

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):	29Q295
School Name:	P.S./I.S. 295
Principal:	DEON LAVIGNE-JONES

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/IS 295 School Number (DBN): 29Q295
Grades Served: Pre-k-8
School Address: 222-14 Jamaica Avenue, Queens Village, NY 11428
Phone Number: 718-464-1433 Fax: 718-464-1439
School Contact Person: Melissa Cody Email Address: mcody3@schools.nyc.gov
Principal: Deon LaVigne-Jones
UFT Chapter Leader: Colleen Chiauzzi
Parents' Association President: Diana Baksh
SLT Chairperson: Melissa Cody
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Diana Baksh
Student Representative(s):

District Information

District: 29 Superintendent: Lenon Murray
Superintendent's Office Address: 222-14 Jamaica Avenue, Queens Village NY 11428
Superintendent's Email Address: Lmurray3@schools.nyc.gov
Phone Number: 718-264-3146 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Queens South Director: Marlene Wilks
Director's Office Address: 82-01 Rockaway Blvd,
Director's Email Address: MWilks@schools.nyc.gov
Phone Number: 718-642-5868 Fax: 718-281-3509

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)
Deon LaVigne-Jones	*Principal or Designee	
Colleen Chiauzzi	*UFT Chapter Leader or Designee	
Diana Baksh	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Diana Baksh	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	
Melissa Cody	Member/ Teacher	
Debra Gestone	Member/ Teacher	
Edward Rooney	Member/ Teacher	
Jennifer LaBella	Member/Teacher	
Katia Cadet	Member/ Parent	
Ladonya Hue	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Nalini Sahadeo	Member/ Parent	
Clemence Williams	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.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: 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.

P.S. /I.S. 295q is an elementary-middle school with 547 students from PreK through grade 8, located in Queens Village, New York. The current population is comprised of 25% Hispanic, 40 % Asian, 28% Black, and 4% White. English Language Learners account for 8% and Students with Special Needs account for 14%. The attendance rate to date is 96%.

Our emphasis on literacy and mathematics includes a school wide involvement with Teacher's College Reading and Writing Initiative and Go Math! curriculum. Our goal is to provide maximum educational opportunities for all of our students. Students are encouraged to participate in extra-curricular activities while being challenged in various advanced classes in Mathematics and English. PS/IS 295Q offers a diverse learning community with engaged faculty. Our classroom environment offers technology including laptop computers and SmartBoard interactive whiteboard and tables. Instructional strategies incorporate hands on exploration and inquiry based learning.

Some of the special initiatives we are implementing are:

Career Day:

Our annual Career Day creates a critical link between the classroom and the community workplace by allowing students to explore various career options so that they can make informed educational and career choices.

Career Day allows students to gain exposure to different careers. Presenters discuss how English, math, problem solving, teamwork, and other basic skills learned in the classroom are used on the job.

Performances:

Monthly ceremonies are held to celebrate student success. During these ceremonies students are presented awards in honor roll, citizenship, student of the month and attendance. Throughout the school year all classes participate in assembly performances. School performances include topics on bullying, black history and multiculturalism.

Cookshop:

Students in Kindergarten through 2nd Grade participate in the Food Bank for New York City Cookshop program. This program allows students to engage in hands-on exploration and cooking activities through standards based lessons.

National Junior Honor Society:

NJHS honors those students who have demonstrated excellence in the areas of school leadership, service and character. In addition to recognizing students for their accomplishments, NJHS also challenges them to be involved in school activities and community service.

Student Council:

Leadership skills are honed in student government. Each grade has two student representatives to help plan events and engage in discussion about school policies.

Choice Clubs:

Students can select a range of choice from peer tutoring, technology club, yearbook, newsletter club, band and Spanish club.

Collaboration:

Grade wide teacher teams meet regularly to examine student work, reflect on teaching and share best practices. Teachers regularly collaborate with parents to share information on how to support the schools efforts. Grade-wide monthly newsletters are created by teacher giving parents' specific information about the class/grade.

Parent Workshops:

Parent workshops are conducted monthly by Administration, Parent Coordinator, and Teachers. Parents are invited to come in and participate in a learning session for their child's grade level.

Our area of focus is to align use of resources to support instructional goals to meet students' needs. Our area of celebration is rigorous, engaging and coherent curricula and assessments aligned to the Common Core Learning Standards. According to School Progress data from the 2013-2014 School Quality Guide, the percentage of students who met State standards on the State English test was 44% and was 49% on the Math State Exam. However, the extent to which the school serves and succeeds with students in special population is approaching target. Also, students in students with disabilities in self-contained setting at a level 3 or 4 were 0.0% in English and 7 % in Mathematics. Students with disabilities integrated co-teaching (ICT) setting is 3.8% for English and 3.8 % for Mathematics.

29Q295 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	541	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
				2
Types and Number of Special Classes (2014-15)				
# Visual Arts	5	# Music	7	# Drama
# Foreign Language	6	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	66.7%	% Attendance Rate		95.3%
% Free Lunch	67.1%	% Reduced Lunch		14.2%
% Limited English Proficient	7.7%	% Students with Disabilities		14.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	2.3%	% Black or African American		30.6%
% Hispanic or Latino	25.4%	% Asian or Native Hawaiian/Pacific Islander		35.6%
% White	5.6%	% Multi-Racial		0.5%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.17	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		10.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		8.56
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	43.6%	Mathematics Performance at levels 3 & 4		49.4%
Science Performance at levels 3 & 4 (4th Grade)	80.3%	Science Performance at levels 3 & 4 (8th Grade)		88.1%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%
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		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	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		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	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	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
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.

An analysis of the results of our school’s performance on the 2015 Mathematics state exams revealed the need to enhance curriculum and instruction to improve scores and close the achievement gap in this subject area. We have aligned our new curriculum and various end unit assessments and performance tasks to the CCLS. In addition, we are utilizing the data collected from the Performance Series assessments to drive instruction. Multiple sources of performance data, including the performance on the NYS Assessments, reveal that students in the sub group population of English Language Learners and Students with Disabilities performed lower than their peers.

As evidenced from 2015 NYS Mathematics Exam Item Skills Analysis:

- An examination of state exams scores by grade revealed that on average our students performed at the following levels:
 - 3rd grade: 2.72; below city average of 2.78
 - 4th grade: 2.61; below city average of 2.79
 - 5th grade: 3.13; above city average of 2.75
 - 6th grade: 3.05; above city average of 2.74
 - 7th grade: 2.50; below city average of 2.64
 - 8th grade: 3.14; above city average of 2.48
- Overall, 43% of our students in grades 3-8 performed at or above grade level (level 3 or 4) on the NYS Math Exam.
- Our 5th, 6th and 8th grade math scores were, on average, higher than the city scores. This is a positive that we can look to in order to improve the math instruction in grades 3, 4, and 5.
- The greatest disparity is in the 4th grade, our current 5th graders. We need to look at what can be improved in the 4th grade math instruction, as well as what works well in 5th grade.

As evidenced from the 2015 NYS Mathematics NYSED Assessment Data:

- 24% of SWD performed at proficiency levels 3 and 4. This is an 8% increase in their performance from last year.
- 26% of ENL students performed at proficiency levels 3 and 4. This is a 12% increase in their performance from last year. We had 85 students in 2015, whereas there were 75 students in 2014.
- We met our goal from last year, but we still want to increase the performance levels of our SWDs and ENLs.

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, 75% of all students including ESL, SWDS will increase their performance on the NYS Math Assessment by 3%.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will engage in professional development. Professional Development include developing curricula using the Universal Design for Learning process, and using CCLS-aligned, grade-specific rubrics (with common categories and point system) as both an instructional and assessment tool, EngageNY</p>	<p>All students in K- 8 and all teachers</p>	<p>September 2015- June 2016</p>	<p>School Leaders, Instructional Coaches, Classroom Teachers</p>
<p>Teachers with SWD will use the data analysis from the NYS assessment to implement and refine curricula aligned to the Common Core Standards. During grade level and Special Education Team meetings teachers within their grade-level bands will focus on the continual and successful implementation of the common core curriculum.</p>	<p>All students in K- 8 and all teachers</p>	<p>September 2015- June 2016</p>	<p>School Leaders, Instructional Coaches, Classroom Teachers</p>
<p>Design and utilize a balanced math prototype that consists of a 80-minute block designed around the workshop model, which includes but is not limited to, problem of the day, mini-lesson, small group instruction, teacher observations, math reflections and/or performance tasks.</p>	<p>All students in K- 8 and all teachers</p>	<p>September 2015- June 2016</p>	<p>School Leaders, Instructional Coaches, Classroom Teachers</p>

Analyze NYS Math data quarterly to identify school-wide and grades specific trends, strengths and areas in need of improvement.	All students in K- 8 and all teachers	September 2015- June 2016	School Leaders, Instructional Coaches, Classroom Teachers
---	---------------------------------------	---------------------------	---

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.											
All School Staff Members, I-Ready, SMARTBoards, Go Math program, professional learning, common planning, mathematics coach											
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		Title III, Part A	X	Title III, Immigrant
	C4E		21 st 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, all students will have shown a 2% increase in math achievement as measured and tracked by I-Ready and Go Math! mid-year assessment.
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.

According to our 2014-2015 School Survey Report we need to engage our students more:

- 64% of our students feel it is important to come to school every day.
- 61% think doing homework is important.
- 65% feel it is important to pay attention in class.

According to our 2014-2015 School Survey Report our students understand that their teachers have high expectations:

- 99% acknowledge that teachers expect them to work hard.
- 98% say their teachers expect their best at all times.
- 96% feel safe in their classes.

According to our 2014-2015 School Survey Report, 96% feel safe in classrooms, but only feel safe in the hallways, bathrooms, lockers and cafeteria 89% of the time.

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 be engaged in a character education program in order to help them develop strong moral character and become tolerant individuals whose actions reflect six key character traits (caring, responsibility, respect, fairness, trustworthiness and citizenship) This will lead to improved school culture as evidenced by a 3% increase in each of the School Quality Snapshot indicators referenced in the Needs Assessment.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>School staff will develop comprehensive character education curriculum modeled after the Josephson Institute’s Center for Youth Ethics “Character Count’s” program, Sean Covey “7 Habits of Highly Effective Teens” program and “Bullying Awareness”</p>	<p>All students K-8</p>	<p>September 2015- June 2016</p>	<p>School Leaders, Instructional Coaches, Classroom Teachers, Guidance Counselor</p>
<p>Monthly read alouds and lessons connected to the month’s theme will be implemented into the literacy curriculum. In addition, weekly character quotes will be included in morning announcements and will be reinforced by all school staff. Students will engage in monthly self-reflection to assess the impact of the month’s activities and identify strategies to continue the work.</p>	<p>All students K-8</p>	<p>September 2015- June 2016</p>	<p>School Leaders, Instructional Coaches, Classroom Teachers, Guidance Counselor</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>											
<p>All School Staff Members, monthly read aloud book, monthly song and/or art piece for use in classroom, outreach to community for service opportunities, weekly assembly periods will be utilized to reinforce themes and promote program, 2 instructional periods dedicated to program per month.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>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.</p>
<p>In February, students will respond to survey questions that align with the end of year school survey to indicate if we are on target for meeting our goal of increasing the indicators by 3% overall.</p>

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.

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.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></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.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.										
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21st 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.
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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></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.

--

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st 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.

--

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.

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.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></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.

--

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st 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.

--

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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	All Students retained in current grade Teacher Assessments level 2 and below TCRWP Running Record Performance Series Report / pre-mid-post assessments of students Recommendations from the SBST for AIS services	Level II Intervention is scheduled in the classroom by the classroom teacher will differentiate instruction by: <ul style="list-style-type: none"> • Small group instruction • I-Ready extension lessons • Strategy Groups • TCWRP Tier II support • TCWRP Tier II strategic support • Scaffold Strategy Handbook • Guided Reading Groups • Zoom In-Curriculum Associates • Use of graphic organizers and modeling of skills and strategies • Two 90 minute after school program 2X a week blendedi-ready supporting materials AIS intervention is scheduled as a pull out program services provided by a special education teacher 2X a week, 43 minute periods per week.	Small group One to one Tutoring	During the school day After School programs two times a week

		<ul style="list-style-type: none"> • STARS used with I-ready program • Focus on Reading • Computer sites • Use of graphic organizers and modeling of skills and strategies <p>Two 90 minute after school program 2X a week a week I-ready supporting materials</p>		
<p>Mathematics</p>	<p>All Students retained in current grade Teacher Assessments level 2 and below</p> <p>Performance Series Report /pre-med-post assessments of the students Recommendations from the SBST for AIS services</p>	<p>Level II Intervention is scheduled in the classroom by the teacher. The classroom teacher will differentiate instruction by:</p> <ul style="list-style-type: none"> • Modified Instructional Task • I-Ready Extension • Small Group Instruction • Strategy Groups • Use of graphic organizers, repetitive instruction and modeling of skill and strategies • Performance Series • Tier II intervention strategy kit (Go Math Program) • Math Connect strategic kit • Two 90 minute after school program 2X a week <p>Tier III intervention is scheduled as a pull out program instruction provided by a special education teacher 2X a week, 43 minute periods per week.</p>	<p>Small group One to one Tutoring</p>	<p>During School After School Programs 2x a week</p>

		<ul style="list-style-type: none"> • Use of Manipulative • Repetitive Instruction of math skills and strategies • Tier III Intervention strategy kit (Go Math) <p>Two 90 minute afterschool program 2X a week</p>		
Science	Teacher Assessments of level 1 Recommendations from the SBST for AIS services	<p>AIS intervention is scheduled as a pull out program:</p> <ul style="list-style-type: none"> • Scaffold the Instruction • Modified task • Graphic organizers <p>Study skill and organizational strategies</p>	Small Group One to one	During school hours
Social Studies	Teacher Assessments of level 1 Recommendations from the SBST	<p>AISI intervention is scheduled as a push in and pull out program:</p> <ul style="list-style-type: none"> • Scaffold instruction with primary and secondary sources • Graphic organizers <p>Study skill and organizational strategies</p>	Small Group One to one	During school hours
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk Guidance services include: crisis interventions, peer mediation, peer-leadership role modeling programs. Classroom instruction implementing reflective practices of appropriate social skills incorporating character building/education. Group and individual solution-based counseling. Family referrals to	Method of delivery include but not limited to: individual meetings, family conferences, classroom instruction, group interventions, individual interventions, assembly presentations, peer scaffolding programs, parent presentations/workshops, student workshops, written correspondence to families. Supports may be utilized in various situations after assessments are completed.	Small group or one to one as required.	During school hours with workshops after school hours; as needed.

	<p>community programs to include socialization, athletics, and family services. Special education referrals as needed on an individual basis. Behavioral interventions utilizing visual aids, verbal cues and specifically designed behavior plans to tailor individual needs as needed.</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.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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

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).
<p>Professional development for teachers, principals and paraprofessionals is ongoing, and is based on the needs of staff members. Professional development sessions are chosen and designed according to self-identified needs and observed needs as measured by Danielson observations conducted by school leaders. The professional development team which includes upper grade teachers, lower grade teachers, a paraprofessional, data specialist, ESL teacher, SLT members and school administrators look at our school data including Citywide Instructional Expectations, Danielson Framework, last Quality Review, Learning Environment Survey and our previous CEP goals to gather and triangulate the data to assess the areas in which we need to enhance and develop our current practices.</p> <p>ELA Instructors will attend professional development workshops: ELA Common Core Learning Standards, Writing Learning Objectives using the Common Core Learning Standards, Data Records and Analysis, Common Core Learning Standards timeline for implementation. The Common Core Learning Standards and Universal Design for Learning. Depth of Knowledge, Differentiated Instruction.</p>

- *Align the curriculum to the Common Core Learning Standards using the new Core Curriculum.
- *Use the common Core Learning Standards to devise all lesson plans
- *Development of Common Core Aligned Rubrics, Checklists and Assessments.
- *Instruct using performance based ELA tasks that are aligned with the CCLS
- *Teams of teachers within the school and administrators meet weekly to discuss, develop and review academic assessments and evaluate the effectiveness of the strategies and activities used in classroom instruction

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.).

Common Core State Standards workshops are provided to Pre-K parents by the administrators , Pre-K teacher and Parent Coordinator. In addition Pre-K parents are invited to all parent workshops hosted for families from Pre-K to Grade 8.

Parent workshops may include topics about: understanding grade-level curriculum and assessment expectations; literacy and mathematics.

Our Pre-K students attend half day sessions Monday-Friday. Teachers use a thematic approach to provide students with daily reading, science, social studies, mathematics, and art.

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.

Teachers on the Measures of Student Learning (MOSL) team and administrators met to discuss all the DOE and curriculum based assessment options that were available to us as a school. We selected the assessments that were

appropriately aligned to our curricula for ReadyGen and Go Math as well as grade level rubric based performance tasks in order to match CCLS standards. After students take these baseline assessments we use the data to help us make adjustments to our instructional program.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, 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 consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	216,610.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,069,436.00		

¹Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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.

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/IS 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/IS 295 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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)

P.S/I.S 295Q, 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:

Standards and Assessments by:

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 OTSPS.

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/IS 295Q</u>	DBN: <u>29Q295</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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: _____
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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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>3</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>1</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: This direct instruction supplemental program will assist ELLs and former ELLs who have passed the NYSESLAT within two school years to continue to develop strong academic skills in the areas of speaking, listening, reading, and writing to meet the challenges of Common Core Learning Standards in all academic areas. This program will allow the participating teachers to analyze data, review test history and follow recommendations through teacher articulation for each child. teachers will utilize the above information, including each student's data from ARIS, iReady, and other Performance Series, so students can be grouped for appropriate instructional differentiation. This differentiation will target student areas in need of improvement. Periodic informal and formal assessments will be given to determine the students' progress and exit from the program.

- ELLs and former ELLs from Grade 1 to 8 will be invited to participate this program. There will be 32 students attend the program.

- The direct instruction supplemental program will be provided on Wednesdays and Thursdays from 2:30p.m. to 4:00p.m. The program will start on Wednesday October 29th, 2014 to April 2nd, 2015. There will be total of 30 sessions. Each session last 1 hour and a half. Wednesday sessions will focus on Mathematics and Thursday session will focus on ELA.

- English will be the language of instruction for this program.

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

- Students will be using Ladder by National Geography Learning to enhance their comprehension skills. Ladders differentiated readers in four different reading levels focusing on developing reading comprehension skills in support of the Common Core State Standards. The Ladders Common Core Readers meet the challenges faced by the diverse reading needs of the typical classroom. Each Ladders Common Core title reaches every student through multiple reading levels, while focusing on the exact same quality content, vocabulary, and visuals. In order to support our New Comers and Beginning ELLs, a program called "Reach" also by National Geography Learning will be used for the New Comer ELL students. This program actively engages and immerses students in a connected, expanding, and dynamic language environment. In addition to support our New Comers, two ipads will be used with phonics program by ABC Mouse. This program will engage New Comers for basic vocabulary and fundamental phonics skills through technology. Moreover, online "kid-friendly" websites in the academic areas of social studies, science, ELA and math will also be used.

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

Part C: Professional Development

- name of provider

Begin description here: _____ The Title III funding will provide Professional Development for ESL teachers and common branch teachers who have ELLs in their classrooms. Workshops will be scheduled to outline basic ESL strategies that can easily be adapted into the content areas by classroom teachers. In addition, time will be given to explain the components of and preparation for the NYSESLAT. Some of the main focuses of the PD sessions for this year will be content area vocabulary, differentiation, scaffolding, help ELL students to prepare for state exams, getting ready for NYSESLAT, and data analysis to better focus on individual instructional needs for each child. The PD will be held about once a month starting October. All PDs will be an hour long. There will be a total of 6 PDs when Title III is in session.

- PD Dates and Topics:

- October 22, 2014: Looking at student data and grouping

- November 12, 2014: Planning with Scaffolding Strategies with Visual Aids to Help the Students in Need

- January 14, 2015: Mid-Assessment analysis and reflection

- February 11, 2015: Looking at the Questions in ELA exam. What type of questions and key words

- March 11, 2015: What to Look for in Math Exam: vocabulary, key words, labels

- April 1, 2015: Progress Analysis, Next Step, and reflection

Part D: Parental Engagement Activities

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

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

Begin description here: _____ Parents of ELLs are invited to participate in all after school activities provided by the ESL teachers and the parent coordinator. There will be four workshops for the parents of ELLs that will impact higher achievement for ELLs. Flyers will be given to the parents prior to the workshops. Teachers will work together to create powerpoint presentation during workshops. The parent coordinator will encourage parents of ELLs to participate the workshop before and after school hours. The workshop will include Common Core Learning Standards and ELL students; Helping Your Child at Home Even Though You Do Not Speak English; Preparing Your Child for State Exam; Preparing Your Child for NYSESLAT. Flyers will be sent home to each ELL parent in English and their native languages. During the workshops, translators will be hired to help the ELL parents to benefit fully from the workshops. The workshop topics are as follows:

- November 4, 2014: Common Core Learning Standards and ELL students

- November 20, 2014: Helping Your Child at Home Even Though You Do Not Speak English

Part D: Parental Engagement Activities

- January 13, 2015: Preparing Your Child for State Exam

- March 18, 2015: Preparing Your Child for NYSESLAT

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	<u>\$7, 366.38</u>	<u>Teacher Salary for Wednesdays and Thursdays:</u> <u>3 teachers at the rate of \$51 .51</u> <u>/hr for 1 session</u> <u>\$51 .51 /hr X 1.5 hrs = \$7</u> <u>7.27</u> <u>\$7 7.27 X 2 days = \$15 4.54</u> <u>\$153 X 3 teachers = \$4 63.62</u> <u>\$459 X 15 weeks = \$6, 954.3</u> <u>Parent Involvement:</u> <u>2 teachers at the rate of \$51 .51</u> <u>/hr for a workshop</u> <u>\$ 51 .51 /hr X 2 teachers = \$10</u> <u>3.02 /session</u> <u>\$102/session X 4 sessions = \$4</u> <u>12.08</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<u>\$9 27.18</u>	<u>3 teachers at the rate of \$51 .51</u> <u>/hr for 6 sessions</u> <u>\$51 .51 X 3 = 15 4.53</u> <u>\$15 4.53 X 6 = 9 27.18</u>
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>\$2 ,906.44</u>	<u>1. National Geographic Ladders</u> <u>\$142.56/set X 6 sets = \$855.36</u> <u>2. National Geographic Learning Reach:</u> <u>1 copy each of 16 titles: \$77.60</u> <u>\$77.60 X 10 copies = \$776.00</u> <u>Practice Book: \$15.98/book</u> <u>\$15.98 X 10 copies = \$159.80</u> <u>Read with me Big books set: 1 copy</u> <u>each of 8 big book titles: \$312.57</u> <u>3. 1 ipads for New Comers:</u> <u>\$399 each</u> <u>4. Parent Involvement Supplies:</u> <u>\$ 403.71</u> <u>Copy paper for printing materials for</u> <u>parents</u> <u>snack</u> <u>chart paper for presentation</u> <u>Total:</u>

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		$\begin{aligned} & \$855.36 + \$776.00 + \$159.80 + \\ & \$312.57 + \$ \quad 399 \quad + \$ \\ & \underline{403.71} \quad = \underline{\$29 \quad 06.44} \end{aligned}$
Educational Software (Object Code 199)	-	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

B. Language Allocation Policy Team Composition

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

Principal Deon LaVigne-Jones	Assistant Principal Renee Pepper
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Linda Chan	School Counselor Colleen O'Connell
Teacher/Subject Area Shazia Tirmizi	Parent type here
Teacher/Subject Area type here	Parent Coordinator Alexa Visquerria
Related-Service Provider Robin Tierney	Borough Field Support Center Staff Member N/A
Superintendent Lenon Murray	Other (Name and Title) Alexa Visquerria

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	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	3	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]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	Total number of ELLs	ELLs as share of total student population (%)	0.00%
--	----------------------	---	--------------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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 type="checkbox"/>	If yes, indicate language(s): #INGEST ERROR!
Dual language program (DL)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input 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 #
Transitional Bilingual Education														0
Dual Language											53			0
Total	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				
All ELLs		Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities
SIFE		Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (ELLs receiving service 7 or more years)

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

	ELLs by Subgroups									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	
TBE							0			0
DL							0			0
ENL							0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

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	SELEC T ONE Alban ianAr abicB engal iChine seFre nchHa itianK orean Polish Punja biRuss ianSp anish Urdu Yiddis h		0
SELECT ONE —											0	SELEC T ONE Alban ianAr abicB engal iChine seFre nchHa itianK orean Polish Punja biRuss ianSp anish Urdu Yiddis h		0
SELECT ONE —											0	0	0	0
TOTAL	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	ELL	EP														
SELECT ONE —															0	0	SELEC T ON EAlb ania nAr abic	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																	
																		Bengali Chinese French Haitian Korean Polish Punjabi Russian Spanish Urdu Yiddish			
SELECT ONE —																0	0			0	0
SELECT ONE —																0	0	0	0	0	0
TOTAL	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			0	0
SELECT ONE —						0	0			0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE _____						0	0	0	0	0	0
TOTAL	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): 3

Number of students who speak three or more languages: 3

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	4	2	2	5	3						30		1	0
Chinese											1			0
Russian											0			0
Bengali	2	1									3			0
Urdu		1	1	1	1						4		1	0
Arabic			1			1					4		1	0
Haitian	1	1				1					4			0
French											0			0
Korean											0	1		0
Punjabi	1		1								3			0
Polish											0			0
Albanian		1									1	Tamil		0
Other						1					1	9	6	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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 NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)											0			0
Emerging (Low Intermediate)											0			0
Transitioning (High Intermediate)											0			0

OVERALL NYSESAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Expanding (Advanced)											0			0
Commanding (Proficient)											0	0	0	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 AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESAT AND 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

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			0

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4						0			0
8						0			0
NYSAA Bilingual (SWD)						0			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				
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						In order to serve all ELLs according to what they need, we assess the early literacy skills	Waiting for the NYSES LA T score of 2014-2015 school year.	By losing ARIS, AMAO has been the tool the ESL teacher uses to generate students'

						<p>through Fountas and Pinnell, iReady online assessment, NYSITELL, NYSESLAT score and teacher-created assessments, including those that are not in State testing grades. These results are used to identify the strengths and weaknesses of the students. It is also a good predictor of the performance of students in the upcoming state exams, as well as, in the classroom. These results are used to differentiate and scaffold lessons in order to enhance teaching practices. The results are a primer for advanced</p>		<p>data. PS/IS 295Q has been using AMAO to gather data of all ELLs previous state exam history, rather or not they meet AMAO 1 and AMAO 2. AMAO Tool also provides information on ELLs home language, years in service, and other related service they receive. In the year 2013-2014 school year, PS/IS 295 ELLs meet AMAO 2, but did not meet AMAO 1. Meeting AMAO 2 means the school meets the number of students becoming proficient. Not meeting AMAO 1 means the ELLs in the school did not make</p>
--	--	--	--	--	--	---	--	--

						/intensive planning and preparation of lessons to meet students' individual learning needs.	enough progress on the four modalities : Speaking, Reading, Listening, and Writing.
--	--	--	--	--	--	---	---

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.
 - a) Majority of the ELLs in PS/IS 295Q take tests in English. Most of the ELLs come before they can fully obtain their native language in reading and writing. Therefore, students do rather better taking tests in English than their native language.
 - b) This year, PS/IS 295Q did not take the ELL periodic assessments due to the changes of the NYSESLAT. In 2015, NYSESLAT shifts completely to align with Common Core Learning Standards. However, the 2014-2015 ELL periodic assessment was followed the old format of the NYSESLAT; therefore, PS/IS 295Q school leadership decided not to use the ELL periodic assessment this year.
 - c) PS/IS 295Q did not give out periodic assessment at this school year. However, we have other assessment, such as iReady online assessment to show students' growth for phonics, math, reading comprehension, and vocabulary. Our school library and ENL classroom have bilingual books to support ELL students' native languages. Students who speak Spanish can use Tumble Book through NYC Public Library. Native language support is delivered through the use of bilingual dictionaries and glossaries. ELL students are provided state exams in their native languages.
2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades? After carefully looking at the result of NYSESLAT..... ELL students who did not make any gain will be monitored closely by using the Response of Intervention (RtI) framework provided by New York State Office of English Language Learners and Student Support. Different strategies will be used to promote ELL students' speaking, listening, reading, and writing skills, such strategies include, but are not limited to: building background knowledge, teaching frontload vocabulary, using sentence starters, graphic organizers, visual supports, scaffolding lessons, and teaching phonetic awareness. ELLs who attend summer school and students who did not meet all the standards will receive Academic Intervention Service for a cycle of 6 to 8 weeks period. If no progress is made after AIS, School Based Support Team will evaluate the student for further services.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Students are encouraged to write in their native language if they feel comfortable express themselves in that language. For the Spanish Speaking ELL students, cognates can be used in lessons. Differentiated lessons will be used according to students' needs. Pre-teaching vocabulary before lessons can help ELL students to participate in class discussions. Scaffolding strategies and visual aids can build prior knowledge and promote higher order thinking skills.
4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

N/A
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.](#)]

PS/IS 295Q evaluates the success of ENL program through AMAQ Tool. Meeting AMAQ1 and AMAQ 2 determined if the ELLs make any gains for that school year. Also how many ELL students become proficient/test out of ENL program will also be a factor for successful ENL program. In addition, content area NYS exams in ELA, Math, and Science are monitored from year to year. Student gains are noted and areas of improvement are identified so that teaching strategies may change to address students' needs.
6. How do you make sure that a student's new language development is considered in instructional decisions?

The initial process used to identify ELLs begins with the HLIS form. This form is given to each parent who is registering a child for the first time into NYC public school system. The HLIS is administered by a trained pedagogue, usually the ENL teacher. The ENL teacher is also responsible for conducting an informal interview of the parents and child. Open-ended questions are asked to determine the dominant language and if necessary the HLIS will be given in the preferred language. If a parent is unable to understand the information being given or the questions being asked, either a bilingual staff member or the Translation Unit will be called for assistance. Each qualified member was trained using the HLIS form thereby understanding one question from the front page, and two questions from the back page of the form to consider if a child is eligible for taking the NYSITELL. When a new student is enrolled, an available, qualified pedagogue is called to assist with the intake. The ENL teacher will review the HLIS for accuracy. After the initial identification process is completed and a new student is determined to possibly be eligible for ENL services, the grade appropriate NYSITELL is given. The NYSITELL (and Spanish-LAB) is administered within 10 work days of the date of the student's admission. If a student is eligible for ENL services, as determined by the score from ATS, a letter of invitation to attend a Parent Orientation is sent home in the home language as per the NCLB Declaration of Rights for Parents of English Language Learners. If the home language is not available online, the Translation Unit is called for assistance. During the Parent Orientation, an Question and Answer session occurs (with translators), the required Orientation Video for Parent of Newly Enrolled English Language Learners is shown and the Program Selection Form is completed by the parent. First time entitlement letter is given to the parents. Parents are informed that all ELLs will be administered the NYSESLAT in the Spring to determine the progress toward achieving proficiency.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

If any ELLs who have any indications within the ELL identification Process that a student has an interruption or inconsistency in their formal schooling, a SIFE identification process will follow based on the 2015-2016 English Language Learner Policy and Reference Guide. For the newly identified ELLs who are in grades 3 to 9, scored at entering/emerging level of proficiency by the NYSITELL results will be given oral interview questionnaire within 30 days from initial enrollment. In addition, for the ELLs who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish will be administered the Literacy Evaluation for Newcomer SIFE (LENS).

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

Students who first entering NYC Public School with IEPs will be based on the determination of the Language Proficiency Team for eligibility for NYSITELL. LPT members will include: The student's parent or guardian, ENL Teacher, IEP Teacher, and an administrator. The following procedure will take place for the initial entry or reentry after 2 years into DOE schools. The LPT will determine the student's eligibility for NYSITELL base on the evidence of the student's English language development. The evidence including, but not limited to, the student's IEP, the student's histor of language use both in school and at home, information provided by the Committee on Special Education (CSE) to determine if English is the dominant language. Once the LPT determines if the student need English language acquisition needs, the student will take the NYSITELL. On the other hand, if the LPT determines that the student does not have English language needs, then he/she will not take the NYSITELL. The next step will send to the principal to review. If the principal does not agree with the LPT determination, the student will take NYSITELL. In contrast, if the principal agrees on the determination as the LPT, the student will not take NYSITELL. In addition, the recommendation will send to the superintendent for a final decision. The decision will be made within 10 school days rather accpet or reject the LPT's recommendation. The parent of the student will be notified within 3 school days when decision is made in the parent's preferred language. If the superintendent rejects the determination, the student will take the NYSITELL within 5 school days. On the other hand, if the superintendent agrees on the recommendation, a form titles Language Proficiency Tean NYSITELL Determination Form will be completed and placed in the student's cumulative folder. In order to keep track of that student's progress, there is also a need of review the Re-identification Process decision between 6 to 12 months. The purpose for this is to ensure the student's academic progress has not been adversely affected by the determination. Principal will discuss the matter with a qualified staff member and the parent or guardian of the student if school notices the student is affected by the determination, the principal has to provide additional support to the student and reverse the determination within the 6 to 12 month period. Superintendent needs to be notified and he/she has to make the final decision with a letter writing to the parend or guardian in the parent's preferred languge within 10 school days.

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.

After administering NYSITELL, the ENL teacher can obtain the scores from ATS for the following day. Students' scores indicate if the students qualify for ENL service. Once the student is identified as ENL students, an entitlement letter will be sent home [the same day the NYSITELL score is obtained] to notify the parents and invite them to attend Parent Orientation. For the students who pass the NYSITELL, parents will receive a non-entitlement letter indicates that the student is not qualified for ENL service. The letter will be sent home in English and their home language. Copies will be made and filed in the main office.

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).

According to the updated CR Part 154, PS/IS 295Q will notify the ELL parents to attend Parent Orientation, which will include an appointment on the Entitlement Letter. At the Parent Orientation, parents will be informed about the right to appeal ELL status within 45 days of their child's enrollment to NYC Public Schools along with a written request from the student's parent or guardian. Once a request is received, the re-identification process will occur within 10 school days of receipt of the written notice. The Re-Identification Procedures will be followed from ELL Policy and Reference Guide page 22.

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).

The structures in place to ensure that parents understand all three program choices available for ELL student are (initially) the Parent Orientation and video provided by the NYC Department of Education. This orientation is given within 10 days of students' enrollment. A sign-in sheets is kept on file whenever parent orientation is given; an agenda with a clear purpose is given to the parents. The video is available in multiple languages. The purpose of this Parent Orientation is to inform the parents about the different programs available in the NYC public school system for their child so that he/she may make a choice that's suitable for his/her child. During the orientation, the parents may ask questions to clarify the differences among the three programs. Available staff members, who are multilingual, are invited as translators. If a parent speaks a language unavailable by personnel within our building, the Translation Unit is called for assistance. In addition, written materials are given to the parents describing the differences among the programs. these materials are available in multiple languages. For the parents who cannot attend the scheduled parent orientation will be contacted individually to ensure a date and time which will suit their schedule. A log will be kept for all the phone calls and letters that are sent to the parents for inviting them for the parent orientation.

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.

Parent Survey and Program Selection Forms are filled out with the help of translators during the Parent Orientation within 10 school days. Once the ENL teacher receives the Parent Survey and Program Selection Forms, there will be a log to record all the parents' choices. If a parent does not return the Parent Survey and Program Selection Form, they will be contacted by phone, with the assistance of a translator, and the purpose and importance of returning these forms are explained. If the parents cannot attend any of the orientation, our school will suggest them to view the video at home at their own free time in the language they prefer. After watching the video, they can fill out the Parent Surveys and Program Selection form and return it to school with their child. It is also made clear that under the "default" program selection, the child may be placed in a bilingual program if the forms are not returned. If a parent's choice is not currently available in PS/IS 295Q, the parents will be informed and the school will provide them with different options. One is to keep their child enrolled at the our school in an available program. A record will be kept for the parents who are interested in a bilingual or dual language program. Once the school has 15 or more ELL students speak the same home language in one or two contiguous grades, a bilingual program will be formed. After collecting and reviewing all the Parent Survey and Program Selection Forms, information will be entered in ATS: ELPC.

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).

Each year, a record will be kept for all the ELL parents who are invited to attend Parent Orientation. Most of the parents are strongly encouraged to complete the Parent Survey and Program Selection form after at the parent orientation. However, for the parents who have not yet attended the orientation will be contacted by phone calls with the assistance of a translator to reschedule at the time that the parent is available. If the parents do not return our calls after 3 times, our school will put the students in bilingual program under the "default" program selection. Information will be entered in ELPC as No Survey after 9 school days.

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.

At the parent orientation, the ENL teacher will review parents' choices and discuss their choices with them. If the parents chooses ENL, a placement letter will be given to them at the parent orientation. There will be two copies, one for the parents, one for the parents to sign and our school kept it. A copy will be made to kept as school file and the other one will be kept at students' cumulative folder. For the parents who choose bilingual program will offer the schools in our district that have that program. If parents refuse to transfer their students, they will be placed in ENL program, but a list will be kept in school. Once there are 15 students who speak the same home language in one or two contiguous grade, a bilingual program will be formed.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
PS/IS 295Q puts all HLIS (no matter if they are ELLs or not), entitlement letters, Parent Survey, non-entitlement letters, placement letters and continue entitlement in students' cumulative folders. The ENL teacher will have the current school year letters in file. At the end of each school year, the ENL teacher will move the files to the main office of the school as record.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Before administering NYSESLAT, a RLER report will be obtained from ATS to identify the list of ELL students who are eligible to take the NYSESLAT. During the NYSESLAT testing period, students are tested individually for the speaking component. Students are tested by grade bands and in groups for all 3 books. Grade K ELLs will be tested together, Grade 1 and Grade 2 ELLs will be tested together, Grade 3 and Grade 4 will be tested together, Grade 5 and Grade 6 will be tested together, and finally Grade 7 and Grade 8 will be tested together. ELLs with IEPs will be tested separately so proper testing accommodation will be given to them.
9. Describe how your school ensures that placement parent notification letters are distributed.
Paste response to question here:
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
For the past few years, the program options at PS/IS 295Q align with the parents request as per the Parent Selection Forms. Parents choices and options are always respected and fulfilled as per CR Part 154 Regulations. At PS/IS 295Q, the only available program is ENL program. Since no parent has requested bilingual or dual language programs for their child, there are no plans at this time to create those programs. Also, at this time, we do not meet the requirements to form a bilingual program. The school will maintain a list of parents who request a bilingual program and if there are 15 or more students who speak the same language in two consecutive grades, then the school will form a bilingual program.
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.
The organizational models for the Freestanding ENL programs for PS/IS 295Q are Push-in and Pull-out. The school runs an eight period day. The school hours are 8:00am to 2:20pm Monday through Friday. Both integrated and standalone ENL will be provided with the combination of push-in and pull-out by a dual certified (ESOL and common branch K-6) teachers. The program models for ELLs are heterogeneous. ELL students are grouped by grades with mixed proficiency levels.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Paste response to questions here:
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 questions here:

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.

The ENL program at PS/IS 295Q has made every effort to ensure the NYS mandated minutes of support for all ELLs and former ELLs. All ELLs who are at Entering level will receive 180 minutes for stand-alone instruction and 180 minutes for integrated ENL instruction. For the ELLs who are at Emerging level will receive 180 minutes for stand-alone instruction and 180 minutes for integrated ENL. For the ELLs who are at Transitioning level will receive 90 minutes for stand-alone ENL instruction and 90 minutes for integrated ENL. For the ELLs who are at Expanding level will receive 180 minutes for integrated ENL instruction. For students who are at Commanding level for the past two years will receive 90 minutes of integrated ENL instruction.
 - b. TBE program. *If applicable.*

The language of delivery for content area is English. To create an environment that will provide a positive learning experience in the content areas, teachers are first informed of each ELL student's English proficiency level as per the data derived from the NYSESLAT. PS/IS 295Q is currently using ReadyGen and Expeditionary Learning during literacy time. These programs are designated by the NYS DOE to meet the Common Core Learning Standards. The school will also adopt Writer's Workshop for the 2015-2016 school year. PS/IS 295Q uses sheltered English to assist New Comers and ELL students who are at Entering level. ENL teachers, classroom teachers, and content area teachers use clear, direct, simple English, and a wide range of scaffolding strategies to communicate meaningful input in the content area to ELL students. The teachers will also differentiated instruction to meet the needs of the students. Different versions of assignments will be given to meet the specific needs of the students with IEPs. The students are grouped according to their language ability. Information is presented in a concise format making it more comprehensible. Instruction is scaffolded through the use of visual aides, such as various graphic organizers, picture cards and anchor charts are utilized. Content area vocabulary is presented using realia and picture dictionary. This is supported (when possible) with bilingual dictionaries and content area glossaries. Checklists and rubrics will also be used to monitor students' progress and the pace of meeting the Common Core Learning Standards.
 - c. DL program. *If applicable.*

PS/IS 295Q ensures all ELLs are appropriately evaluated in their native languages by providing them translated NYS exams and word to word translated glossaries. If translated exams are not available in an ELL student's native language, the Translation Unit is called to provide oral translation during State Exams. PS/IS 295Q library has bilingual books to support or new comers. ENL classroom also has bilingual books in students' native languages.
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)?

At the beginning of the school year, the ENL teacher will examine the NYSESLAT scores carefully to have an idea of the area that the students need to focus on. Moreover, all ELLs are given a baseline assessment for all modalities similar to the NYSESLAT. In addition, when the modified ENL period assessment is available, the school will also use it as an evident of data to keep track of students' growth for each modality.
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.
 - a) ELLs who are identified as SIFE will be provided with intervention services, like AIS. If qualified, students will be provided SETSS according to their IEPs. Students will also get invited to attend Title III program to support their academic needs.
 - b) ELL students who are considered to be newcomers get differentiated instruction with a strong emphasis on methodologies to increase basic vocabulary, spelling, grammar, and critical thinking skills. If appropriate, sentence starters will be used to prompt ELLs in writing. They are grouped together to allow for more individualized attention from the teachers. In addition, students are acclimated to life in the USA during trips outside the school building and through developing social skills and communication skills with their teachers and peers. Newcomers also get RTI for phonics, Foundations, online resources to strengthen phonetic awareness preparing them to become fluent readers. TPR is used when appropriate.
 - c) ELL students who are here in the United States for 4 to 6 years get differentiated/scaffolding instruction with an intensive emphasis on reading and writing strategies based on assessment. Vocabulary instruction is incorporated on a regular basis to increase tier 2 and tier 3 academic vocabulary. Graphic organizers, hands-on-learning opportunities and picture prompts are used to deepen understanding and encourage critical thinking skills. Content area bilingual glossaries are available in home languages.
 - d) ELL students who are identify as long term ELL will incorporate with abundance of figurative language and idioms into vocabulary lessons. Grammar focuses on word order, sentence structure, syntax and rules that deviate from the norm will be targeted so students can meet the Language Standards from the Common Core Learning Standards. In addition, all long term ELLs are strongly advised to attend AIS and are requested to attend Title III programs. Students will be assessed periodically.

e) The first two years of former ELL students who became proficient will be provided with 90 minutes per week of integrated ENL instruction. Also, they will get test accommodation as other ELL students. In addition, they will be invited to participate in Title III program. Struggling former ELL students will be provided with AIS service.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
For the students who are in process of re-identified as ELL or non-ELL, they will get the service they needed. If a student who is first identified as ELL, he/she will get the ENL service until the final decision is made by the principal and the superintendent. In contrast, if a student who is not an ELL, but later identified as ELL according to the re-identified procedures, ENL service will immediately in place once the proper document and final decision are finalized.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The majority of ELL-SWD students are in 12:1:1 Special Education Classes. The ENL program models for these classes are both push-in and pull-out. Each class has one fully certified special education teacher and at least one paraprofessional. The students support services vary from OT, PT, speech, individual counseling, SETSS for ELLs with IEP and ENL. During push-in model, ENL teacher adds scaffolding strategies to enhance students' reading, writing, and language skills. The scaffolding strategies include but are not limited to manipulative, visual support such as graphic organizers, and software program. ELL-SWD students will follow their IEP test modifications throughout different exams including ENL classes to meet their needs.
6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status

All teachers who serve SWDs in PS/IS 295Q are encouraged to either have a copy of students' IEP, or to check the students' IEP regularly. During the ENL pull-out program, ELL-SWD students are the same as in general class but with differentiated/scaffolded instruction with support from the ENL teacher.

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.
The targeted intervention program available are AT-Risk AIS, Foundation, ReadyGen, Expeditionary Learning, GoMath, Writer's Workshop, iReady, and Title III. For those students who have an IEP, SETSS, speech, OT, and PT are available to meet the IEP mandates. In addition, the guidance counselor has students mandated for individual and/or small group counseling.
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?
The ENL program at PS/IS 295Q is effective based on the AMAO2. This coming years, the school focuses on writing and grammar. The Writer's Workshop model will be adopted by the school starting 2015-2016 school year. The effectiveness of the program needs to be determined.
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?
PS/IS 295Q will use Writer's Workshop to engage students in writing. This program will guide students into different process of writing. The school is expected the students to improve their writing skills schoolwide.

Chart

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)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (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*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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(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. 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.

Chart

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 <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (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 <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.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/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

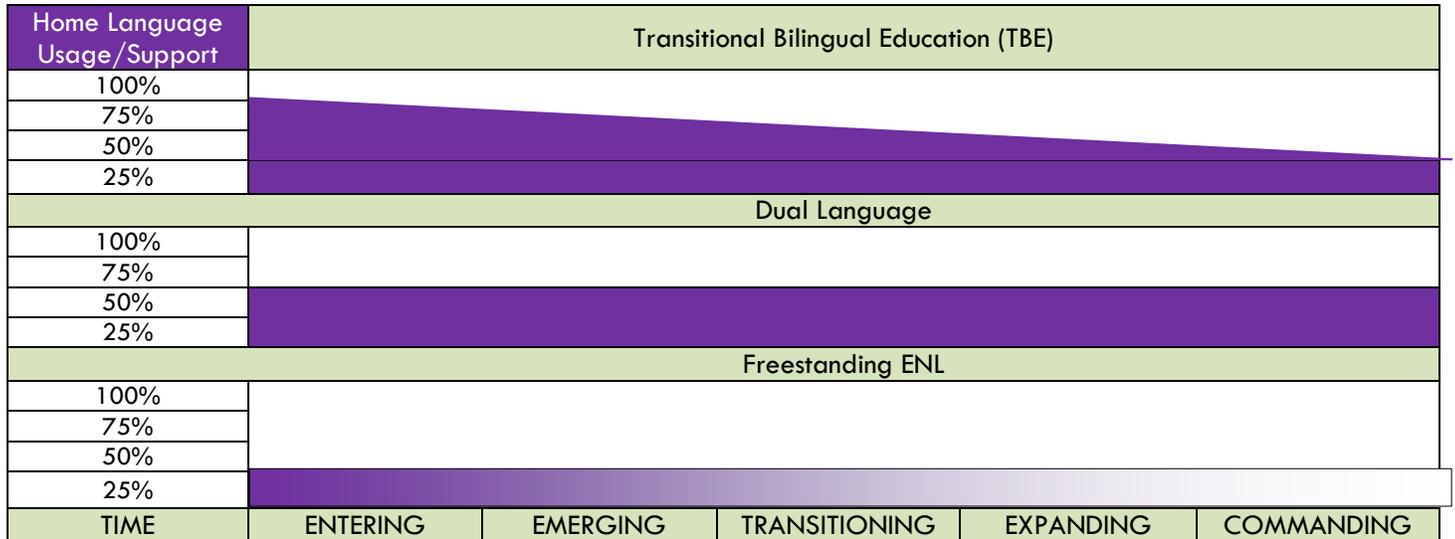


*Note “other approved services” does not apply to New York City at this time.

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.
No program will be discontinued.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
At this time, the after school and supplemental programs scheduled for the students, including ELL students in PS/IS 295Q are Title III, Champs, Tennis, Cookshop, Ballroom Dancing, and Middle School Choices during school days. All current ELL students and former ELL students for the past two years are invited to attend the Title III program. Letters are sent home to ask for parents' permission. As for other activities, all students, including ELL students are welcomed to sign up and try out for those programs. Once they are chosen, they can perform for our school.
12. What new programs or improvements will be considered for the upcoming school year?
The instructional materials and technology available to the students are provided by iReady to individually assess students' weakest area. After the assessment, the program will provide suggestions for teachers to target students' weaknesses in both ELA and math. ReadyGen and Expeditionary Learning are the main instructional materials in use in K-8 ELA classroom. GoMath is being used in math classes. Some additional resources including Getting Ready for the NYSESLAT series help ELL students to become familiar with the NYSESLAT in every Spring. Tumble books and BrainPop are online resources that allow students to listen to a story and learn a lesson online. This is especially useful for ELL students because they provide rich visual aids for the students.
13. What programs/services for ELLs will be discontinued and why?
Native language support is delivered through the use of bilingual dictionaries and glossaries. Also the school library and ENL classroom include bilingual books on multiple reading levels. In a few classrooms, bilingual paraprofessionals are utilized for translation and assistance with EL students.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELL students who are qualified for required services such as Speech, OT, PT, Adapted PhysED, AIS, SETSS will be grouped within their age and grade levels based on their IEPs. ELL students with OT, PT, Speech and SETSS can be grouped for less than a certain amount of students at a time according to their IEPs.
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.
At this time, there is no program to assist newly enrolled ELL students prior to the beginning of the school year. However, ELL students who are newly enrolled during the school year will be provided with rich phonics instruction. They will also get differentiated lessons with rich visual support.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
The only language class that is available to ELL students in PS/IS 295Q is Spanish.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Not Applicable
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).
The professional development for school staff including subject area teachers, ENL teachers, special education teachers, and classroom teachers can attend the following sessions: ReadyGen, Expeditionary Learning, GoMath, Writer's Workshop, iReady, and Questioning strategies. School personnel, including subject area teachers, ENL teachers, special education teachers, and classroom teachers can get additional information or workshops through NYC Office of English Language Learners and Student Support. They can also get workshops that are provided by different publishers, UFT, and online PD.
19. What language electives are offered to ELLs?
The professional developments that are offered to teachers of ELLs are provided by the DOE. The workshops are held bi-monthly by the director of ELL service from the district to ensure teachers have update information related to ELLs. Also workshops will also help ENL teachers to have the best practice for the ELL students.
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)?

The support available to the staff and students who are transitioning from middle school to high school comes directly through our guidance office. Our guidance counselor, Ms. Colleen O'Connell, has individualized articulation with the students. Mailings are sent home, in

multiple languages, informing parents of upcoming open house events and high school fairs. Staff can also get information from the Office of English Language Learners and Student Support and/or through UFT provided workshops.

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.)
ENL teachers will attend Professional Development offer by NYC Office of English Language Learners and Student Support and UFT. ENL teacher will share and discuss ELL assessment data with classroom teachers to better support ELL students. ENL teachers will attend different grade meetings to share concerns with classroom teachers. ENL teachers are asked to turnkey information from ENL PD that they have attended to the school staff.
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?
ENL teachers in PS/IS 295Q provide annual individual meetings with parents of ELLs during Parent Engagement on every Tuesday from 2:30pm to 3:00pm. About 2 parents can be seen to discuss their concerns and goals for their children. At the meeting, ENL teachers can get a better ideas of the parents concern, English support from home, and provisions for translation during 4 sessions of Parent Teacher conferences.
A record will be maintained to keep track of the meetings for all the ELL parents. For the parents that cannot attend any face to face meeting, a phone conference is encouraged with a translator if that's needed. PS/IS 295Q goal is to reach all the ELL parents besides the mandated parent orientation and DOE scheduled parent teacher conferences.
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 here:
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.
Parents of ELLs are invited to participate in all school wide activities including PTA. PTA hold fundraisers to support events and workshops through bake sales and candy sales. Also, fundraisers are scheduled throughout the year for various charities. The school also holds different international celebrations. All flyers of activities are posted throughout school. If necessary, translation is provided by school personnel and by parents.

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?

The parent coordinator Alexa Visquerra has minimum of one activity every month for all parents including those of the ELL students. Mailings are sent out, in multiple languages, detailing the topic of the workshop and inviting parents to attend. Flyers are also hung throughout the building. The workshops vary from orientation activities to educational workshops. Any ELL parents who are interested in improving their English language skills will be offered adult ENL classes around the neighborhood. In addition, teachers organizer multiple events, fund-raisers, and trips in which ELL parents are welcomed to participate.

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.

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

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The workshops are directly aligned with the needs of the parents as per their requests both verbally and through the surveys. Parents can write down their comments and give them to our Parent Coordinator. If translation is needed, school personnel and parents are available. There are Coffee and Tea with the Principal every month that all parents, including ELL parents are welcomed.

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

Paste response here:

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

PS/IS 295Q

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

29Q295

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.

Deon LaVigne-Jones

School Name: <u>1/1/01</u>		School DBN: <u>Renee Pepper</u>	
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)
1/1/01	Principal		Alexa Visquerra
1/1/01	Assistant Principal		Linda Chan
1/1/01	Parent Coordinator		
1/1/01	ENL/Bilingual Teacher		
1/1/01	Parent		
1/1/01	Teacher/Subject Area		
1/1/01	Teacher/Subject Area		
1/1/01	Coach		Colleen O'Connell
1/1/01	Coach		Lenon Murray
1/1/01	School Counselor		
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **29Q295** School Name: **PS/IS 295**
Superintendent: **Lenon Murray**

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.learnndoe.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.

The data and methodologies used to assess the written and oral translations needs of all parents are including, but not limited to : careful examination of the HLIS forms, ATS report (RAPL), student emergency contact cards, and a DOE language identification letter to determine the language of correspondence preferred by our parents, articulation with bilingual teachers and para-professionals. We also conferred the the Pupil Accounting secretary and the Parent Coordinator in order to determine what types of services were necessary so that parnets can be well informed about events like Parent-Teacher Conferences, meetings, workshops, trainings, assemblies, trips and special ceremonies or performances.

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.

The langauges that parents prefer for both written and oral communication are: English, Spanish, Bengali, Punjabi, Urdu, Chinese, Haitian Creole, Arabic, Tamil, Hindi, French, Albanian, Malay, Gujarati, and Malayalam.

Part B: Creating a Communications Calendar

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.)

Most of the information from DOE to parents are already provided in the majority of languages such as school calendar, regulation, student handbook, safety and procedures, etc. For school business, report card distribution notices, PTA notices, half day notices, trip permission slips, eighth grade graduation information and special event s notices will be translated to the parents. For the languages that school staff cannot translate, the Translation and Interpretation Unit will be contacted.

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.

The most needed for translation of face to face meetings are during Meet the Teacher Night in Septemer, Parent Teacher Conferences in Fall and Spring, Parent Orientation for ELLs, Promotion in Doubt meetings starting January. Our school has an automatic machine to send out reminders for all parents through phone calls and/or text for upcoming events and activities. When incident occurs in school or when the guidance counselor needs to call the parents who do not speak English, school staff will assist at that matter. For the language that is not available among the staff, the school will contact the Translation and Interpretation Unit.

Part C: Providing Language Assistance Services

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.

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

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.

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

Part D: Training Staff on Policies and Procedures

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.)

Each year, the ENL teacher will present a PD to the school staff members. At each professional development, the ENL teacher will provide the phone number and the email of the Translation and Interpretation Unit to all staff. The ENL teacher will also explain the importance and the function of the Translation and Interpretation Unit.

Part E: Providing Notice of Language Assistance Services

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

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

Part F: Monitoring and Quality Control

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

After each parent workshop, a feedback form is provided for the parents to give us their suggestion. In addition, parent survey will be given out every year regarding their thoughts and feelings toward the school. Our school will take all the feedback in to consideration and strive to improve to meet our parents' needs.