type: none"> • Pre-Kindergarten teachers are included in all professional opportunities as the K-5 teachers. The expectation for planning units of study is similar in that all units need to be aligned to the CCLS. • Students in Pre-Kindergarten spend time visiting Kindergarten classrooms in the spring to ease the transition. • Pre-Kindergarten portfolios are passed to Kindergarten teachers at the end of the school year so they can gain some knowledge regarding the strengths and needs of the students. Kindergarten teachers also have an opportunity to have formal conversations with Pre-Kindergarten teachers in regards to the students' strengths and needs. • Parents are invited for a Kindergarten Orientation in June and then again in September to get acquainted with the routines and expectations for Kindergarten. Parents are also provided suggestions to help support their children at home throughout the summer and the school year.

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.

- A team of teachers volunteered to make our MOSL selections for all staff across the school. Together as a team we expressed that we believe every teacher plays a role in the education of all our students. Therefore ELA and Math test scores were chosen across the grades as our state measure.
- Grade teams, administration and academic coach meet during a designated monthly professional development time for analyzing results and next steps.

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

PS 295 Parent Involvement Policy (PIP)

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (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 monthly open school visits (Bagel Bits)
- hosting conferences and workshops during the Parent Engagement Afterschool Time
- 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;
- 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, monthly class newsletters as well as a web publication designed to keep parents informed about school activities and student progress;
- 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

PS 295, 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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;
- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (time will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- Providing Computer technology training to the parents of our ELL parents who need to better understand accessing resources to support their students;
- Providing links to the Common Core Standards and parent resources on the school website (both in English, Spanish, Arabic and Mandarin).
- Supporting parental involvement activities as requested by parents;
- Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities are described in this Compact and the Parent Involvement Policy;
- Advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 15K295

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax

Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$290,430.36	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$12,940.00	X	See action plan
Title III, Immigrant	Federal	\$16,770.00	X	See action plan
Tax Levy (FSF)	Local	\$2,728,262.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 82
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 8
of certified ESL/Bilingual teachers: 3
of content area teachers: 5

Describe the direct instruction supplemental program here and include the

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

Begin description here:

We have chosen to spend all of our Title III money for academic supplementary activities in an after school program. It is our goal to strengthen classroom instruction by teaching rigorous academic content but remembering to provide the necessary scaffolds and support for our English Language Learners. Our rationale is that all students need to develop academic and content specific language so that they may have more academic success in all areas of the classroom. We intend to create high-quality instructional environments that foster academic success.

This will be a data driven program. We will use Cengage Learning's Academic Vocabulary Toolkit to instruct students. Student groups will be established based on need which will be determined culling informatin from NYSESLAT, former ELA exam results, analysis of reading and writing assessments and teacher observations. This program will target ELLs in grades 1-5 for 12 weeks. The program will take place from December 18th – April 2nd with four hours ear marked for training teachers and providing them best practices and strategies for teaching English Language Learners. Our rationale is supported by research that shows highly targeted and persistent vocabulary instruction can dramatically improve reading ability, test scores and lesson engagement for English Language Learners (Carlo et al, 2005; August & Shanahan, 2006).

A total of 8 teachers will be hired. Six of these teachers will be working directly with the students. Students will be grouped according to need, allowing the teacher to individualize more instruction and meet the needs of these students. There will be a total of 6 classes of students in grades 1-5 with group size no more than 10-15. These classes will meet one time per week for a 90 minute session. In the classroom setting, the goal is to have certified ESL teachers in each classroom. However, at least one teacher will be certified in ESL and will push-in to the classrooms each session as the expert ESL teacher. The general education teachers are experts in preparing students for content areas work. Together, they will create a classroom conducive to supporting the ELL students.

Students will engage in activities that will provide them with listening, speaking, reading and writing supports. Keeping in mind their need for language acquisition, academic and content-specific vocabulary will be an important focus for this program. Through reading rich non-fiction texts, students will have an opportunity to acquire academic vocabulary and explore applying newly learned skills in all

Part B: Direct Instruction Supplemental Program Information

modalities. The primary focus of the program will be to develop comprehension strategies using non-fiction texts to be better prepared for academic success.

The final teacher, a bilingual speech teacher, will host a monthly series of parent workshops to help support his/ her child's learning. She is the same provider of weekly ESL classes that are supported by the PTA.

There is no other program running at the same time and the program will need one supervisor. The supervisor of the program will hold two roles: The first is administration to see that the program runs smoothly and is beneficial to the students. She will oversee the program by supervising the teachers and students. In addition her role is also to be the instructional leader of the program. She will plan and implement the teachers' professional development for all planning dates. Professional development will be two- fold as teachers will need support so they will be able to learn how to implement the Academic Vocabulary Toolkits effectively. The second portion of this PD will be to look at our current data from previous assessments to determine how best to utilize the program for each student. In addition, as the program progresses there will be on-going informal and formal assessments of the students' progress. At which point, teachers will reflect on areas of strength and challenge and make adjustments to instruction as needed.

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:

As our ELL population continues to grow, we want all teachers to maintain high expectations for our ELLs. We need to provide strong core instruction in a supportive environment for all students. Teachers of our Title III program as well as other staff need professional development so that we can provide effective instruction to our English Language Learners.

- This professional development will be provided by Assistant Principal, Lisa Pagano, and our certified ESL teachers, Sedina Montoya and Norma Levine.
- This professional development will occur over 3 – 80 minute Professional Development Mondays and will be delivered before the start date of December 18th.
- The topics of these PD sessions will be strategies to support ELL instruction as provided through

Part C: Professional Development

the Academic Vocabulary Toolkit.

- All teachers and paraprofessionals who work with our ELLs will be a part of this training.
- In addition, 2 hours will be set aside for each staff member of the Title III Program. This time will be used for data collection and reflection. This will enable teachers to frame their instruction to better support their students.

Part D: Parental Engagement Activities

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

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

Begin description here: .

PS 295 recognizes that parents are the first and best teachers of their children. Research shows that students who have involved parents perform better and achieve more academically. We work closely with the community-based organizations to provide our parents with education classes, health programs and other services.

- With the assistance of our bilingual speech teacher, Jocelyn Wood, we will host monthly parent workshops. Also in attendance will be 2 bilingual paraprofessionals. They will provide translation in Arabic and Chinese. Ms. Wood will provide the Spanish translation.
- The goal of these workshops is to provide strategies to the parents so that they can support his/her child's learning. The monthly topics will be:
 1. How to support your child's reading through the use of talk prompts and critical questions
 2. How to better understand your child's math work
 3. How to engage your child in conversation that promotes critical thinking
 4. How to use technology to support your child's learning
 5. Resources to help you as a parent
- These monthly workshops will take place on the first Thursday of each month beginning Dec. 18th and concluding April 2nd.
- The workshops will 90 minutes and run at the same time frame as the Title III afterschool program.

Part D: Parental Engagement Activities

- Parents will be notified of these activities in multiple ways.
- Fliers will be created, translated and distributed by our parent coordinator, Sergio Borrero.
- In addition, Mr. Borrero will set up a weekly phone message and text through our School Messenger service.
- Lastly, we will continue to provide weekly ESL instruction which will be funded by the PTA.

Part E: Budget

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

Allocation Amount: \$ _____

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 15	Borough Brooklyn	School Number 295
School Name The Studio School of Arts and Culture		

B. Language Allocation Policy Team Composition [i](#) 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 Linda Mazza	Assistant Principal Lisa Pagano
Coach Christine Ellrodt	Coach n/a
ESL Teacher Sedina Montoya/ESL	Guidance Counselor Heather Stoelting
Teacher/Subject Area Norma Levine/ESL	Parent Amy Jansen
Teacher/Subject Area Claire Dougherty/2nd grade CB	Parent Coordinator Shari Fields
Related Service Provider n/a	Other n/a
Network Leader(Only if working with the LAP team) n/a	Other n/a

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	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	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	466	Total number of ELLs	108	ELLs as share of total student population (%)	23.18%
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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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Push-In	4	5	3	3	3	2	0	0	0	0	0	0	0	20
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	4	5	3	3	3	2	0	20						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	108	Newcomers (ELLs receiving service 0-3 years)	84	ELL Students with Disabilities	37
SIFE	1	ELLs receiving service 4-6 years	24	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	84	1	24	24	0	13	0	0	0	108

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	84	1	24	0	13	0	0	0	108	
Number of ELLs who have an alternate placement paraprofessional: <u>16</u>										

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													

*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	15	15	7	11	12	6	0	0	0	0	0	0	0	66
Chinese	3	14	10	1	0	0	0	0	0	0	0	0	0	28
Russian	1	1	1	1	0	0	0	0	0	0	0	0	0	4
Bengali	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	1	1	2	1	1	0	0	0	0	0	0	0	0	6
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	1	0	0	0	0	1	0	0	0	0	0	0	0	2
TOTAL	21	31	20	14	13	9	0	108						

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)	3	9	0	0	1	0	0	0	0	0	0	0	0	13
Intermediate(I)	11	6	3	3	0	1	0	0	0	0	0	0	0	24
Advanced (A)	8	10	7	10	6	5	0	0	0	0	0	0	0	46
Total	22	25	10	13	7	6	0	83						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	5	1	0	13
4	6	1	1	0	8
5	8	0	0	0	8
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	7	0	6	0	0	0	0	0	13
4	4	1	3	0	1	0	0	0	9
5	5	0	3	0	0	0	0	0	8
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	2	1	6	0	0	1	10
8	0	0	0	0	0	0	0	0	0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.

Paste response to questions here:

Assessment tools used to assess early literacy skills are: DRA, Reading Assessment Profile, TC running records, Fountas and Pinnell Benchmark, along with LAB-R, LAB, and NYSESLAT.

The data reveals that the majority of ELLs are not making the same amount of growth for the anticipated year as their counter parts on the grade. The implication is for strong vocabulary/word study needs to be implemented.

The DRA scores and other Kindergarten assessments indicate that Kindergarten ELLs are making progress but not meeting grade level benchmarks. 26 of 83 (31.33%) ELLs met or exceeded grade standards while 285 of 365 (78.08%) Non-ELLs met or exceeded grades standards

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. The majority (47) of the students scores went up by at least one level across the grades including 11 students who were Proficient overall and scored out of ESL. Of the 8 students whose scores dropped 7 were Kindergarten students who went from Advanced on the LAB-R to Intermediate on the NYSESLAT. Considering the LAB-R is primarily a Listening and Speaking test and the NYSESLAT is a combination of all 4 modalities the implication is that reading and writing skills are not developing as rapidly as listening and speaking in Kindergarten.

Implications for Instruction

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

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Paste response to question here:

The results of the LAB-R for students who are new admits this Fall: Kindergarten- 4 Beginners, 7 Intermediate, 9 Advanced; 1st grade - 9 Beginner, 1 Advanced; 3rd grade - 1 Beginner; 5th grade- 1 Advanced.

The results of the LAB-R for students who were new admits last Fall: Kindergarten - 7 Beginner, 5 Intermediate, 12 Advanced; 1st grade 13 Beginner, 1 Advanced; 2nd grade - 2 Beginner; 4th grade- 1 Beginner.

What is revealed by the LAB-Rs is that last year the majority of Newcomers were Beginners (23 of 41), but this Fall the majority of our Newcomers are Intermediate and Advanced (7+10=17 of 33).

During 2012-2013, our Kindergarten and 1st grade population was the largest one. This year, 2013-2014, the largest population is in grades 1st(32) and 2nd (21). Students across the grades reached Proficiency and scored out of ESL on the NYSESLAT: 1K, 1- 1st grader, 5- 2nd graders, 2- 4th graders, 2- 5th graders).

Kindergarteners scores were : 1 Proficient, 8 Advanced, 11 Intermediate, and 3 Beginner (1 Newcomer less than 1 year and 2 Special ed. students) levels.

1st graders scores were: 1 Proficient, 10 Advanced, 6 Intermediate and 9 Beginners (all Newcomers here less than 1 year) levels. 15 out of the 26 1st graders scores went up at least one proficiency level and 9 were Beginners here less than 1 year.

2nd graders scores were: 5 Proficient, 6 Advanced, 4 Intermediate(3 of the 4 are Special ed students), and no Beginner levels. 11 out of 16 2nd graders scores went up at least one proficiency level, and 4 of them jumped two levels.

3rd graders scores were: 0 Proficient, 10 Advanced, 3 Intermediate, and 0 Beginner levels. 5 out of 13 3rd graders scores went up at least one proficiency level.

4th graders scores were: 2 Proficient, 6 Advanced, no Intermediate, and 1 Beginner (Newcomer here less than 1 year) level. 4 out of 9 of 4th graders scores went up at least one proficiency level.

5th graders scores were: 2 Proficient, 5 Advanced, 1 Intermediate, and 0 Beginner levels. 3 of 8 students scores went up.

Therefore, the biggest gains were made in 1st and 2nd grades.

The majority of our students are scoring at the Advanced level except in Kindergarten where the majority are scoring in the Intermediate range.

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](#))

Paste response to question here:

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

- Speaking is in line with general abilities for the majority of the Advanced students across the grades with the exception of the Newcomers, here less than 1 year.
- Reading and Writing skills hold our students back from reaching Proficiency. This is especially the case for ELLs in the upper grades who are on the Advanced level and whose combined Speaking and Listening scores appear to be in the Proficient range.
- The majority of our students are in the Intermediate and Advanced levels overall.
- The majority of our students perform better in Reading than in Writing across the grades.

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?

Paste response to questions here:

Currently at PS 295 we only have a Freestanding ESL program with 100% of instruction in English. Therefore our ELLs take all tests, including the NYS exams, in English with the exception of some first year Newcomers. A Newcomer Korean transfer student, currently in 5th grade, took the Spring 2013 NYS Science assessment in her native language with a score of 4, and our 1st year Newcomer Spanish speaking student, then in 4th grade, took the 2013 NYS Math assessment in Spanish with a score of 1 and the 2013 NYS Science assessment in Spanish with a score of 2. Compared to the other 4th graders Science scores for ELLs taking the exam in English were 2 received scores of 2 and 6 received scores of 3. Compared to the other 4th grades Math scores for ELLs taking the exam in English were 4, or 1/2, received scores of 1, 3 received scores of 2, and 1 received a score of 3. Therefore those students taking the exams in their native languages scores were in keeping with other ELLs on the grade.

Currently PS 295 does not administer the ELL Periodic Assessment exams to the ESL students, therefore the school leadership and teachers do not have these results to analyze.

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](#).)

Paste response to question here:

First, the classroom teacher charts the interventions she has tried and the results. Next, if these are not successful the classroom teacher consults with the RtI team for Tier II interventions. Tier II interventions are administered and the results are charted to determine if further intervention is necessary. If so, Tier III intervention is determined and implemented by support staff.

We have only recently adopted the RtI framework. Currently there is no data available to analyze.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Paste response to question here: As already stated, all the teachers are notified of their students previous DRA levels, assessment scores, ESL status, in September. ESL and ELA teachers collaborate on scaffolding, bridging, contextualization of grade level curriculum and materials to ensure that second language development is considered in instructional decisions.

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?

Paste response to questions here: n/a

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

Paste response to question here:

Our only program for ELLs is our Freestanding ESL program. This ESL program is evaluated by the percentage of students passing the NYSESLAT and making one year's progress in ELA and Math. The NYSESLAT data shows the ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. On the Spring 2013 NYSESLAT 11 out of 94 students, or approximately 12% of ESL students, across the grades, achieved a Proficient score on the NYSESLAT exams and scored out of ESL classes. The majority of students achieved a score of Advanced (47) or above (11) across the grades.

The skills and strategies that our students have learned in ESL during the past year have carried over to the content areas. The majority of our 4th grade ELLs achieved a score of 3 or 4 on the Spring 2013 NYS Science test. The majority of ESL student's scores on the Spring 2013 NYS ELA and Math exams are in keeping with the scores of the non-ESL students on their grades for the same exams. The 3rd grade ELLs ELA scores received were: 7- 1s, 5-2s, 1-3s; Math scores 7- 1s, 6-2s. The 4th graders ELA scores were: 6-1s, 1-2s; Math scores were: 5-1s, 3-2s, 1-3s. The 5th grade ELLs ELA scores were: 8-1s; Math scores were: 5-1s, 3-2s. Of the 176 total students who took the NYS ELA assessment 34.7% met or exceeded standards, of those 24 (45.8%) ELLs met or exceeded standards. Of the

177 total students who took the NYS Math assessment 29.9% met or exceeded standards, of those 24 (41.7%) ELLs met or exceeded standards.

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](#).)

Paste response to question here:

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

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

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

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.

Paste response to question here:

Once children are determined eligible for services (within the first 10 days) a DOE Entitlement letter is sent home immediately (also within the first 10 days), in English and home languages, and parents are invited to an Orientation before the end of September, within the first 20 days. The Orientation is conducted by Norma Levine (ESL certified teacher), Sedina Montoya (ESL certified teacher), the parent coordinator, Shari Fields, along with paraprofessionals Maribel Pineda (Spanish), Dian Shi Huang (Chinese), or Marko Boshro (Arabic) to assist with translation. All DOE materials presented, by the ESL pedagogues, at these meetings are translated into languages appropriate for the parents in attendance. A DOE videotape that describes the three program choices: Transitional Bilingual Education, Dual Language, Freestanding ESL, is shown to the parents in their home language, by the ESL pedagogues. The three program placement options are presented in the DOE video with clarity and objectivity. It is available in 13 languages. The DOE Parent brochures are disseminated, by the ESL pedagogues, in English and their native language to enrich the understanding of each available program, followed by the DOE Parent Survey and Selection forms, also presented by the ESL pedagogues. Parent Survey and Program Selection forms, along with parent brochures, are sent home to those parents unable to

attend the Orientations, by the ESL pedagogues, in English and home languages, with follow-up calls by Norma Levine or Sedina Montoya, ESL teachers, with assistance from paraprofessionals Maribel Pineda, Dian Shi Huang, or Marko Boshro, to ensure informed choice is available to all parents. The ESL teacher also monitors the return of the forms. Parents complete the parent selection form and the school will conform to the parental choice selections. Parent choices are immediately (within 10 days) listed on the ELPC report in ATS. These forms are collected and then filed in a locked cabinet and the certified ESL teachers are responsible for maintaining the files.

Currently the majority of Parents have opted for the Freestanding ESL program. Should the parents of 15 or more students, in two contiguous grades, opt for a Transitional Bilingual or Dual Language program, a program will be opened and these parents will be notified immediately of the opening, by the ESL pedagogues, with the appropriate DOE Placement letter in English and native language.

3. 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 [\[see tool kit\]](#).)

Paste response to question here:

Once a student is determined eligible to be tested, by the ESL pedagogues, within the first 10 days of school or within the first 10 days of an eligible students arrival at school, the student is tested with the LAB-R battery of tests. As soon as the student has been tested (within the first 10 days) DOE Non-Entitlement or Entitlement letters are sent home notifying the parents of the results, in English and native language. The parents of the Entitled students are invited, by the ESL pedagogues, to attend a parent Orientation, (described in #2), on a date before the end of September. After viewing the DOE videos and reading the Parent Brochures in their home languages, and participating in a Q&A in English and Spanish with the ESL pedagogues with translation in their home language by paraprofessionals in Spanish, Chinese, or Arabic, or other pedagogues in Portuguese, Russian, or Tagalog, the Parent Survey and Selection forms are distributed by the ESL pedagogues and completed by the parents. Those parents unable to attend the Orientation are sent Parent Brochures and Parent Survey and Selection forms in English and their home languages with follow up calls by Norma Levine and Sedina Montoya, ESL pedagogues, with assistance from paraprofessionals Maribel Pineda, Dian Shi Huang, or Marko Boshro, to ensure informed choice. All parent choices are listed on the ELPC report in ATS, by the ESL teachers, within a day of the Orientation (within the first 20 days), or immediately upon receiving back the Parent Selection forms. If the Parent Selection forms are not received within a week another follow up call is made, by a certified ESL teacher, to determine parent choice. The response is immediately posted in ATS on ELPC, by the ESL pedagogues.

Also within the first 10 days of school, parents are sent home notifications of NYSESLAT results and ESL eligibility, by the ESL teachers, using the DOE Transitional Non-Entitlement or Continued Entitlement letters, in English and native language. These determinations are made, by the ESL teachers, using the REXH, RLAT, and RLER reports in ATS.

Copies of all parent correspondence and completed Parent Survey and Selections forms are stored in the ESL cabinet and maintained by the ESL teachers.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

Paste response to question here:

Once the Parent Survey and Selection form is signed and returned to the ESL teachers, and results posted on ELPC in ATS (within 20 days), a DOE Placement letter is sent home, in English and home language, indicating that their child has been placed in an ESL program here at PS 295. Those parents who opt for Bilingual or Dual language programs are provided with a list of the DOE schools in the area with those programs by the ESL teachers. An explanation of these programs and their availability is provided in English and Spanish, by the ESL teachers, or in translation in Spanish, Chinese, Arabic, Portuguese, Russian, or Tagalog by paraprofessionals or other pedagogues. Where possible we will help facilitate the transfer to these programs, if this is the parent choice, and if space is available. We have not had a parent request a transfer within the past 5 years. The majority of parents select ESL for their children. Should parents of 15 or more students in two contiguous grades opt for a Transitional Bilingual or Dual language program, a program will be opened and parents will immediately be notified (within 10 days) by the ESL teachers using the DOE Placement letters in English and native language.

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

5. 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.

Paste response to question here:

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

Each September, within the first 10 days of school, Continued Entitlement or Non-Continued Entitlement letters are distributed to ESL parents by mail or backpack, notifying the parents of their child's proficiency level and the amount of ESL services they will receive that academic year. The ESL teachers monitor the forms. These records are maintained in the ESL administrative cabinet and the ESL teachers are responsible for maintaining these files.

Each Spring parents are notified in English and home languages that the NYSESLAT will be administered with dates and times of the exams. Parents are advised to make certain their children attend school on all of those days to ensure that all ESL students are tested in each modality to ensure an accurate evaluation of proficiency is made..

6. 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. 

Paste response to question here:

After reviewing the parent survey and program selection for the last three years, the trend in program choice has been Free-Standing ESL services. In school year 2011-2012 only 2 of 7 Newcomer families opted for a Bilingual program. In school year 2012-2013 only 1 out of 36 families opted for a Bilingual program. In school year 2013-2014 only 1 of 33 families opted for a Bilingual program. These trends help us to plan a Freestanding ESL program each year. These forms are collected and then filed in a locked cabinet and the ESL teachers are responsible for maintaining the files.

At this time there are not sufficient numbers of parents selecting Transitional Bilingual or Dual language options to open a class. Therefore our Freestanding ESL program is aligned with parent choice.

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])?

Paste response to questions here:

PS 295 implements a heterogeneous organizational model, with an ICT class for each grade, and an additional 12-1-1 Bridge K-1 class.

Our ESL program is a Freestanding push-in English as a Second Language Program.

There are ESL students in every class at PS 295.

At PS 295 our ELLs are grouped heterogeneously in their general education classes and in K and 1st grade ESL classes, but homogeneously for ESL grades 2-5 only. In some cases a student is grouped by his individual needs. A Newcomer might participate in several ESL classes per week with other ELLs from his class, as a Block of students with a mix of proficiency levels, and in addition, in several classes per week with a separate Newcomer's ESL group, to ensure that missing schema and vocabulary, and missed skills and strategies are brought into alignment with other students on the grade.

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)?

Paste response to questions here:

Our Freestanding English as a Second Language Program ranges from Newcomers all the way to Advanced proficiency levels. Depending on their proficiency level they receive from 180 minutes to 360 minutes per week of ESL pull-out (in groups no larger than 12) or push-in assistance in their classrooms from certified ESL pedagogues, as per CR Part 154. Beginner and Intermediate students receive 360 minutes of ESL instruction from certified ESL pedagogues and 450 minutes (225 in Readers workshop and 225 in Writers workshop) of ELA instruction from their regular classroom teachers, while Advanced students receive 180 minutes of ESL instruction, from ESL pedagogues, and 450 minutes of ELA instruction from their regular classroom teachers.

There is no Transitional Bilingual program or Dual Language program so Native Language instruction is not delivered, however exceptions such as modeling in the home language (spanish, chinese, arabic) occur occasionally by ESL or ELA pedagogues and bilingual paraprofessionals.

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.

Paste response to question here:

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

- Collaborative planning between ESL and ELA teachers for units of study including implementation of Common Core curriculum.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods. Conferencing with students in and out of class, informal assessments, DRA and TC running records.
- Additional small group AIS sessions for those students not meeting grade standards across the content areas to focus on literacy and academic language development using the TEXT TALK literacy program and Wilson Foundations.
- Additional small group AIS sessions for each grade prior to all state assessments to focus on literacy and academic language using teacher made materials along with NYS samplers (ELA, MATH, Science, and NYSESLAT) and Continental Press NYSESLAT workbooks.

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

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

tions to increase comprehension.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Paste response to question here:

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

Throughout the year 100% of instruction in our ESL program is in English with occasional modelling in some native languages, where necessary. Evaluation is in English.

Newcomers, here for less than one year, have the option of taking the NYS standardized exams in their native language, if available. DOE Word-to-Word glossaries are available in content areas throughout the year, and used for assessments, when necessary.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:

Informal evaluation of all four modalities is ongoing throughout the year, with periodic formal assessments such as DRA, TC running records, On-Demand writing assessments, and other content area Benchmark assessments, to ensure steady growth in all areas of English acquisition is on-going.

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).

Paste response to questions here:

There is a total of 108 ESL students. The breakdown is as follows: 1 SIFE, 84 New comers, 24 ELLs in years 4-6, 0 Long Term ELLs, and 37 Special Education ELLs.

Plan for SIFE

The SIFE population has increased in school year 2012-2013 and there is an urgency to provide academic intervention services as an extension of the regular school program on both push-in and pull-out services.

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

Plan for Newcomers

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

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

Plan for Long Term ELLs

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

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

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

- Classes are grouped heterogeneously and taught through workshop model. Instruction is tailored to individual needs.
- Continue with test modifications on exams to support students.

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

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?

Paste response to question here:

Plan for Special Needs Students

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

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
 - Collaboration between the ESL teacher and the IEP contact person.
 - The delivery of AIS services during and after school that include instructional strategies with content area materials appropriate to the grade and the TEXT TALK literacy program for vocabulary and language acquisition.
 - Additional small group phonics workshops, using Orton Gillingham and the Wilson program, to help accelerate English language development to meet the needs of ELL-SWDs where needed.
 - Classroom listening labs can be used individually or in small group for audio support of leveled classroom literature.
- Various appropriate internet sources, such as Brain-Pop, are used with ELMO, Smartboard, and IPAD technologies.
- Inclusion in Afterschool literacy and test prep programs using teacher made materials along with NYS samplers for ELA grades 3-5, Math grades 3-5, Science, grade 4, and NYSESLAT, grades K-5, and Continental Press NYSESLAT workbooks for grades 1-5.
 - Instructional strategies for SWD-ELLs include scaffolding using modeling, bridging, contextualization, text representation, with use of manipulatives and other tactile materials.
 - ELL-SWDs whose IEPs mandate Bilingual instruction are provided with individual Bilingual paraprofessionals to ensure all instruction is appropriately delivered.

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?

Paste response to question here:

Flexibility in scheduling and grouping enables diverse ELL-SWD's to achieve their IEP goals and attain English proficiency by

- Participating in small group phonics workshops with other students across the grade with similar needs.
- Inclusion in the Afterschool literacy and test prep programs with other non-SWD ELLs across the grade provides additional opportunities for attaining academic achievement in the least restrictive environment.
- Where necessary, inclusion in ICT classes, with heterogeneous mix of students to model grade level language usage and development to increase language acquisition across the content areas.
- SETTS program, including SETTS teacher, Related Services (Speech, OT, PT), and Guidance, are conducted using a combination of push-in and pull-out services to attain academic achievement in the least restrictive environment.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

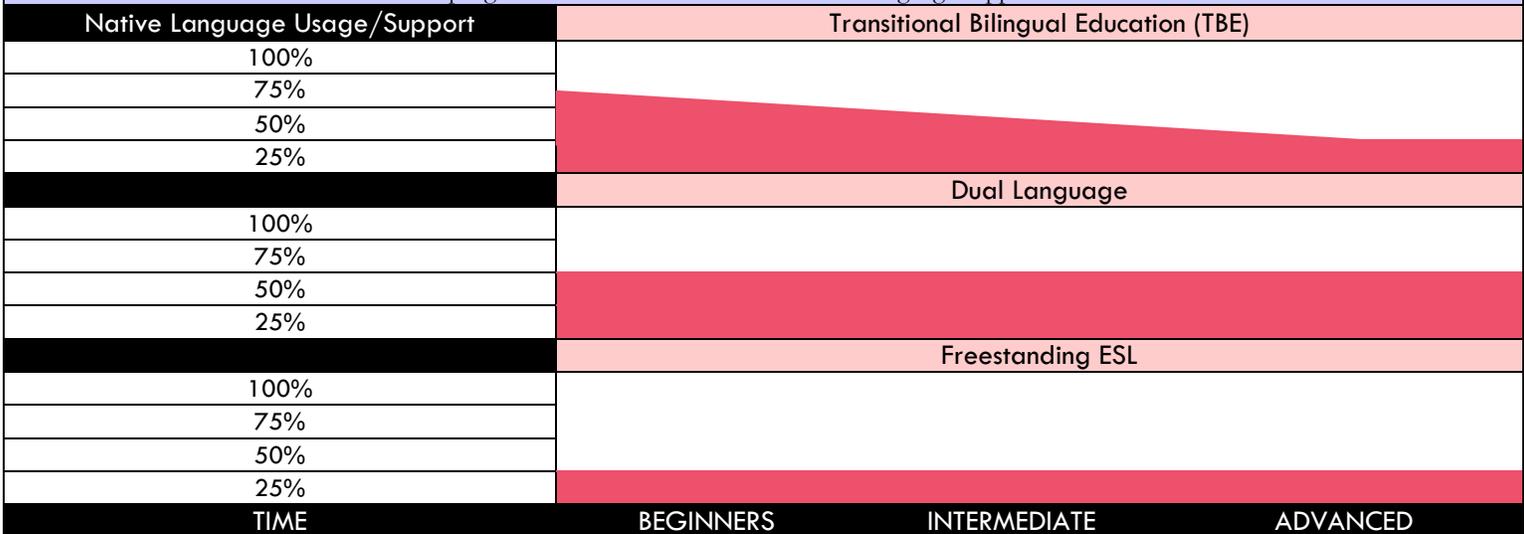
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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.

Paste response to question here:

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

Implications for LAP in English Language Arts Area

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

- Develop and implement a test preparation program that will specifically target ELL's, grades 3-5.
- Implementing a small group phonics program, using Wilson Foundations, primarily targeting ELLs.
- Collaboration between classroom teachers and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies.
- Analyze ELLs data (DRAs, TC running records, other classroom performance tasks and tests, ACUITY exams, NYS assessment tests, and NYSESLAT results) to become well-informed about the performance of each ELL in order to make sound educational decisions.

- Provide opportunities for students to be involved in purposeful conversations.
- Incorporating all language modalities during the lesson, e.g. group discussions, journals.
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiate instruction.
- Encourage teachers to participate in professional development opportunities focusing on instructional strategies for ELLs, such as: Quality Teaching for English Language Learners, and Community Support Learning Organization.
- Ensure that Literacy coach works closely with ESL teachers to support rigorous instruction aligned with Common core.
- Implement a print rich environment, use of ESL dictionaries and glossaries in the ELA classrooms.

Implications for LAP in Mathematics Content Area

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

- Analyze ELL's data (classroom performance tasks and tests, ACUITY exams, NYS assessment tests) to become well-informed about the performance of each ELL in order to make sound educational decisions.

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

Implications for LAP in Science Content Area

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

- Collaboration between classroom teachers and ESL teachers to create a learning community which is knowledgeable and experienced in researched based instructional strategies.

- Analyze ELLs data to become well informed about the performance of each ELL in order to make sound educational decisions.

- Provide opportunities for students to be involved in purposeful conversations.
- Increased reading of Non-fiction texts and writing about Non-fiction.
- Incorporating all language modalities during the lesson, e.g. group discussions, journals.
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiate instruction.
- Ensure the coach works closely with ESL teachers to support rigorous instruction aligned with Common Core.

- Incorporating writing as a component of the science curriculum, e.g. journals.
- Encourage Science teachers to participate on professional development opportunities focusing on ELL instruction needs;

such as Quality Teaching for English Language Learners and Community Learning Support Organization.

ELLs reaching proficiency on the NYSESLAT will continue to receive ELL testing modifications (extended time, additional listening opportunities) on all assessments, including all NYS assessments and ACUITY, for a period of 2 years for continued transitional support. They will continue to receive AIS services during and after school, and are invited to the Afterschool literacy and test prep programs.

Two year's ago we implemented a 12-to-1-to-1 class for ELLs with Special Needs who are reading and writing 2 years or more below grade level. This is to ensure that missing schema and vocabulary, and missed skills and strategies are brought into alignment with other students on the grade.

With no Transitional Bilingual or Dual language programs all instruction is in English.

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

Paste response to question here:

All students', including ELLs, scores on the NYS assessments along with their June reading levels are giving to their new teachers in September. Teachers are presented with any other special needs of their students, such as being an ESL student or former ESL student, at that time. DRAs, TC running records, and classroom performance tasks and tests are on-going and reviewed constantly to ensure ELLs needs in both content and language development are being met. They are collected by administration 6 times a year. The majority of our ESL students are making incremental progress in both content and language development across the grades as measured by their NYSESLAT scores. In Kindergarten 11 out of 23 NYSESLAT scores went up, in 1st grade 15 out of 26 scores went up, in 2nd grade 11 of 16 scores went up, in 3rd grade 5 of 13 scores went up, in 4th grade 5 of 10 scores went up, and in 5th grade 3 of 8 scores went up.

7 out of 10 4th grade ELLs scored a 3 or 4 on the New York State Science test.

Of 176 students (24 of whom were ELLs), taking the NYS ELA 37.4% met or exceeded standards. 45.8% of ELLs met or exceeded standards. Of the 177 students (24 of whom were ELLs), taking the NYS Math assessment 29.9% met or exceeded standards. 41.7% of ELLs met or exceeded grade standards. Therefore a higher percentage of ELLs met or exceeded grade standards than the percentage across the grades for all students.

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

Paste response to question here:

This year our small group AIS program will focus on those students who have scored Beginner or "1's" levels of proficiency in NY State assessments to ensure their strategies and skills are aligned with the more rigorous Common Core curriculum.

An additional Afterschool program will be implemented for those students who score "1" on NYS assessments as mandated by the state.

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

Paste response to question here:

This year small group AIS will no longer include students who have scored 3 or 4 on NY State assessments for more intensive concentration on those students who are struggling with the strategies and skills associated with the more rigorous Common Core curriculum.

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

Paste response to question here:

Supplementary Programs

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

- CBE After School Program: ALL PS 295 students, including ELLs, can participate in after school enrichment activities. This program is paid for by families that are interested. Activities include soccer club, Brooklyn Academy instrumental music classes, cooking, homework help, among others. Notification of activities is distributed to all students, including ELLs and their families, in English, Spanish, Arabic and Chinese during the first week of school.
- Title III After School Program: One day per week for 90 minutes all ELL's and former ELLs, with the exception of Kindergarten ELLs, participate in an after school program that promotes talk through vocabulary building. A letter inviting them to participate is sent home in English and in Spanish, Arabic and Chinese. Busing is arranged for to ensure full participation of our ELL population. We currently use a program by Scholastic, Text Talk.
- Afterschool test prep classes are encouraged for all 3rd-5th grade students, especially ELLs. Notification is sent home in English, Spanish, Arabic and Chinese. Busing is arranged for to ensure full participation of our ELL population
- Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including the

Publishing Parties, Field Day, the Annual Spring Arts Festival, Dance-a-thon, Harvest Festival, Spring Musical, Winter Concert and the Cultural Dance Festival. At these events, the school and community can come together to recognize student achievements in arts and academics. All parents are invited and notifications go home in English, Spanish, Arabic, and Chinese.

- Translation and Interpretation Services: These services are offered to increase the involvement of parents. Additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Parent Handbook. Additionally, interpretation services are a daily help in communication between school staff and parents.

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

Paste response to question here:

Instructional Materials:

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

- Atanasio and Associates Getting Ready for the New NYSESLAT
- School created ELA and Math Test Prep materials
- Scholastic Text Talk Program
- New York State NYSESLAT Samplers
- Continental Press Empire State NYSESLAT books

Technological support for ELLs is provided with texts (books and poems) on tape or CD to audibly support or supplement the reading. Rosetta Stone language program is available on computer. Smart Board technology was introduced this past year across the grades. IPADs are used in Kindergarten, Bilingual Speech, and other classes to provide visual support of language development and content area concepts.

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

Paste response to question here:

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

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

Paste response to question here:

Two years ago we implemented a 12-to-1-to-1 class for ELLs with Special Needs who are reading and writing 2 years or more below grade level. This is to ensure that missing schema and vocabulary, and missed skills and strategies are brought into alignment with other students on the grade.

Small group AIS includes Foundations phonics and Wilson reading programs for those ELL students presenting these difficulties. Classroom scaffolding and differentiation of instruction for ELLs is planned cooperatively with ESL teachers and content area teachers across the grades.

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.

Paste response to question here:

Activities designed to reach out to newly enrolled ELLs before the beginning of the new year include an orientation meeting and a tour of the school with translation available in Spanish, Arabic, Chinese, Portuguese, Russian, or Tagalog. Other languages could be translated by DOE Translation Services with enough notification of need. Materials provided, such as the Parent Handbook and The Bulletin, are currently in English and Spanish. Chinese and Arabic versions are being compiled. The students and their families are directed to the PS 295 Website to encourage them to familiarize and participate in the PS 295 community.

Newly enrolled ELLs are encouraged to join Afterschool clubs for inclusion and participation in the PS 295 community. AIS services, Extended day enrichment, and Title III Afterschool literacy and test prep programs are available and encouraged.

In the classroom, new ELLs are paired with another student who speaks the same language, where possible, to model grade level English language usage, assist them transition into the classroom routines and translate when necessary.

18. What language electives are offered to ELLs?

Paste response to question here:

PS 295 is an elementary school. There are no language electives offered as part of our curriculum to any of our students including ELLs.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. 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)?

Paste response to questions here: n/a

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.

Paste response to questions here:

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

School Staff: Professional Development occurs at the school level for a guaranteed period of 50 minutes weekly. Out Teachers College staff development on-site is for 10 days a year for 100 minutes per day. In addition each staff member is allotted a full day of professional development on-site at Teachers College. This staff development involves all classroom teachers, special educators, and assistant principals. Speech and related services personnel receive professional development through their respective division. Guidance counselors have professional development through CFN 409. Parent coordinators attend professional development provided by CFN 409. School secretaries are provided professional development through Central. All these professional development sessions include techniques to support all students including our ELL population.

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

- Implementing Common Core Standards across the grades in ELA and Math with ELLs in mind.
- The literacy needs of our ELL population within the prescription of the Teacher's College units of study.
- Sessions are also given in Math to scaffold instruction through the use of manipulatives.
- Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible in all grades for all students with use of ELMO, SmartBoards, and IPADs.
- Staff members attend professional development provided by the ESO network and turnkey to staff members.
- ESL teachers have attended professional development provided by the Network for NYSESLAT Training and Scoring to turnkey to the staff.
- Developing Title III Afterschool and Extended Day programs for ELL's.

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

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

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

- Quality Teaching Workshop series, which our classroom teachers and ESL teachers have attended over the last few years.
- Wilson Program for Special Education teachers.

Plan to Support 5th Graders Articulating to Middle School

- Teachers receive specific support in transitioning ELL's from one level to another at grade level meetings and faculty PD
- School staff accompanies students on tours to neighboring middle schools, including our ELL students.
- Guidance Counselor meets with all teachers, administrators, parent coordinator, and other staff at the beginning of the year to describe the visits and application process for all 5th grade students to Middle school.
- Middle school administrators visit to talk to all 5th grade teachers and students about different programs.

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

PD Dates for school year are: 9/03, 9/04, 9/09, 9/10, 9/11, 9/18, 9/23, 9/25, 10/02, 10/08, 10/16, 10/23, 10/30, 11/05, 11/06, 11/20, 11/27, 12/04, 12/11, 12/18, 1/08, 1/15, 1/22, 1/29, 2/05, 2/12, 2/26, 3/05, 3/19, 3/26, 4/02, 4/09, 4/30, 5/07, 5/14, 5/21, 5/28, 6/04, 6/09, 6/11, 6/18, 6/25. TC calendar dates are: 9/20, 9/24, 9/27, 10/03, 10/16, 10/18, 10/21,

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?

Paste response to questions here:

The Parent Bulletin is sent home each week in both English and Spanish.

The PS 295 Website is written in both English and Spanish for parental outreach. It includes the Parent Handbook, the monthly Grade Newsletters, and enables parents to communicate with their children's teachers. This year we are hoping to add Chinese and Arabic versions.

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

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

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

All parents are encouraged to participate in all family activities. Specific parent involvement activities are: Bagel Bits, Assemblies, Danceathon, Walkathon, Touch-a-Truck, Winter concert series, Fun Fridays, publishing parties, class trips, Field Day, Spring Arts festival, etc.

Parent workshops are held monthly and are provided by administration, parent coordinator, guidance counselors, and teachers. Topics vary based on a needs assessment (parent survey) given to parents. Some topics include: homework help, understanding the reading workshop, spelling, etc. Also, at the beginning of each academic year the Guidance Counselor holds a Pot Luck for all 5th grade students and their families to learn about the process of applying to Middle school from her and from recent graduates. Translation is available based on parental needs assessment.

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

All parents are encouraged to participate and support the work of their children in the 6/15 Green Community Garden and PS 295 Farmers Market. Prices of student raised produce are kept low, with acceptance of EBT and WICK, to ensure all parents can participate and avail themselves of this weekly market while supporting the students.

PS 295 partners with Beth Alohim to provide Afterschool Program services for those parents who need or want their children to remain at school, either for enrichment, because they work, or due to other needs.

Needs Assessment is determined each year based on the HLIS forms and DOE Blue cards, where parents indicate preferred languages for oral and written communications with the teachers and school. Also, informal interviews are made at the time of Registration by staff, and surveys are distributed during the first week of school by teachers to parents to determine language needs and preferences, and other needs.

Adult ESL lessons take place weekly in our library for the parents of our ELLs, provided by a licensed DOE pedagogue, when the demand is great enough. Thus far, parents speaking Spanish, Arabic, and Urdu have participated.

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

Translation services are provided by all Spanish, Chinese, Arabic, Russian, and Portuguese speaking staff, both written and orally, including during all parent involvement activities. We also use the DOE Translation Service unit, when necessary, for longer documents, or for languages not spoken by staff.

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:

School Name: The Studio School of Arts and

School DBN: 15K295

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Linda Mazza	Principal		10/23/13
Lisa Pagano	Assistant Principal		10/23/13
Shari Fields	Parent Coordinator		10/23/13
Sedina Montoya/ESL	ESL Teacher		10/23/13
Amy Jansen	Parent		10/23/13
Norma Levine/ESL	Teacher/Subject Area		10/23/13
n/a	Teacher/Subject Area		10/23/13
Christine Ellrodt	Coach		10/23/13
n/a	Coach		10/23/13
Heather Stoelting	Guidance Counselor		10/23/13
n/a	Network Leader		10/23/13
n/a	Other _____		10/23/13
n/a	Other _____		10/23/13
n/a	Other _____		10/23/13
n/a	Other _____		10/23/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 15K295 School Name: PS 295

Cluster: 4 Network: CFN 409

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.

When a student is registered at the school the parents complete a HLIS form. Part 3 of this form inquires as to what language the parent prefers for their oral and written communications with the school. At the beginning of each academic year a Parent Survey and the DOE Blue cards are distributed to every student's home inquiring about preferred oral and written languages for their communication. In addition, Blue cards can be completed on line in English or Spanish via the schools website. Of the 523 students this year, parents speaking Spanish, Chinese, Arabic, and Russian requested translation of written documents. All DOE communications (HLIS, Parent Brochures, Entitlement letters, Non-Entitlement letters, Continued Entitlement letters, etc.) already come translated and are provided in the appropriate languages. Immediate oral translation is available in Spanish, Chinese, Arabic, and Russian, by pedagogical and non-pedagogical staff, for information about their child.

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.

Once the Parent Survey and Bluecards are returned to the school the information is turn-keyed to the Parent Coordinator and SLT, who compile a Needs Assessment for the school. Then the information is disseminated to the entire staff so all pedagogues, service providers, paraprofessionals, office personnel, and administrative personnel are aware of the parent needs of their student's families for translation. This year the majority of our requests for translation are for Spanish, Chinese, and Arabic. We have made use of the DOE Translation and Interpretation Unit for longer documents, such as Curriculum Night packets and the school Handbook in all requested languages.

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.

All DOE documents come translated and are provided in appropriate home languages for those parents who have requested it. Documents are provided by pedagogical and non-pedagogical staff members in Spanish, Chinese, Arabic, and Russian. The weekly PS 295 Newsletter is available on-line to all PS 295 parents in English, Spanish, and Arabic. When feasible, DOE Translation and Interpretation Services are contacted when translation is needed for longer documents or other languages.

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.

Oral interpretation services are provided in Spanish, Chinese, Arabic, and Russian by various pedagogical and non-pedagogical staff members. Parent Liaisons also provide out-reach and oral translation for parents at weekly Bagel Bits parent meetings, PTA meetings, and other school activities that parents are invited to participate in throughout the school year. In addition, there are ESL classes, conducted by our Bilingual Speech teacher, offered to the parents of all of our students. They are held weekly in the Library during the school day. So far, parents speaking Spanish, Urdu, and Arabic have participated.

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>.

All DOE documents and parent notifications are translated and provided in appropriate languages. In addition, all school notices appear and are translated on the school website in Spanish and Arabic. This year we hope to also include Chinese translation on our school website. Outside the main office on the bulletin boards the school posts a copy of the DOE sign, in English, Spanish, Chinese, Arabic, and Russian, indicating that Translation and Interpretation services are available. Copies of the Bill of Parent Rights and Responsibilities regarding parents rights to translation and interpretation are made available in appropriate languages (Spanish, Chinese, Arabic, Russian). Our Parent Handbook outlining our safety plans and containing procedures for ensuring parents ability to reach the schools administrative offices is made available on line in Spanish and Arabic and is distributed to all students and their families the first day of school in appropriate languages (Spanish and Arabic). Currently a Chinese version is being drafted.