

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**                   **15K295**

**School Name:**                       **P.S. 295**

**Principal:**                               **LINDA MAZZA**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: PS 295 School Number (DBN): 15K295  
Grades Served: PK-5  
School Address: 330-18<sup>th</sup> Street, Brooklyn, NY 11215  
Phone Number: 718-965-0390 Fax: 718-965-0603  
School Contact Person: Linda Mazza Email Address: Lmazza2@schools.nyc.gov  
Principal: Linda Mazza  
UFT Chapter Leader: Natalie Meade  
Parents' Association President: Dan Janzen  
SLT Chairperson: Dan Janzen  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Cay Tolson  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 15 Superintendent: Anita Skop  
Superintendent's Office Address: 131 Livingston St, Brooklyn, NY  
Superintendent's Email Address: Askop@schools.nyc.gov  
Phone Number: 718-935-4317 Fax: 718-935-4356

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn North Director: Bernadette Fitzgerald  
Director's Office Address: 131 Livingston St, Brooklyn, NY  
Director's Email Address: BFitzge2@schools.nyc.gov  
Phone Number: (718) 935-3954 Fax: 718-935-3362

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Linda Mazza	*Principal or Designee	
Natalie Meade	*UFT Chapter Leader or Designee	
Dan Janzen	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Cay Tolson	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	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	
Joan Radigan	Member/ Staff	
Nina Phillips	Member/Staff	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Cay Tolson	Member/ Parent	
Naomi Josepher	Member/ Parent	
Beth Ashley	Member/ Parent	
Polly Kanevsky	Member/ Parent	
	Member/	

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

PS 295 is an elementary school that was established to serve the growing population in the Greenwood Heights neighborhood. At its inception in 1994, PS 295 began with one solitary Pre-K class, one teacher and one paraprofessional. Over the past twenty years, the school has grown tremendously. Today PS 295 is a community school that serves a diverse population of 503 students. The school population comprises 8% Black, 47% Hispanic, 30% White, and 11% Asian students. The student body includes 17% English language learners and 23% special education students. Boys account for 52% of the students enrolled and girls account for 48%.

PS 295 is a community that understands that students have both talents and challenges. We believe that each child has the potential to meet high standards. Our flexibility comes in creating individual plans that provide students with specific supports that help them meet the standards. By nurturing strengths and talents, as well as recognizing that all children learn in different ways, we believe that an arts integrated curriculum and a character development focus cultivates a more meaningful discovery of self. We strive to support students socially, academically, culturally and artistically by incorporating Universal Design for Learning in all areas of the students' school life. Our strong professional development program provides ongoing learning and leadership opportunities for all staff members, while offering students an exemplar for becoming lifelong learners and leaders of the future.

With a deep commitment to the arts, PS 295 strives to provide developmentally appropriate, standard based instruction through integrated teaching practices. At PS 295, every student receives instruction in Drama, Visual Arts and Creative Movement. Through strong parent support, we have received a grant that has enabled us to create a Music program during and after school hours provided by a partnership with The Brooklyn and Queens Conservatory of Music. Through the generosity of our local councilmember, we have received grants from the Brooklyn Council of the Arts to support our dance and art programs. Collaborative parent and community partnerships foster a love of learning, ensuring a sustainable future for all children.

For the past 7 years we have been using PBIS as a school wide initiative to promote a culture of responsibility, respect and safety. Each year the PBIS committee, along with input from staff, reflects upon how PBIS has impacted our school population. Social/Emotional well-being is integral for a child to sustain attention and focus, as well as feel confident as a learner. Recognizing this need, PS 295 has begun introducing students to "Mindfulness" training provided by Mission Be.

According to our School Quality Snapshot, the following are areas of note and/or improvement:

- The average attendance rate for the school year 2013-2014 was 94.8%
- Our students exceeded the city average on the state math & ELA tests
- Our former 5<sup>th</sup> grade students exceeded both the city & district averages of 6<sup>th</sup> grade pass rate in all courses
- 96% of our parents are satisfied with the education their child is receiving. (exceeds city average; meets district average)

- 97% of our teachers agree the administration places a high priority on the quality of teaching (exceeds both city and district averages)

According to our January, 2015 Quality Review (Well Developed Overall):

- Area of Celebration:

o “The school has created and adapted rich, cohesive curricula in all content areas that is consistently reflected upon and refined to address the needs of all learners and incorporates ever increasing levels of rigor.” This area of celebration connects directly to the element of Rigorous Instruction which is an integral component of the *Framework for Great Schools*. Over the past years, we have reflected on our curricula and refined it so that it addresses all students' needs and provides instruction that is rigorous.

- Area of Focus:

o “Across the vast majority of classrooms all students are engaged in activities with rigorous cognitive demands including high levels of discussion. The use of various protocols in classrooms provides student with tools to extend their thinking, make meaning and take ownership of their learning.” PS 295 believes indicator 1.2 on our Quality Review (January, 2015) continues to be an area of focus for our school.

Despite our success with a rigorous curriculum, we want to continue to provide a consistency of protocols that will support our students as they move through the grades. One way to accomplish this would be through the element of Collaborative Teachers found in the *Framework for Great Schools*. We are establishing both grade teams and vertical teams so that protocols will be consistent across the school. This will help develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching.

.As our overall population grows, so does our SWD and ELL populations. In the 2015-2016 school year, PS 295 will move to two integrated co-teaching classes on all grades except 2<sup>nd</sup>. As well as the increase in integrated co-teaching students, we continue to have children receiving related services only (OT, PT, Speech and/or Counseling) and Special Education Teacher Support Services (SETSS) throughout all our classes on all grades. PS 295 has a group of highly trained, experienced, dedicated Related Service Providers. All related services are provided on site and delivered using a combination of the push in and pull out model. Not only are students given the supports needed to be able to be the best learner possible, but teachers in all grades are provided with strategies and support from the IEP teacher, as well as the related service providers to help SWD meet grade level expectations.

Despite the high level of intervention our students receive on a daily basis and the academic gains they continue to make, PS 295 believes our SWD can exceed the expectations we have set forth for them in their IEPs. Our SWD students tend to be literal thinkers, struggling with questioning, social language and social skills. This is especially true for our ASD students. Beginning this year and moving forward, PS 295 has engaged an ASD Consultant, who will help us to develop classroom atmospheres and strategies, impacting upon social/emotional growth, as well as adjusting the classroom environment to promote focus and attention, foster independence, which in turn impacts upon academic achievement.

PS 295's ELL population has continued to expand and become more diverse over the past few years. To support this growth in our ELL population this past year, we have moved from two part time ESL teachers to one full time and one part time ESL teacher. With the support of our PTA we were also able to hire a per diem instructor to support our ESL teachers. We have incorporated a push in and pull out model for intervention based on the students' level on the ELL scale of language acquisition and the size of the group needing intervention. Focus of instruction is the acquisition of academic language which will support our students in all aspects of learning.

As with our SWD population, we engaged the services of an ELL consultant to observe our teachers and their ELL students, providing constructive feedback on teaching practices and student needs. This work was also used to build the foundation for a professional development plan focused on our ELL population for the 2015-2016 school. Through

professional development and work with this consultant, we will learn how to better engage and empower our ELL students in their learning.

## 15K295 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	519	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		62.8%	% Attendance Rate	94.2%
% Free Lunch		44.8%	% Reduced Lunch	1.2%
% Limited English Proficient		20.0%	% Students with Disabilities	25.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.4%	% Black or African American	7.1%
% Hispanic or Latino		47.0%	% Asian or Native Hawaiian/Pacific Islander	9.6%
% White		31.8%	% Multi-Racial	3.7%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		1.67	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	7.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	5.87
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		38.4%	Mathematics Performance at levels 3 & 4	43.2%
Science Performance at levels 3 & 4 (4th Grade)		91.2%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

#### Strengths:

- Percentage of students meeting or exceeding grade level standards on NYS ELA test increased from 28% in 2013 to 56% in 2014 (exclusive of SWD and ELL)
- Percentage of students meeting or exceeding grade level standards on NYS Math tests increased from 41% in 2013 to 61% in 2014 (exclusive of SWD and ELL)
- According to the School Quality Guide for 2013-2014, PS 295 is meeting the target on Student Progress, Student Achievement and Closing the Achievement Gap.
- According to the Danielson Framework , 83% of teachers are Effective in component 3b (Using questioning and discussion techniques)

#### Needs:

- Despite receiving a Well Developed on indicator 1.2 on our Quality Review (January, 2015) this continues to be an area of focus for our school.
- According to the Danielson Framework, 77% of teachers are Effective in component 3C (Engaging Student in Learning). We believe that component 3C and 3B are directly related and want to capitalize on 3B to raise the level of engagement in all classrooms. This can be accomplished through effective questioning and inquiry. It is our goal to bring inquiry to the forefront this year.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers will provide opportunities for student led discussions across all content areas, specifically targeting SWD and ELL as measured by a 50% increase of student participation which will result in overall teacher improvement on Danielson's component 3B and 3C.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Partner with Teacher’s College, as well as utilizing the skills, resources and expertise of PS 295 staff members to provide focused professional development in developing rigorous instruction based upon inquiry and engagement.</p> <ul style="list-style-type: none"> <li>• Staff developers meet with each grade team 10 days per school year. They will provide model lessons and feedback of teacher lessons as well as support of planning units of study. All unit plans are provided to administration upon creation. Administration attends all staff developer meetings and classroom observations serve as a vehicle for check in to ensure that the work is being implemented properly. Data surrounding reading and writing levels are submitted four times a year to administration for data analysis.</li> </ul>	<p>Administration Teachers Paraprofessionals</p>	<p>September 2015-June 2016</p>	<p>Administration</p>
<p>PS 295 has engaged Consultants to observe students with disabilities and ELL, providing feedback to teachers, as well as providing professional development to teachers, administration and paraprofessionals</p> <ul style="list-style-type: none"> <li>• The Staff Developer visits 11 days over the course of the year. She created a needs assessment for each grade. The needs assessment plan is then utilized for follow-up classroom observations. Following the classroom visits, the staff developer meets with teachers to provide instructional feedback and action plans for the class and/or individual students. All feedback is documented and provided to teachers and administration so that follow-up can occur.</li> </ul>	<p>Administration Teachers Paraprofessionals</p>	<p>September 2015-June 2016</p>	<p>Administration Consultants</p>

<p>Through regular parent workshops and during designated parent engagement times, provide materials and training to assist parents in building their understanding of CCLS and offer ways to engage and support their child at home.</p> <ul style="list-style-type: none"> <li>Parent workshops are scheduled for one Tuesday per month during parent engagement time to support their understanding of curriculum. Topics to be covered over the course of the year will include: Curricula support, Testing information, Supporting your ELL, Supporting your SWD, How to understand your child's IEP, The Arts.</li> </ul>	Parents	September 2015-June 2016	Classroom Teachers Therapists Administration Consultants

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>Tuesdays for Parent Engagement work</li> <li>Monday Professional Development</li> <li>Per Diem – Fund substitute teachers to attend workshops</li> <li>Per Session – Fund grade level team planning</li> <li>Fund Teacher’s College and Core Collaborative</li> <li>Fund Literacy/Math Coach</li> <li>Schedule - Build in multiple common preparation periods each week to provide grade level teams with time for consistent and ongoing planning</li> <li>Grade Leaders – Ensure grade team coherence and consistency</li> <li>Survey - Determine needs/wants of parents to offer workshops/resources</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, all teachers will have participated in professional development around inquiry and engagement, as well as team meetings. As a result of the professional development, it is anticipated that there will be a 25% increase

in overall student achievement, participation and engagement during class discussions and activities as measured by an improved rating in the Danielson Framework indicator 3B and 3C. .

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

#### Strengths:

- As quoted in Inside Schools.org “[PS 295] takes particular pride in its special education program which serves nearly a quarter of the population.”
- Beginning in 2013 PS 295 hired a fulltime ESL teacher, as well as a part time teacher to better serve our ELL population.

#### Needs:

- In 2014-2015, 52% of PBIS action reports received were related to respect
- 2 students received principal suspensions
- 1 student received a superintendent suspension
- A continuing growing population of SWD and ELL students will need additional classroom and instructional support

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of students will participate in Character Development through the use of the Second Steps curriculum in collaboration with other resources. This is evidenced by programming which includes each class attending this cluster at least one time weekly.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Provide outside consultants specializing in supporting SWD and ELL students.</p>	<p>All teachers and paraprofessionals</p>	<p>September 2015 to June 2016</p>	<p>Administrators and consultants</p>
<p>Provide consistent behavioral expectations using the 4 tenants of PBIS.</p>	<p>All teachers, paraprofessionals and students</p>	<p>September 2015 to June 2016</p>	<p>Administrators, all teachers, paraprofessionals, school aides. Guidance Counselor</p>
<p>To create a cluster teacher who will use the research based curriculum Second Steps to explicitly teach students social-emotional skills (Character Development) and accompanying vocabulary.</p>	<p>Students CI</p>	<p>September 2015 to June 2016</p>	<p>Administration and luster Teacher</p>
<p>Work with Mission Be consultants to teach our students skills of stress-management, emotion regulation, executive control and overall physical and emotional well-being.</p> <p>Through regular parent workshops and during designated parent engagement times, provide materials and training to assist parents in building their understanding of Social Emotional Learning and offer ways to engage and support their child at home.</p> <ul style="list-style-type: none"> <li>• Parent workshops are scheduled for one Tuesday per month during parent engagement time to support their understanding of curriculum. Topics to be covered over the course of the year will include: Social Emotional Learning, Curricula support, Testing information, Supporting your ELL, Supporting your SWD, How to understand your child's IEP, The Arts .</li> </ul>	<p>Parents</p>	<p>September 2015 to June 2016</p> <p>September 2015 to June 2016</p>	<p>Mission Bee Consultant, classroom teachers, administrators</p> <p>Classroom Teachers</p> <p>Therapists</p> <p>Administration</p> <p>Consultants</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Tuesday for Parent Engagement work
- Monday Professional Development
- Per Diem – Fund substitute teachers to attend workshops/planning
- Per Session – Fund grade level team planning
- Schedule - Build in multiple common preparation periods each week to provide grade level teams with time for consistent and ongoing planning
- Survey - Determine needs/wants of parents to offer workshops/resources
- Funding for Mission Be

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, administration will observe each class twice to ensure the implementation and monitoring of the following:

- Strategies to support ELL and SWD in the classroom environment
- Consistent use of PBIS tenants
- Observations of Second Steps lessons as part of the cluster teacher's Danielson's observations.
- The number of guidance and administrative requests for assistance, class removals and principals suspensions.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

#### Strengths:

- According to indicator 3.4 on our January, 2015 Quality Review, High Expectations, we are Well Developed. “School leaders incorporate various trainings to systematically communicate high expectations consistently to the entire staff. School staff communicates effectively the expectations that promotes a positive partnership with families and engages them in supporting their progress... The communication of high expectations has resulted in a culture of mutual accountability with staff. Feedback to families supports progress towards those expectations.”
- Each week teachers have a 6th period designated for common planning and curriculum development
- Weekly PD planning, curriculum development, etc.
- Teachers utilize yearlong curriculum maps to plan and implement instruction
- Since 2001 we have been a TC systemic school

#### Needs:

- According to 2014 NYC School Survey, out of 100% of teachers responding, 17% believe there is not enough time spent collaborating with colleagues and 21% feel there is not enough time spent discussing instructional practices

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 100% of teaching staff will utilize the Google Apps for Educators as a way to communicate, share resources, and learn from one another creating a meaningful integration of technology for intra-school communication, exchange of ideas and sharing of practices.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Via Google drive and school wide teacher Gmail accounts, teachers will share lessons, ideas and practices across grade levels.</p>	<p>All teachers, service providers</p>	<p>September 2015 to June 2016</p>	<p>Administration, Tech Teacher</p>
<p>Via Google drive and school wide teacher Gmail accounts, teachers and support staff have access to lessons, ideas and practices across grade levels to address the needs of SWD and ELL.</p>	<p>All teachers, service providers</p>	<p>September 2015 to June 2016</p>	<p>Administration Tech Teacher</p>
<p>Via PS 295 website, class Instagram accounts, teacher Blogs, Instagram and e-mail parents and teachers will share curriculum, assignments and classroom events.</p>	<p>Teachers Parents</p>	<p>September 2015 to June 2016</p>	<p>Teachers, parent coordinator, Administration</p>
<p>Through regular parent workshops and during designated parent engagement times, provide materials and training to assist parents in building their understanding of Technology and offer ways to engage and support their child at home.</p> <ul style="list-style-type: none"> <li>• Parent workshops are scheduled for one Tuesday per month during parent engagement time to support their understanding of curriculum. Topics to be covered over the course of the year will include: How to Access the Internet, How to View Class Websites, How to Understand the NYC student account</li> </ul>			

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> <li>• Tuesdays for Parent Engagement work</li> <li>• Monday Professional Development</li> <li>• Per Diem – Fund substitute teachers to attend workshops/planning</li> <li>• Per Session – Fund grade level team planning and vertical planning</li> </ul>

- Fund Teacher’s College and Core Collaborative
- Fund Literacy/Math Coach
- Schedule - Build in multiple common preparation periods each week to provide grade level teams with time for consistent and ongoing planning
- Grade Leaders – Ensure grade team coherence and consistency
- Technology Teacher to work with staff on setting and maintaining google drive and drop boxes
- Computers

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, two thirds of teachers will share their minutes and professional learning via Google Drive. By May 2016, all grade teams will share their minutes and professional learning notes via Google Doc .

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

In order to build upon existing structures and continue to meet the needs of our community it is imperative that our school utilize distributive leadership strategies to achieve success. Staff members learn best from each other and from actively engaging in inquiry work together. We need to increase opportunities for teachers to collaborate and learn together while looking at student work to make informed decisions regarding instruction.

#### Strengths:

- Horizontal teams meet multiple times per week to plan and reflect on instruction.
- Clear protocols for meetings with systems in place to communicate agendas and provide follow-up.
- According to Indicator 4.2 of our January, 2015 Quality Review, we are well developed. “All teachers are systematically engaged in inquiry-based professional collaboration aligned to school goals and opportunities are embedded to empower them to assume leadership roles that directly impact key decisions across the school.”

#### Needs:

- Vertical teams to maintain continuity of curriculum from grade to grade.
- Opportunities for vertical teams to share work and goals with the entire staff
- Establish google drive and Gmail addresses for all staff through google documents to offer transparency and help with accountability.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the staff will increase their participation in staff-led professional development by both presenting and facilitating sessions during professional development time and learning and applying new concepts to daily instruction as measured by 50% of teachers moving one level on Danielson Framework Component 4e.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>• Creation of vertical teams which will meet eight times during the school year to ensure continuity of curriculum from grade to grade</li> <li>• Creation of a leadership cabinet which will meet eight times a year. The goal of the cabinet is to help prioritize areas of concern for the community.</li> <li>• Flexible schedules will be arranged to help develop teacher leaders.</li> <li>• Flexible schedules will be arranged to allow teacher leaders to mentor newer teachers.</li> </ul>	<p>Staff members, students</p>	<p>September 2015 ending in June 2016</p>	<p>School Leadership, staff members</p>
<ul style="list-style-type: none"> <li>• Through work with our Vertical Teams, in particular our Vertical Special Education Team, we will look for strategies to support students with disabilities.</li> <li>• Teachers will partake in classroom inter-visitation to observe best practices.</li> <li>• Team to investigate which additional resources and support would work best to ensure students with disabilities are meeting their individualized goals.</li> <li>• ESL teacher will collaborate with classroom teachers to support ELLs to meet their individualized goals</li> <li>• Through classroom observations and grade team meetings administration will ensure that the vertical team's recommendations are being implemented.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<p>September 2015 ending in June 2016</p>	<p>School leadership, ESL teachers, Classroom teachers, Special teachers , Related Services</p>

<ul style="list-style-type: none"> <li>Minutes of all meetings will be distributed and used by classroom teachers, clusters teachers, ESL teachers and administration.</li> </ul>			
<ul style="list-style-type: none"> <li>Feedback from parent surveys will be used to plan parent engagement activities.</li> <li>Parents will be invited to promote school activities and lead new parent events which foster new family relationships with the school.</li> <li>Parents will be invited to partake in small group classroom activities to strengthen the home school connection.</li> <li>Parents will be invited to workshops on understanding the structures in the school such as Response to Intervention and Special Education Services.</li> </ul>	Staff members, parents	September 2015 ending in June 2016	School leadership, ESL teachers, Classroom teachers, Special teachers , Related Services

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>Planning time with different school-based teams.</li> <li>Professional development to support teacher leaders.</li> <li>Professional development in all curricular areas to allow for a menu of options for teacher to present.</li> <li>Funding for planning time for teachers prior to leading sessions for the staff.</li> <li>Monday Professional Development</li> <li>Per Diem – Fund substitute teachers to attend workshops</li> <li>Fund Teacher’s College and Core Collaborative</li> <li>Schedule - Build in multiple common preparation periods each week to provide grade level teams with time For consistent and ongoing planning</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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By February 2016, 50% of teachers will have participated in staff led professional development by both presenting and facilitating sessions during professional development time.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

A strong tie between home and school is critical to the success of our school. Based on data such as the learning environment survey, parent conferences, and teacher-team meetings, we would like to continue to strengthen this connection.

#### Strengths:

- Parent involvement on regular basis in variety of activities
- Parent-staff communication systems are in place
- Staff liaisons on Parent Teacher Association unite parent and teacher goals
- Availability of bi-lingual staff to support and provide translations for immigrant families

#### Needs:

- Growth of parent body warrants continued parent workshops to educate parents on the standards and curriculum
- Supporting parents on understanding the expectations for each grade level and subject area
- Continue to provide and encourage families to take an active role in their child’s education and the school environment
- Educating parents about the school system, school structures, and the school-based decision making process to help empower parents and to create supportive and active parent leaders

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2016, Administration and staff will increase parent attendance at parent workshops which will be offered on a rotating basis (morning, after school, evening) to accommodate parents’ schedules as evidenced by a 50% increase in parent attendance.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>• Common planning time for staff to prepare for parent meetings. Sign in sheets, agendas and meeting notes are kept available for administration review.</li> <li>• Curricula training through professional development so that teachers are able to educate parents on curriculum.</li> <li>• Staff members will work with a group of parents in conjunction with the School Leadership Team to determine where there is a need for parent education . The SLT meets once a month. Agendas and minutes are posted for all staff and parents.</li> <li>• Administration and/or their representative will attend any workshops and any relevant meetings.</li> </ul>	<p>Teachers, parents, paraprofessionals</p>	<p>September 2015- June 2016</p>	<p>Teachers, academic coach, SLT members, administration</p>
<ul style="list-style-type: none"> <li>• School Guidance Counselor will be available to meet with families and provide workshops relating to emotional support of students at school and at home</li> </ul>	<p>Parents, students</p>	<p>September 2015- June 2016</p>	<p>School Guidance Counselor, administration</p>
<ul style="list-style-type: none"> <li>• Parent Coordinator will support dissemination of information via Thursday bulletin, website, School messenger outreach and fliers in backpack mail to advertise workshops</li> <li>• Parent Coordinator will be involved in planning and implementation of workshops</li> </ul>	<p>Parents, staff</p>	<p>September 2015- June 2016</p>	<p>Parent Coordinator, administration</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Tuesdays for Parent Engagement workshops
- September “Meet the Teacher Night” and May Parent Conference
- Parent Coordinator
- Schedule: Common planning time for teachers to prepare for workshops
- Funds for School Messenger
- Guidance Counselor
- Survey - Determine needs/wants of parents to offer workshops/resources
- Funding for printed resources for and correspondence with parents

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February, 2016, there will be a 25% increase in parent attendance at workshops .

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Students are identified for RTI by their classroom teacher based upon student’s response to instruction, performance on assessments, and classwork.	<p>Students at risk for ELA will be instructed utilizing the following program/strategies: reteach of the mini lesson, guided reading, strategy lessons, prompt writing, graphic organizers, story board paper, checklists to support independence, Shared Reading, oral re-telling Wilson/Fundations support, and Great Leaps fluency program</p> <p>Computer programs, such as, abcya.com— for literacy games, :HearBuilder Program (phonological awareness, sequencing and auditory memory)</p> <p>IPad with voice activation for oral story writing</p> <p>Students 1-5 are acquiring the English Language through the Academic Toolkit one day per week in the Title III program. Also Afterschool</p>	<p>Staff will deliver the instruction through small groups and one-to-one</p> <p>Title III and Immigrant Grant instruction is delivered in small groups of 10 or less</p> <p>Students are grouped by language needs in small groups according to the NYSELAT</p>	<p>AIS is provided during the school day.</p> <p>The Title III and Immigrant Grant programs are offered after school on Wednesday and Thursday from 2:45 to 4:15 and early morning from 7:45 to 8:15 three times a week to support our ELL who travel by school bus.</p>

		Homework Help Funded by Title III and Immigrant Grant		
<b>Mathematics</b>	Students are identified for RTI by their classroom teacher based upon student's response to instruction, performance on assessments, and classwork	Students at risk for Math will be instructed using the following programs/strategies: Great Leaps Math, Go Math, Adaptive Mind, as well as abcya.com for math games to build automaticity.  Also struggling students are invited to participate in Afterschool Homework Help Funded by Title III and Immigrant Grant	Staff will deliver the instruction through small groups and one-to-one  Title III and Immigrant Grant instruction is delivered in small groups of 10 or less	AIS is provided during the school day.  The Title III and Immigrant Grant programs are offered after school on Wednesday and Thursday from 2:45 to 4:15
<b>Science</b>	Students are identified for RTI by their classroom teacher based upon student's response to instruction, performance on assessments, and classwork.	Students will receive support in science by engaging in grade appropriate reading of targeted non-fiction science texts through shared, close reading, guided reading and independent reading.  The integration of the arts provides students with a different modality to acquire skills and content specifically related to science.	Staff will deliver the instruction through small group and one-to-one.	These services will be provided during the school day.
<b>Social Studies</b>	Students are identified for RTI by their classroom teacher based upon student's response to instruction, performance on assessments, and classwork.	Students will receive support in social studies by engaging in a multi-sensory approach including, grade appropriate reading of targeted non-fiction social studies texts through shared, close reading, guided and independent reading, computer programs,	Staff will deliver the instruction through small group and one-to-one.	These services will be provided during the school day.

		<p>Smartboard and movies.</p> <p>The integration of the arts provides students with a different modality to acquire skills and content specifically related to social studies.</p>		
<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Students are identified for RTI by their classroom teacher based upon behaviors that may present as concerning to the teacher and/or staff .</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 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>

## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

### Part 2: All Title I Schools

#### 2a. 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"> <li>• 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.</li> <li>• 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 staff on a variety of topics and levels. Opportunities to participate in both internal and external inter-visitations are also provided.</li> <li>• 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, New York University, 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.</li> <li>• 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.</li> </ul>

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• 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</li> <li>• Full time coach to support staff with literacy and math instruction</li> <li>• 8 period day to provide teachers with a sixth preparation per week for professional planning and development</li> </ul>

- Contract change for extended day and sixth preparation period utilized for focus on the Citywide Instructional Expectations and Advance

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

#### **3b. 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).

### **Part 4: SWP Schools Only**

#### **4a. 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.).

- 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 September to get acquainted with the routines and expectations for Kindergarten.
- PTA "New Parent Liaison" will organize a summer get together for families new to PS 295

#### **4b. 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.

#### 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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	307,126.00	X	5,a, 5b, 5c, 5d, 5e
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	5b, 5c, 5d, 5e
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,889,189.00	X	5a, 5b, 5c, 5d, 5e

#### <sup>1</sup>Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of 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.

<sup>2</sup>The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)** ***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### **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 the school. **[PS 295]**, 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 the school and the families. The 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 the school community. **[PS 205]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 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 (SPC) Template**

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

#### **I. School Responsibilities:**

Provide high quality curriculum and instruction consistent with Common Core 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 1<sup>st</sup> 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

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



**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: <u>PS 295</u>	DBN: <u>15K295</u>
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: <u>82</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>8</u>
# of certified ESL/Bilingual teachers: <u>3</u>
# of content area teachers: <u>5</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_

We have chosen to spend all of our Title III money for academic supplementary activities in an after school program. 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 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

### Part B: Direct Instruction Supplemental Program Information

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 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

**Part D: Parental Engagement Activities**

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.
  - 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"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>15</b>	Borough <b>Brooklyn</b>	School Number <b>295</b>
School Name <b>The Studio School of Arts and Culture</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Linda Mazza</b>	Assistant Principal <b>Lisa Pagano</b>
Coach <b>Christine Ellrodt</b>	Coach <b>n/a</b>
ENL (English as a New Language)/Bilingual Teacher <b>Sedina Montoya/ESL</b>	School Counselor <b>Heather Stoelting</b>
Teacher/Subject Area <b>Norma Levine/ESL</b>	Parent <b>Dan Jansen</b>
Teacher/Subject Area <b>Williy Pang/5th grade CB</b>	Parent Coordinator <b>Sergio Borrero</b>
Related-Service Provider <b>n/a</b>	Borough Field Support Center Staff Member <b>n/a</b>
Superintendent <b>n/a</b>	Other (Name and Title) <b>n/a</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>456</b>	Total number of ELLs	<b>103</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	103	<b>Newcomers</b> (ELLs receiving service 0-3 years)	81	<b>ELL Students with Disabilities</b>	34
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	22	<b>Long-Term</b> (ELLs receiving service 7 or more 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.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	81	0	17	22	0	17	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 18

## 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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

	K		1		2		3		4		5		6		7		8		TOTAL				
	ELL	EP	ELL	EP																			
SELECT ONE																					0	0	
SELECT ONE																						0	0
SELECT ONE																						0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

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

	9		10		11		12		TOTAL			
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP		
SELECT ONE											0	0
SELECT ONE											0	0
SELECT ONE											0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	12	10	8	12	6	11								0
Chinese	1	1	9	9	7	1								0
Russian	0	1	0	2	0	1								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	2	0	5	0	2	2								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	0	1	0	0	0	0								0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	4	1	1	1	2	2								0
<b>Emerging</b> (Low Intermediate)	5	4	3	1	0	1								0
<b>Transitioning</b> (High Intermediate)	2	0	2	3	1	0								0
<b>Expanding</b> (Advanced)	4	7	14	10	3	8								0
<b>Commanding</b> (Proficient)	0	1	1	6	9	4								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	1	1	6	9	4								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	4	3	0	0
4	6	6	1	0	0
5	4	1	0	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	3	0	6	0	3	0	4	0	0
4	2	0	8	2	0	0	1	0	0
5	2	1	2	0	0	0	0	0	0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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 NYSITELL, 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. 14 of 87 (16%) ELLs met or exceeded grade standards while 270 of 379 ( 71%) Non-ELLs met or exceeded grade 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 (53 or more than 60%) of the students scores went up by at least one level across the grades including 13 (14.94%) students who were Commanding overall. Of the 2 students whose scores dropped 1 was a Special Ed 3<sup>rd</sup> grader whose score went from Advanced to Transitioning and 1 was a Kindergartener who went from Advanced on the NYSITELL to Transitioning on the NYSESLAT. Also 7 of the Kindergarten students scores remained the same from the NYSITELL to the NYSESLAT. Considering the NYSITELL 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 (NYSITELL, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills for Newcomers, including increased use of technological

activities in the classroom.

- Small group Academic Intervention classes in ESL to target language modalities according to their needs.
- Academic Intervention Services for students and those performing below grade level during the school day as well as extended hours.
- After School classes offered to target specific modalities and to help students on all levels familiarize students with academic vocabulary.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Paste response to question here:

The results of the NYSITELL for students who are new admits this Fall: Kindergarten - 4 Entering, 5 Emerging, 2 Transitioning, 5 Expanding; The results of the NYSESLAT for students in 1st grade- 2 Entering, 4 Emerging; 7 Expanding, 1 Commanding; 2nd grade - 1 Entering, 3 Emerging, 2 Transitioning, 14 Expanding, 1 Commanding; 3rd grade - 1 Entering, 1 Emerging, 3 Transitioning, 10 Expanding, 4 Commanding; 4th grade - 2 Entering, 1 Transitioning, 3 Expanding, 6 Commanding; 5th grade - 2 Entering, 1 Emerging, 8 Expanding, 1 Commanding.

The results of the NYSITELL for students who were new admits last Fall were: Kindergarten - 4 Beginners, 7 Intermediate, 7 Advanced.

What is revealed by the NYSITELL is that the last year the majority of Newcomers were Advanced, but this Fall the majority of our Newcomers are Entering or Emerging.

During 2014-2015, our 1st grade (27) and 2nd grade (22) population was the largest one. This year, 2015-2016, the largest population is in grades 2 (22) and 3 (23). Students across the grades reached Commanding and scored out of ESL on the NYSESLAT: 1- Kindergartener, 1- 1st grader, 4- 2nd graders, 1 - 4th grader, 1 - 5th grader.

Kindergarteners scores were 2: Entering, 4 Emerging, 1 Transitioning, 7 Expanding, and 1 Commanding levels. Half of the scores went up to Expanding or Commanding (8 of 16).

1st graders scores were: 1 Commanding, 16 Expanding, 2 Transitioning, 3 Emerging, and 1 Entering. levels. 12 out of the 24 1st graders scores went up at least one proficiency level and 4 Entering and Emerging were here less than 1 year.

2nd graders scores were: 3 Commanding, 11 Expanding, 4 Transitioning, 1 Emerging, and 0 Entering. The majority (16 of 21) went up at least one proficiency level, and 11 of them jumped two (8) or three (3) levels.

3rd graders scores were: 6 Commanding, 3 Expanding, 2 Transitioning, 1 Emerging, and 0 Entering levels. The majority (8 of 12) went up at least a proficiency level of which 6 went up 1 and 2 went up 2 levels.

4th graders scores were: 1 Commanding, 8 Expanding, 0 Transitioning, 1 Emerging, and 0 Entering. The majority (6 of 10) went up at least one proficiency level of which 1 went up 1, 4 went up 2, and 1 went up 3 levels.

5th graders scores were: 1 Commanding, 2 Expanding, and 1 Transitioning levels. All went up at least one proficiency level with 1 moving 1 level and the other 3 going up 2 levels.

Therefore, the biggest gains were made: in moving up proficiency levels 2nd (76%), and 5th (100%) grades; and attaining Commanding and Expanding levels 3rd (75%), 4th (90%), and 5th (75%).

The majority of our students are scoring at the Expanding level except in Kindergarten where the majority are scoring in the Intermediate ( 5 Emerging and 5 Transitioning) range.

3. 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 Expanding and Commanding students across the grades with the exception of Newcomers, here less than 1 or 2 years, or students with learning disabilities.
- Reading and Listening skills hold our students back from reaching the Commanding level of proficiency. This is especially the case for ELLs in the upper grades who are on the Expanding level and who have met or exceeded the benchmarks for Speaking and Writing scores. The majority of these students are either Newcomers, arriving in the US less than 3 years ago, or students with learning disabilities.
- The majority of our students are in the Expanding levels across the grades K-5, and the majority of students at the Commanding proficiency levels are in grades 3-5.
- The majority of our students perform better in Writing than in Reading across the grades.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

Paste response to questions here: change numbers in September

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 first year Newcomers. A Newcomer Spanish speaking transfer student, currently in 5<sup>th</sup> grade, took the Spring 2015 NYS Science assessment in his native language with a score of 2, and took the 2015 NYS Math assessment in Spanish with a score of 2. Compared to the other 4<sup>th</sup> graders' Science scores for ELLs taking the exam in English: 3 receiving a score of 2, 6 receiving a score of 3, and 1 receiving a score of 4. Compared to the other 4<sup>th</sup> graders Math scores for ELLs taking the exam in English: 3 received scores of 1, 7 received scores of 2, and 1 received a score of 4. Therefore, the scores of those students taking the exams in their native languages were comparable with the other ELLs on the grade. The 2 Newcomer Spanish speaking 5<sup>th</sup> grade transfer students last year achieved scores of 1 and 2 on the NYS Math assessment in Spanish. Compared with the other 5<sup>th</sup> grade ESL students taking the NYS Math assessment in English who received scores of 1 and 2.

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). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [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 student's new language development is considered in instructional decisions?

Paste response to question here:

When planning, teachers make sure to integrate explicit vocabulary instruction, provide graphics supports such as short videos and thinking maps when introducing new concepts, as well as provide whole-class experiences to contextualize content. In addition, teachers use data such as NYSESLAT scores and analysis of the ELA and Math state exams to drive instruction. Based on this information, teachers and students together set individual and whole-group goals.

Teachers validate multicultural populations throughout the year. For example, they ensure that classroom libraries reflect student diversity. Also, when planning units of study, read alouds are purposefully chosen, field trips are strategically planned. ADD comments about curriculum and celebrations.

As already stated, all the teachers are notified of their students' previous DRA levels, assessment scores, Special Ed status, or 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:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - How are EPs performing on State and other 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).

Paste response to question here:

Our only program for ELLs is our Freestanding ESL program. The 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 2015 NYSESLAT 13 out of 87 students, or approximately 14.94% of ESL students, across the grades, achieved a Commanding score on the NYSESLAT exams and are eligible for 2 more years of ESL services. The majority of students achieved a score of Expanding (51) or above (13) 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 4<sup>th</sup> grade (8 of 13) ELLs achieved a score of 3 or 4 on the Spring 2015 NYS Science test. The majority of ESL student's scores on the Spring 2015 NYS ELA and Math exams are in keeping with the scores of the non-ESL students on their grades for the same exams. 44% of 3<sup>rd</sup> grade ELLs met or exceeded standards in math, 37% approached standards, and 19% were below standards. 48 of 80 (60%) 3<sup>rd</sup> grade Non-ELLs met or exceeded standards. 8% of 4<sup>th</sup> grade ELLs met or exceeded standards in Math, while 77% approached standards and 15% were below standards. 25 of 77 (32%) 4<sup>th</sup> grade Non-ELLs met or exceeded standards. 0% of 5<sup>th</sup> grade ELLs met or exceeded standards in Math and 40% (2) approached while 60% (3) were below standards. 19 of 60 (31%) 5<sup>th</sup> grade Non-ELLs met or exceeded standards. The 3<sup>rd</sup> grade ELLs ELA scores received were 10 - 1's, 4 - 2's, 3 - 3's. The 4<sup>th</sup> grade ELLs ELA scores received were 6 - 1's, 6 - 2's, 1 - 3's. The 5<sup>th</sup> grade ELLs ELA scores were 4 - 1's, 1 - 2's, 0 - 3's, 0 - 4's.

Of the 195 total students who took the NYS ELA assessment 43% (83) met or exceeded standards, of those 4(12%) ELLs met or

exceeded standards. Of the 195 total students who took the NYS Math assessment 54% (105) met or exceeded standards, of those 0 (0%) ELLs met or exceeded standards.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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 assist parents in completing the survey. Interviews with ESL certified teachers (Norma Levine/Sedina Montoya) determine if parents are in need of translation or interpretation services. The school secretary, Elizabeth Gifford (English speaking) and Paraprofessionals, Maribel Pineda, Melissa Torres (Spanish speaking), Dian Shi Huang (Chinese), and Marko Boshro (Arabic), and certified teachers speaking Spanish (Damaris Alejandro), Russian (Vera Bittner), Portuguese (Priscilla Shen), and Tagalog (Valerie Botin) 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 dominancy. 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 NYSITELL 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 a Spanish-speaking teacher. Maribel Pineda, a bilingual paraprofessional, assists and works with the ESL teacher.

The NYSITELL 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 the certified ESL teacher based on grade levels and other accommodations such as Special Education needs as to time and location. The results of the NYSITELL determines English level proficiency and the amount of ESL service the students should receive. The students who score at the Entering and Emerging levels receive 360 minutes of ESL instruction per week. Students who score at the Transitioning and Expanding 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. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Paste response to question here:

The HLIS is administered when the parent registers their child and along with an interview to determine if the student is eligible for the NYSITELL within the first 10 days. The registration packet should include previous school records, if any, to help identify a gap in the student's education. If the student is Spanish speaking the Spanish LAB is also administered within the first 10 days. If the student's scores or their classwork are 2 or more years below grade standards a SIFE identification should be made. If SIFE is suspected then the SIFE Oral Interview Questionnaire and the LENS are administered. In the Oral Interview Questionnaire, questions are asked about family and home background, education history and language & literacy practices. Based on the results a determination can be made within 30 days of enrollment.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Paste response to question here:

The Language Proficiency Team consists of: Certified ESL teachers, Sedina Montoya and Norma Levine, Special Ed Liaison, Joan Radigan and Assistant Principal, Lisa Pagano. The Language Proficiency Team (LPT) reviews evidence of the student's English language development. Then the LPT recommends the student takes or does not take the NYSITELL. If they take the NYSITELL the results will determine ELL status. If they do not take the NYSITELL, the LPT sends its recommendation to the Principal for review. The Principal then determines whether or not the student should take the NYSITELL. If not, then the Principal's recommendation is sent to the Superintendent for review. Parents are notified within 3 days of the decision and provided written notification. Letters are written in

English and in the student's home language. The Superintendent has 10 days to accept or reject the LPT's recommendation or an additional 5 days if (s)he determines that the student should take the NYSITELL. For students entering the school with an IEP placement in an ELL program must be completed within 20 days.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

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 student's arrival at school, the student is tested with the NYSITELL 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 languages). The parents of the entitled students are invited by the ESL pedagogues to attend a parent orientation on a date before the end of September. After parents view DOE videos and read the parent brochures in their home languages, as well as participating in a Q&A (in English and Spanish) with the ESL pedagogues, the parent survey and selection forms are distributed by the ESL pedagogues and completed by parents. In addition, (if necessary) translation is also provided in other languages such as Chinese, Arabic and Russian by professionals or other pedagogues. 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 ESL pedagogues, Norma Levine and Sedina Montoya and paraprofessionals, Maribel Pineda, DianShi Huang and Marko Boshro to ensure informed choice. All parent choices are listed on the ELPC report in ATS by the ESL pedagogues within a day of the orientation (within the first 20 days of school), or immediately upon receiving back the Parent Selection forms. If the Parent Selection forms are not received within a week, another follow up call (by a certified ESL teacher) is made to determine parent choice. The response is immediately posted on ELPC in ATS, by the ESL pedagogues.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Paste response to question here:

The NYSITELL is administered by certified ESL pedagogues, Norma Levine and Sedina Montoya to incoming students whose HLIS indicates that they are ELLs within the first 10 days of enrollment. After the NYSITELL is administered, the DOE Entitled or Non-Entitled parent letters are sent home in English (and home language) informing them of their child's status, based on the results of the NYSITELL and their right to appeal that status within 45 days of enrollment. Certified ESL pedagogues file and maintain copies of the correspondence in the ESL administrative cabinet.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? 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) and Sedina Montoya (ESL certified teacher), the parent coordinator, Sergio Borrero, 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 meeting are translated into languages appropriate for the parents in attendance. A DOE videotape that describes 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, therefore parents are able to view it in their native language to assure the understanding of the description of all programs offered. 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) in English and home languages. Parents who were unable to attend the orientation presented by the ESL pedagogues, are sent home Parent Survey and Program and Selection forms, along with the parent brochures in English and home languages. To ensure informed choice is available to all parents, follow-up calls are made by Norma Levine or Sedina Montoya, with assistance from paraprofessionals Maribel Pineda, Dian Shi Huang or Marko Boshro. 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 filed in the ESL administrative cabinet and the certified ESL teachers are responsible for maintaining the files. If there is still no response from the parents, ATS will select Transitional Bilingual Program (TBE) as a default placement.

Currently the majority of parents have opted for the freestanding ESL program. Should the parents of 15 or more students, in 2 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.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

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 student's arrival at school, the student is tested with the NYSITELL 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 languages). The parents of the entitled students are invited by the ESL pedagogues to attend a parent orientation on a date before the end of September. After parents view DOE videos and read the parent brochures in their home languages, as well as participating in a Q&A (in English and Spanish) with the ESL pedagogues, the parent survey and selection forms are distributed by the ESL pedagogues and completed by parents. In addition, (if necessary) translation is also provided in other languages such as Chinese, Arabic and Russian by professionals or other pedagogues. 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 ESL pedagogues, Norma Levine and Sedina Montoya and paraprofessionals, Maribel Pineda, DianShi Huang and Marko Boshro to ensure informed choice. All parent choices are listed on the ELPC report in ATS by the ESL pedagogues within a day of the orientation (within the first 20 days of school), or immediately upon receiving back the Parent Selection forms. If the Parent Selection forms are not received within a week, another follow up call (by a certified ESL teacher) is made to determine parent choice. The response is immediately posted on ELPC in ATS, by the ESL pedagogues.

Once the Parent Survey and Selection form is signed and returned, and results posted in ATS, 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. An explanation of these programs and their availability is provided in English and in translation. 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. At PS 295 the majority of parents select ESL for their children. If parents of 15 students or more in contiguous grades opt for a bilingual or dual language program, a class will be opened. Parents who have selected these options will be immediately notified with DOE placement letters in English and home languages.

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 the ESL Administration cabinet and the ESL teachers are responsible for maintaining the files.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Paste response to question here:

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 ESL pedagogues, Norma Levine and Sedina Montoya and paraprofessionals, Maribel Pineda, DianShi Huang and Marko Boshro to ensure informed choice. All parent choices are listed on the ELPC report in ATS by the ESL pedagogues within a day of the orientation (within the first 20 days of school), or immediately upon receiving back the Parent Selection forms. If the Parent Selection forms are not received within a week, another follow up call (by a certified ESL teacher with translation assistance by paraprofessionals, if needed) is made to determine parent choice. The response is immediately posted on ELPC in ATS by the ESL pedagogues. Completed parent surveys and selection forms are collected and stored in the ESL administrative file cabinet.

9. Describe how your school ensures that placement parent notification letters are distributed.

Paste response to question here:

Once the Parent Survey and Selection form is signed and returned, and results posted in ATS, 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. An explanation of these programs and their availability is provided in English and in translation. 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.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Paste response to question here:

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. The original HLIS remains in the student's cumulative records folder attached to their other registration forms. Copies are kept in the ESL administrative cabinet.

11. 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.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Paste response to question here:

Each September, within the first 10 days of school, DOE Continued Entitlement, Transitional Entitlement or Non-Continued Entitlement letters are distributed to ESL parents by mail or backpack, (in English and home language) notifying the parents of their child's proficiency level, according to the latest NYSESLAT, 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.

ELLs who have reached proficiency (according to the NYSESLAT) are taught through the workshop model in their regular classes, and are provided with scaffolded supports and explicit academic language instruction. ELLs who have reached proficiency are invited to after school programs such as the Title III program and Homework Help, and are provided with continued support in building academic language for two years. In compliance with the CR Part 154.2 ELLs who have reached proficiency are also serviced with 90 minutes of push-in support per week for two years after reaching proficiency on the NYSESLAT.

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..

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Paste response to question here: complete with numbers in September

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 an ESL Administrative 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 for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

a. Freestanding ENL program.

Paste response to questions here:

PS 295 implements a heterogeneous organizational model, with at least one ICT class for each grade.

Our ESL program is a Freestanding push-in/pull-out English as a Second/New Language Program as per the CR Part 154 with a combination of integrated and standalone ESL classes.

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.

b. TBE program. *If applicable.*

n/a

c. DL program. *If applicable.*

Paste response to questions here: n/a

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Paste response to questions here:

Our Freestanding English as a Second Language Program ranges from Newcomers all the way to Commanding proficiency levels. Depending on their proficiency level they receive from 90 minutes to 360 minutes per week of ESL pull-out class (in groups no larger than 12) or push-in assistance in their classrooms from certified ESL pedagogues, as per CR Part 154. Entering and Emerging 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 Transitional and Expanding students receive 180 minutes of ESL instruction, from ESL pedagogues, and 450 minutes of ELA instruction from their regular classroom teachers. Commanding students receive 90 minutes of ESL instruction from ESL pedagogues. Entering students receive 180 minutes of standalone ESL and 180 of integrated ESL; Emerging students receive 90 minutes of standalone ESL, 180 minutes of integrated ESL, and 90 minutes additional ESL of either standalone or integrated ESL; Transitional students receive 90 minutes of integrated ESL and an additional 90 minutes of either standalone or integrated ESL; Expanding students receive 180 minutes of integrated ESL; and Commanding students receive 90 minutes of integrated ESL.

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 core content is delivered in each program model. 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 here:

ELLs' home language(s) and culture(s) are regarded as assets and are used by the teacher in bridging prior knowledge to new knowledge, and in making content meaningful and comprehensible.

Teachers use knowledge of the students' native language structure and informally assess students' prior knowledge to inform instruction.

3

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 Wilson Foundations literacy program and Flying Start to Literacy.

- Additional Title III program to support ELLs with the focus of developing Academic language using teacher made materials, and the TEXT TALK and the Academic Vocabulary Toolkit Programs.

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

- Content area teachers monitor the understanding of linguistically challenging material, domain-specific vocabulary, and Common Core curriculum, by using a variety of phrasings and synonyms to clarify meaning.

- Math teachers also devote extra class time to untangle difficult word problems, focus on developing domain-specific vocabulary, present real-life problems in various ways, and ensure comprehensible input with the use of manipulatives and clarify misconceptions using the constructivist approach.

- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

4. How do you ensure that ELLs are appropriately evaluated in their home 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 NYSITELL 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 Freestanding 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, Fountas & Pinnell, On-Demand writing assessments, and other content area Benchmark assessments, to ensure steady growth in all areas of English acquisition is on-going. The NYSESLAT is administered to appropriately evaluate all four modalities of English acquisition each Spring.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Paste response to questions here:

There is a total of 103 ESL students. The breakdown is as follows: 0 SIFE, 81 Newcomers, 22 ELLs in years 4-6, 0 Long Term ELLs, and 34 Special Education ELLs.

Plan for SIFE

The SIFE population had increased in school year 2014-2015 and there was 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.

Currently there are no ELLs that are SIFE in school year 2015-2016.

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 were mostly in grades 4 and 5. An analysis of their scores on the NYSESLAT, ELA, and Math assessments

suggests that their problem was one of reading and writing. Our action plan for this group involved:

- Targeted 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 programs.

Currently there are no Long Term ELLs in school year 2015-2016.

Plan for continuing transitional support (two years) for ELL's reaching a Commanding level of 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 Afterschool and Title III literacy programs.
- Continue 90 minutes of integrated ENL/ELA or other content area push-in support per week.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.

Paste response to questions here:

Students who have not been identified as ELLs but are being evaluated for re-identification as ELLs will be taken by the ESL teachers at an "At Risk" basis to ensure that their academic progress is not adversely affected, and they will participate in other ESL interventions services, such as small group, Afterschool, and Title III programs. Within 6-12 months the principal will review the student's progress to determine if additional support services are needed or if the re-identification process should be reversed. Schools, parents, or students 18 years of age or older may believe the student was misidentified and request within 45 days a re-identification. The school must initiate the review upon a written request. The re-identification must be completed by the LPT within 10 school days upon receipt of the written request or if the CSE needs to be consulted within 20 school days. The school reviews: the written request; initial or reentry documents; student's work in English or home language; administration of the NYSITELL; results of school based assessments; and consultation with the CSE for students with IEPs. The Principal reviews the LPT's recommendation and determines whether or not to change the ELL or Non-ELL status. Notification is sent to the superintendent for review. Between 6 to 12 months the principal must review the re-identification progress to see if additional supports are needed. .

8. 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 Student:

34 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 small group instruction 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 groups 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 After School Literacy and Title III 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 using Academic Vocabulary Toolkit Program for grades 3-5 and Text Talk Vocabulary Building Program for grades 1 and 2.
- Instructional strategies for ELLs-SWDs include scaffolding using modeling, bridging, contextualizing, text representation wwith use of manipulatives and other tactile materials
- ELLs-SWDs whose IEPs mandate Bilingual instruction are provided with individual bilingual paraprofessionals to ensure all instruction is appropriately delivered.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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 heterogeneous integrated and homogeneous standalone ESL small groups.

Chart

- Participating in small group phonics workshops with other students across the grade with similar needs.
- Inclusion in the Afterschool literacy 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 and PT) and Guidance, are conducted using a combination of push-in and pull-out services to attain academic achievement in the least-restrictive environment.

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	<b>2 units of study per week</b> (360 min.)	<b>2 units of study per week</b> (360 min.)	<b>1 unit of study per week</b> (180 min.)	<b>1 unit of study per week</b> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



\*Note “other approved services” does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <u>per week</u> (540 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

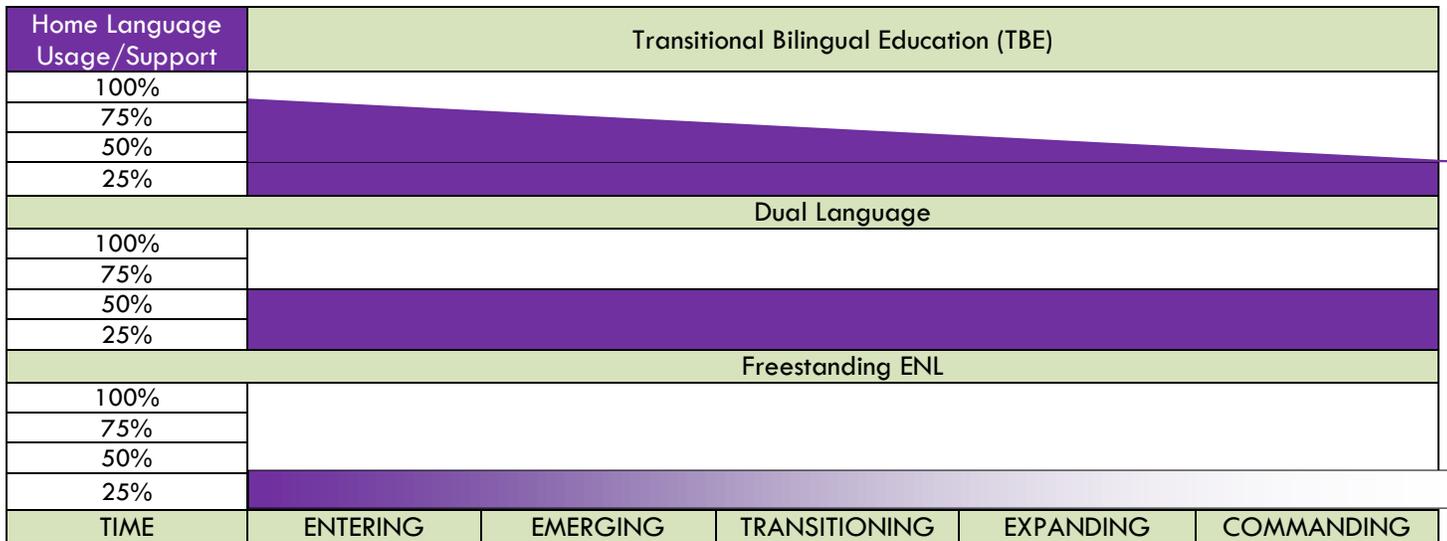


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 ELLs 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, NYS assessments 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.
- Intervention/Literacy Programs: Academic Toolkit, Flying Start to Literacy, Text Talk Literacy Program.
- Professional Development and supports for teachers with ELLs and Special Ed students in mind: TC Literacy coaches, Colleen Cruz and Christine Holley, Special Ed Consultant, Lauren Hough, and ENL Consultant, Tina Stanisci.
- 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 out students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They embrace the following:

- Analyze ELLs data (classroom performance tasks and tests, NYS assessments 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.
- 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.

- Collaboration between classroom teachers and ESL teachers to create a learning community which is knowledgeable and experienced in research- 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.
- Increase reading of nonfiction texts and nonfiction writing.
- Incorporating all language modalities during the lesson, e.g. discussion, journals.
- Ensure that teachers analyze students' data to identify strengths and needs and utilize the findings to drive instruction.
- Ensure the coach works closely with teachers to support rigorous instruction aligned with the Common Core.
- Incorporate writing as a component of science curriculum, e.g. journals
- Encourage science teachers to participate in professional development opportunities focusing on ELL instructional 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, for a period of 2 years for continued transitional support. They will continue to receive small group instruction during the school day in addition to the 90 minutes of integrated ESL support (as per CR

PART 154.2) and are invited to the Afterschool programs, such as, the Title III and the Homework Help program.

Two year's ago we implemented a 12-1-1 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. Students in the 12-1-1 class made enough gains in the last 2 years, and are now in an ICT class, a lesser restrictive environment.

11. 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. On the Spring 2015 NYSESLAT the majority, or 79%, of ESL students attained an Expanding (51) or Commanding (13) level of English proficiency.

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

Paste response to question here:

This year our small group work will focus on those students who have scored Entering, Beginning, 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.

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

Paste response to question here:

This year small group 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.

This year the 12-1-1 class for ELLs has been discontinued because our students have achieved enough gains in language acquisition to move to the ICT classes, a lesser restrictive environment.

14. 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. Approximately 15 ELL students participate in the Recess Soccer program that is supervised by our Parent Coordinator, Sergio Borrero.
- Title III Before/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 academic vocabulary building. A letter inviting them to participate is sent home in English and in Spanish, Arabic and Chinese. The program was scheduled before and after school to ensure full participation of our ELL population. We currently use the Academic Vocabulary Toolkit program and Text Talk Literacy program. There were 39 ELL students who participated in the morning Title III program (2 days a week) because they were unable to stay after school due to bus transportation. There were 45 ELL students who participated in the after-school Title III program one day a week..
- 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, Touch-a-Truck, 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 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 in Spanish, Chinese and Arabic. 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.

15. What instructional materials, including technology, are used to support ELLs? Include core 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:

- Academic Vocabulary Toolkit
  - School created ELA and Math Test Prep materials
  - Scholastic Text Talk Literacy Program
- New York State NYSESLAT Samplers

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 and IPADs are used in Kindergarten, Bilingual Speech, and other classes to provide visual support of language development and content area concepts.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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. Word-to-word glossaries are available, for added support, for those students with native language literacy in the content areas.

17. Explain how the school ensures all required services/resources support and 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. Students in the 12-1-1 class have made enough gains in English language development in the last 2 years, and are now in ICT classes, less restrictive environments.

Small group 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.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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 and Russian. Other languages could be translated by DOE Translation and Interpretation 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. The website is in English and Spanish.

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

19. 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.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here: n/a



## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

Paste response to question here:

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: Each Monday afternoon, from 2:40 - 4:00, the entire staff participates in professional development sessions in the library, as per the contract, for the whole school population, including ELLs, in mind.

TC Literacy coaches Christine Holley and Colleen Cruz meet with teachers to support their work with the Readers and Writers workshop with our student's needs, including the ELLs, in mind. In-house Dates: September 21, 28; October 5; January 1, 4, 11; April 11, 18; May 2 and June 6. Teachers also individually attend calendar days at Teachers College. Dates: September 25; October 2, 5, 16, 19, 20, 23; November 6; December 2, 8, 15; January 6, 22, 27; February 2 and March 16.

ESL Consultant, Tina Stanisci, meets with the administration, the classroom teachers, the ESL teachers, and the paraprofessionals to support our work with ELLs specifically. Dates: November 2, 16, 23; February 22, 29; March 7; May 9, 16, 23

Special Education Consultant, Lauren Hough, meets with the administration, classroom teachers, ESL teachers, Speech teachers, and Occupation therapists to support our work with students with special needs, including ELLs with special needs. Dates: October 7, 14, 21; January, February, March to be decided. All 3<sup>rd</sup> grade teachers are participating in Mindfulness Training that supports an individual in dealing with the stressors that can impede concentration and learning. Classes are provided by the organization, Miss Be and are held on Wednesdays and Thursdays for an 8 week cycle beginning on October 14.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Paste response to question 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. Our Teacher's 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 the District. Parent coordinators attend professional development provided by the District. 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 District and turnkey to staff members. - ESL teachers have attended professional development provided by the Network for NYSESLAT, CR Part 154 and other compliance changes, Title III, and Implementing the Common Core with ELLs.

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

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

- Implementing Common Core Standards across the grades in ELA and Math with ELLs in mind.
- Implementing Academic Vocabulary development via explicit instruction specifically for ELLs using the Academic Tool Kit and Text Talk Literacy program in Title III and other classroom programs.
- 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 District 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:

- INSERT Last year's PDs
- Title III

- NYSESLAT changes 2015
- NYSESLAT scoring 2015
- CR Part 154.2

Our ESL 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.
- ESL consultant visited classrooms and provided support to classroom teachers and conferred and supported ESL

teachers

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Paste response to question here:

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's.
- 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.
- The Guidance Counselor, Heather Stoelting, annually attends a workshop on "Middle School Articulation" where she learns of the latest changes in the middle school choice process for our 5th graders, including our ELL 5th graders. Middle school administrators visit to talk to all 5th grade teachers and students about different programs.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Paste response to question here:

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.

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.

In addition, ESL teachers attend professional development workshops at the District throughout the school year (NYSESLAT changes, NYSESLAT scoring, CR Part 154 changes, Title III, Implementing Common Core for ELLs, ELLs and Autism, etc)

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Paste response to question here:

Each Tuesday afternoon, from 2:40- 3:55 the entire staff is involved in Parent Engagement, as per the contract, to meet with parents to discuss the individual needs of their child. ELL parents discuss their child's language proficiency and other content area development with the student's classroom teacher, the ESL teacher, and a translator, in attendance. In addition, the ESL teacher can arrange for separate parent engagement meetings to discuss the student's individual language acquisition progress with the parents.

Parents, including ELL parents, are invited to attend Curriculum Night in September to discuss their child's program for the year with classroom and ESL teachers. Translation is available.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response to question here:

A record of Tuesday afternoon Parent-Engagement meetings with ELL parents, or other individual ELL parent meetings and/ or phone calls, is kept on the DOE Parent Engagement Form. A copy of any correspondence is placed in a folder in the ESL Administrative cabinet.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Paste response to question here: 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, including ELL parents, are encouraged to participate. This provides time for parents to visit the classrooms and work hands on with their child.

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

All parents, including ELL 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.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Paste response to question here:

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.

5. How do you evaluate the needs of the parents?

Paste response to question here:

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.

6. How do your parental involvement activities address the needs of the parents?

Paste response to question here:

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 and Interpretation Service unit, when necessary, for longer documents, or for languages not spoken by staff.

#### **D. Additional Information**

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Linda Mazza	Principal		11/3/15
Lisa Pagano	Assistant Principal		11/3/15
Sergio Borrero	Parent Coordinator		11/3/15
Sedina Montoya/ ESL	ENL/Bilingual Teacher		11/3/15
Dan Jansen	Parent		11/3/15
Norma Levine/ ESL	Teacher/Subject Area		11/3/15
Williy Pang/ 5 th grade CB	Teacher/Subject Area		11/3/15
Christine Ellrodt	Coach		11/3/15
	Coach		
Heather Stoelting	School Counselor		11/3/15
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **15K295** School Name: **PS 295**  
Superintendent: **Anita Skop**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learn DOE.org/tiu/lac](http://www.learn DOE.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

When a student is registered at the school, the parents complete a HLIS form. Part III of this form inquires as to what language the parent prefers for his/her oral and written communications with the school. At the beginning of each academic year a Parent Survey and the DOE contact cards are distributed to every student's home inquiring about preferred oral and written languages for their communication. In addition the contact card is available to be completed online in both English and Spanish via the school website. These multiple sources of information provide us with the identification of the preferred communication of both oral interpretation and written documentation. Of the 495 students this year, parents speaking Spanish, Chinese, Arabic and Russian requested oral interpretation and translation of written documents.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Of the 495 students this year, parents speaking Spanish, Chinese, Arabic and Russian requested translation of written documents.

Currently the parents' preferred languages for both written and oral communications are: Spanish, Chinese, Arabic and Russian.

## Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The following documents are disseminated every year that require translation: parent handbook, welcome letters, curriculum overviews, weekly bulletin, bi-monthly newsletter, monthly calendars, permission slips (trips, videos, photos), Parent-teacher conference letters, New York State testing dates, after-school program information, letters from school leadership, PTA outreach. All DOE communications (HLIS, Parent Brochures, Entitlement letters, Non-Entitlement letters, etc.) already are available translated and are provided in the appropriate languages. We are utilizing the Stars report cards which are available in all of our preferred languages. We are working to ensure that any additional comments added to the report cards can also be translated. The formatting of the STARS report card has made it a challenge. All translation request to the Translation and Interpretation Unit will be sent at least two weeks in advance.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Meet the Staff evening - September 17th, 5<sup>th</sup> grade Potluck dinner- October 5<sup>th</sup>, Parent-Teacher Conferences- November 5<sup>th</sup>, March 3<sup>rd</sup>, May 12<sup>th</sup>, January parent promotion-in-doubt conferences. We have a monthly Bagel Bits parent meeting, monthly PTA meeting and other school activities. We are anticipating workshops for our parents at the May parent conference day and also on Thursdays afterschool beginning January as part of our Title III program. We have a school messenger service that sends phone messages home to parents in their preferred language. This is used for class or grade announcements. In addition, we use the school messenger service to send messages in their preferred language about absences or latenesses to parents.

## Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Currently, our Parent Coordinator who is our LAC is our Spanish translator for most written documents. We have several non-pedagogical staff who assist with oral translation in Spanish. Our

written translations in Arabic and Chinese are handled in-house by school staff. This is also the case for our oral translations in Arabic and Chinese. We can provide in-house oral translation for Russian through our school staff. We are intending to reach out to the Translation & Interpretation Unit for written documents in Russian and to help with the overload with Chinese written translations. The LAC has established dates on his calendar so that templates for standard DOE notices are attained as need be.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

We have developed a timetable for documents that are standardly provided to our parents. Most documents are translated in-house by staff. We will reach out to the Translation and Interpretation Unit if the document is sizeable and is available at least one month in advance. Those documents needed on a daily basis will be handled in-house by school staff. We anticipate reaching out to the Translation & Interpretation Unit for oral Russian interpretation for IEP meetings. All other languages are easily facilitated by in-house staff.

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

We will ensure that all staff members are aware of how to use translation services and over-the-phone interpretation service by having a Professional Development provided by our LAC during our 80 minutes Mondays in September. The LAC will provide information and instruction to all school staff. It will occur on 3 consecutive weeks so that teachers, paraprofessionals and all related service providers will be made aware of the responsibility. All necessary documents (T & I Brochure, Language ID Guide and Language Palm Cards) will be distributed at these meetings. In addition, administration will include this information in Staff handbook as well as email this information to all staff. All staff members have been provided a copy of the "I Speak" card. This card includes the phone number for over-the-phone interpretation.

Schools and offices must post in a conspicuous location at or near the primary entrance to such school a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. Translated signs, in the covered languages, are available at

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at

<http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access

☒ Language ID Guide at security desk and main office

Outside the main office on the bulletin boards the school posts a copy of the DOE sign in English, Spanish, Arabic, Chinese 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 also made available in preferred languages (Spanish, Chinese, Arabic and Russian). Our Parent Handbook outlining our safety plans and containing procedures for ensuring parents' ability to reach the schools administrative offices will be available on line in Spanish, Arabic and Chinese. It is also distributed to all students and their families the first week of school in preferred languages. These documents can be located at the Translation and Interpretation Unit's intranet site: [https://intranet.nycboe.net/SchoolSupport/translation\\_and\\_interpretation\\_unit](https://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit).

### **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We will be implementing a parent survey that will be distributed several times over the course of the school year. This survey will be distributed after the November parent teacher conferences, the January promotion in doubt meeting and the final distribution will occur after the March parent teacher conferences. The outreach for these surveys will be to the entire parent population. In addition, a separate survey will be distributed to any parent whose child receives special education services. Upon receipt of each of these surveys, the feedback will be analyzed and help the school implement additional supports so that we can continue to improve the quality and availability of services. In addition, we are scheduling a focus group of parents inclusive of all cultures and languages represented in our school to help us gather feedback.