2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 15K295
School Name: P.S. 295
Principal: LINDA MAZZA
Comprehensive Educational Plan (CEP) Outline

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### School Information

<table>
<thead>
<tr>
<th>School Name: PS 295</th>
<th>School Number (DBN): 15K295</th>
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<tbody>
<tr>
<td>BEDS Code:</td>
<td></td>
</tr>
<tr>
<td>Grades Served: PK-5</td>
<td></td>
</tr>
<tr>
<td>School Address: 330-18th Street, Brooklyn, NY 11215</td>
<td></td>
</tr>
<tr>
<td>Phone Number: 718-965-0390</td>
<td>Fax: 718-965-0603</td>
</tr>
<tr>
<td>School Contact Person: Linda Mazza</td>
<td>Email Address: <a href="mailto:Lmazza2@schools.nyc.gov">Lmazza2@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal: Linda Mazza</td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader: Natalie Meade</td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President: Tamara Damon</td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson: Linda Mazza</td>
<td></td>
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<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson): Ellen Cerniglia</td>
<td></td>
</tr>
<tr>
<td>Student Representative(s): Not Applicable</td>
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<tr>
<td>CBO Representative: Not Applicable</td>
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### District Information

<table>
<thead>
<tr>
<th>Geographical District: 15</th>
<th>Superintendent: Anita Skop</th>
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</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address: 131 Livingston St, Brooklyn, NY</td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address: <a href="mailto:Askop@schools.nyc.gov">Askop@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Phone Number: 718-935-4317</td>
<td>Fax: 718-935-4356</td>
</tr>
</tbody>
</table>

### Field Support Center (FSC)

| FSC: Brooklyn North | Executive Director: Bernadette Fitzgerald |
Executive Director’s Office Address: 131 Livingston St, Brooklyn, NY
Executive Director’s Email Address: BFitzge2@schools.nyc.gov
Phone Number: (718) 935-3954 718-935-3362
Fax: 718-935-3362
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
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<tbody>
<tr>
<td>Linda Mazza</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Natalie Meade</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Tamara Damon</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Ellen Cerniglia</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Lisa Pagano</td>
<td>Member/Asst. Principal -Staff</td>
<td></td>
</tr>
<tr>
<td>Liza Carfora</td>
<td>Member/ Staff</td>
<td></td>
</tr>
<tr>
<td>Doug Hecklinger</td>
<td>Member/Staff</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
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<td>--------------------------------------------</td>
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</tr>
<tr>
<td>Nomi Altabef</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Amanda Bissell</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Naomi Josepher</td>
<td>Member/ Parent</td>
<td></td>
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<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
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<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
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<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
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<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
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<tr>
<td><strong>Trust</strong>: 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.</td>
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</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

**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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tbody>
<tr>
<td>PS 295 is a community that understands that students have both talents and challenges. We believe that each child has the potential to meet high standards. Our flexibility comes in creating individual plans that provide students with specific supports that help them meet the standards. By nurturing strengths and talents, as well as recognizing that all children learn in different ways, we believe that an arts integrated curriculum and a character development focus cultivates a more meaningful discovery of self. We strive to support students socially, academically, culturally and artistically by incorporating Universal Design for Learning in all areas of the students’ school life. Our strong</td>
</tr>
</tbody>
</table>
professional development program provides ongoing learning and leadership opportunities for all staff members, while offering students an exemplar for becoming lifelong learners and leaders of the future.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

PS 295 is an elementary school that was established to serve the growing population in the Greenwood Heights neighborhood. At its inception in 1994, PS 295 began with one solitary Pre-K class, one teacher and one paraprofessional. Over the past twenty years, the school has grown tremendously. Today PS 295 is a community school that serves a diverse population of 412 students. The school population comprises 6% Black, 46% Hispanic, 31% White, 11% Asian students and 6% other. The student body includes 18% English language learners and 28% special education students. Boys account for 53% of the students enrolled and girls account for 47%.

With a deep commitment to educating the whole child, PS 295 strives to provide developmentally appropriate, standard based instruction through integrated teaching practices. At PS 295, every student receives rigorous instruction in Reading, Writing and Math. Science in the lower grades is taught by the classroom teachers through hands-on learning. Second, Third and Fourth Graders receive rigorous science instruction by our Science Teacher. In addition our students are provided with the opportunity to receive instruction in Drama, Music, Visual Arts, Physical Education and Creative Movement. Through parent support we have been able to have a full time music teacher. Through the generosity of our local council member, we have received grants from the Brooklyn Arts Council to support our dance and art programs. Collaborative parent and community partnerships foster a love of learning, ensuring a sustainable future for all children.

During the 2016-2017 PS 295 began a three year initiative to train all K, 1st and 2nd grade teachers in a phonics based program. The first phase began in the Spring of 2017 with a K, and 1st Grade teacher, as well as the Academic Coach and IEP Teacher becoming Orton-Gillingham trained. The second phase, 2017-2018 was for all 2nd Grade teachers and Speech Pathologists to receive training in Recipe for Reading, as well as our IEP Teacher receiving training in Level 1 SPIRE. The third phase will continue during the 2018-2019 with addition of the newly created Teacher's College phonics program. Also to help increase student engagement our IEP Teacher and Visual Art Teacher participated in The Power of Art Conference to explore ways to use art to increase literacy in diverse learners. This next school year our Visual Arts Teacher will be on Sabbatical and use this time to create "Classroom Art Tool Kits" for PS 295 to help teachers bring more art into our curriculum across all grades and subjects.

For the past 7 years we have been using PBIS as a school wide initiative to promote a culture of responsibility, respect and safety. This past year we moved to a "Respect Initiative", as a focus lens for PBIS. Because Social/Emotional well-being is integral for a child to sustain attention and focus, as well as feel confident as a learner, PS 295 introduced students to “Mindfulness” training provided by Mission Be in 2014. As a result of this work, a cluster called "Seeds of Kindness" to support the social/emotional well being of our students was initiated in 2015 and continues today. For the 2016-2017, PS 295 also worked with staff on developing a culture of "Growth Mindset." In the 2017-2018 school year, PS 295 continued to work on the Social/Emotional well-being of the students through additional mindfulness training, continuation of the Seeds of Kindness cluster and a partnership with Align Brooklyn through our relationship with Wellness in the Schools. This past Spring PS 295 has been given the privilege of being a part of Thrive NYC. Our staff has begun participating in Professional Development opportunities with Candice Perrier, a school mental health
consultant. This year PS 295 has had an increase in children with or without IEPs who are currently in temporary housing. What led to these families being in temporary housing often was one or more traumatic events. PS 295 is aware that not only have these students been impacted by the trauma they have experienced but other students have also had traumatic events happen in their lives that at times interfere with learning (domestic violence, divorce, abuse, injury, immigration, etc.) PS 295 has begun to look at trauma and its impact on behavior and how we need to be better equipped to deal with our students affected by trauma. During the 2018-2019 we will continue developing a culture of "Growth Mindset." In the 2018-2019 PS 295 will continue looking at how trauma impacts social/emotional development and learning, as well as develop a toolkit for working with our children who have experienced trauma so we do not re-traumatize them. In 2018-2019 PS 295 will continue to work with Candice Perrier to focus on our students who come from temporary housing.

3. Describe any special student populations and what their specific needs are.

Despite the high level of intervention our students receive on a daily basis and the academic gains they continue to make, PS 295 believes our SWD can exceed the expectations we have set forth for them in their IEPs. Our SWD students tend to be literal thinkers, struggling with questioning, social language and social skills. This is especially true for our ASD students. In the past PS 295 engaged an ASD Consultant, who helped us develop classroom environments and strategies, impacting upon social/emotional growth, as well as adjusting the classroom environment to promote focus and attention, foster independence, which in turn impacts upon academic achievement. In 2018-2019 PS 295 will continue to incorporate the skills and techniques we have learned from Lauren Hough, our ASD consultant in setting up our classroom environments at the beginning of the year to promote classroom environments that are ready to meet the academic and social/emotional challenges of all our students. Some of our students in temporary housing also are SWD, which at times adds another layer of complexity. Students in temporary housing, especially those in city shelters, need a lot more emotional support before a teacher can get to the academics, a lot more reassuring them they’re fine—we will be here. We find that kids in the shelter can shut down because they’re trying to figure out who’s who and where do they belong. It requires more nurturing from our teachers and more accommodations for these students. In 2018-2019 PS 295 will continue to work with Candice Perrier to focus on our students who come from temporary housing.

PS 295’s ENL population has become more diverse over the past few years. For the 2017-2018 school year we had one full time and one part time ENL teacher. We continue to use both a push in and pull out model for instruction based on the students’ level on the ENL scale of language acquisition and the size of the group needing instruction. We continue focus instruction on the acquisition of academic language which will support our students in all aspects of learning. This model has proven to be effective for our ENL students. The struggle for our ENL students seems to be most evident when the student also has other learning deficits and/or special needs. These students tend to make less movement on the ENL scale of language acquisition.

4. Identify 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.

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

- The average attendance rate for the school year 2016-2017 was 94.6%
- Our students exceeded the city and district average on the state math & ELA tests
- Our former 5th grade students exceeded both the city & district averages of 6th grade pass rate in all courses
- 96% of our parents are satisfied with the education their child is receiving. (exceeds city average; meets district average)
- 93% of our parents believe the school forms effective partnerships with families and the community. (exceeds city average; meets district average.)
According to our January, 2015 Quality Review (Well Developed Overall):

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

- **Area of Focus:**
  
  o “Across the vast majority of classrooms all students are engaged in activities with rigorous cognitive demands including high levels of discussion. The use of various protocols in classrooms provides students with tools to extend their thinking, make meaning and take ownership of their learning.” PS 295 believes indicator 1.2 on our Quality Review (January, 2015) continues to be an area of focus for our school. In order to develop the academic and personal behaviors necessary for students to achieve a mindset that supports higher standards in this area, our teachers also need to be given the tools to shift their mindset from teacher driven to student centered.

Despite our success with a rigorous curriculum, we want to continue to provide a consistency of protocols that will support our students as they move through the grades. One way to accomplish this would be through the elements of Supportive Environment and Collaborative Teachers found in the **Framework for Great Schools**. In order to begin the year with the best possible support for the students, the administrative cabinet created a set of explicit expectations to foster a supportive environment for classroom management. This will help develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the Academic and Personal Behaviors incorporated in NYC DOE College and Career Readiness Benchmarks and Danielson Framework for Teaching.

As our overall population grows, so does our SWD. In the 2018-2019 school year, out of 15 classes, 13 of those 15 will be ICT classes. As well as the increase in integrated co-teaching students, we continue to have children receiving related services only (OT, PT, Speech and/or Counseling) throughout all our classes on all grades. PS 295 has a group of highly trained, experienced, dedicated Related Service Providers. All related services are provided on site and delivered using a combination of the push in and pull out model. This past year we had a number of students who were living in temporary housing, more specifically NYC Shelters,. These students came at all different times during the school year bringing their own set of challenges for both the students and teachers. PS 295 continued to give all students the supports needed to be able to be the best learner possible, but teachers in all grades are provided with strategies and support from the IEP teacher, Academic Coach, as well as the related service providers to help SWD and our students in temporary housing meet grade level expectations.

In 2016-2017 our school began participating in the "Algebra for All Initiative." Because of our acceptance in this program our 5th Grade became departmentalized, allowing one highly qualified teacher to teach mathematics and the other content areas. In order to help prepare future students for the rigors of A #4 A Program we developed a school math initiative to deepen content understanding through problem solving, conversation, and "productive struggle." During the 2017-2018 year we continued with this initiative. Twenty-seven of our teachers (all grades except Pre-K) participated in Math Metamorphosis to support teachers in developing their expertise in rigorous evidence-based and research-validated methods, including Content Coaching, classroom discourse development, robust lesson design and reflection, and refinement of teacher pedagogy. PS 295 also formed a Math Committee which mission is to provide a high quality, challenging and accessible math education for all our students. Our
instruction will help them develop a balance of problem solving abilities, strong computational skills and fact fluency. During 2018-2019 PS 295 will continue the mission that in order for students to think like and become mathematicians, the math curriculum needs to foster curiosity and must provide students the chance to struggle with meaningful problems, discuss possible and reasonable solutions with their peers, create mathematical arguments, and place these arguments before a group of their peers who can provide validation and feedback. Students need to have multiple opportunities to construct meaning through talk and collaboration. They need to understand how to follow procedures and use algorithms but more importantly understand why these procedures and algorithms work.
### School Demographics and Accountability Snapshot for 15K295

#### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
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<tbody>
<tr>
<td>PK,OK,01,02,03,04, 05</td>
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#### English Language Learner Programs (2018-19)

<table>
<thead>
<tr>
<th>Transitional Bilingual</th>
<th>Dual Language</th>
<th>Self-Contained English as a Second Language</th>
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<tr>
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<td>N/A</td>
<td>N/A</td>
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#### Special Education Programs/Number of Students (2015-16)

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>9</td>
<td>107</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th># Special Classes (Math)</th>
<th># SETSS (Math)</th>
<th># Integrated Collaborative Teaching (Math)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4</td>
<td>107</td>
</tr>
</tbody>
</table>

#### # Types and Number of Special Classes (2018-19)

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th># Music</th>
<th># Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>

#### School Composition (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>% Attendance Rate</th>
<th>% Free Lunch</th>
<th>% Reduced Lunch</th>
<th>% Limited English Proficient</th>
<th>% Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>42.0%</td>
<td>94.7%</td>
<td>41.8%</td>
<td>0.2%</td>
<td>11.1%</td>
<td>20.0%</td>
</tr>
</tbody>
</table>

#### Racial/Ethnic Origin (2017-18)

<table>
<thead>
<tr>
<th>% American Indian or Alaska Native</th>
<th>% Black or African American</th>
<th>% Asian or Native Hawaiian/Pacific Islander</th>
<th>% Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.7%</td>
<td>5.3%</td>
<td>10.8%</td>
<td>5.3%</td>
</tr>
</tbody>
</table>

#### Years Principal Assigned to School (2018-19)

<table>
<thead>
<tr>
<th>% of Teachers with No Valid Teaching Certificate</th>
<th>% Teaching Out of Certification</th>
<th>% Teaching with Fewer Than 3 Years of Experience</th>
<th>Average Teacher Absences (2014-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3%</td>
<td>5%</td>
<td>16%</td>
<td>6.9</td>
</tr>
</tbody>
</table>

#### Student Performance for Elementary and Middle Schools (2017-18)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>57.3%</td>
<td>64.0%</td>
</tr>
</tbody>
</table>

#### Science Performance at levels 3 & 4 (4th Grade) (2016-17)

<table>
<thead>
<tr>
<th>Science Performance at levels 3 &amp; 4 (8th Grade) (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>96%</td>
</tr>
</tbody>
</table>

#### School Performance for High Schools (2016-17)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Global History Performance at levels 3 &amp; 4</th>
<th>US History Performance at Levels 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4 Year Graduation Rate</th>
<th>6 Year Graduation Rate (2011 Cohort)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Regents Diploma w/ Advanced Designation</th>
<th>% ELA/Math Aspirational Performance Measures (2015-16)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Overall NYSED Accountability Status (2018-19)

<table>
<thead>
<tr>
<th>Reward</th>
<th>Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In Good Standing</th>
<th>Local Assistance Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Focus District</th>
<th>Focus School Identified by a Focus District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority School</th>
<th>Focus Subgroups</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

##### Elementary/Middle School

<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in ELA (2016-17)</th>
<th>Black or African American</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
<td>Black or African American</td>
</tr>
<tr>
<td>White</td>
<td>YES</td>
<td>Multi-Racial</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>YES</td>
<td>Limited English Proficient</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>YES</td>
<td>ALL STUDENTS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
<td>Black or African American</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>YES</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
</tr>
<tr>
<td>White</td>
<td>YES</td>
<td>Multi-Racial</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>NO</td>
<td>Limited English Proficient</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>YES</td>
<td>ALL STUDENTS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in Science (2016-17)</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
<td>Black or African American</td>
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<tr>
<td>Hispanic or Latino</td>
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<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>Limited English Proficient</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>YES</td>
<td>ALL STUDENTS</td>
</tr>
</tbody>
</table>

##### High School

<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in ELA (2016-17)</th>
<th>Black or African American</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
<td>Black or African American</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>Limited English Proficient</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
<td>ALL STUDENTS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
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<td>Hispanic or Latino</td>
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<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>Limited English Proficient</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
<td>ALL STUDENTS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in Graduation (2016-17)</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
<td>Black or African American</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>Limited English Proficient</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
<td>ALL STUDENTS</td>
</tr>
</tbody>
</table>
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
   - Percentage of students meeting or exceeding grade level standards on NYS ELA test increased from 41% in 2015 to 54% in 2016, to 57% in 2017.
   - Percentage of students meeting or exceeding grade level standards on NYS Math tests increased from 49% in 2015 to 61% in 2016, and stayed at 61% in 2017.
   - According to the 2016-2017 School Quality Guide, Inclusive Leadership was rated 97%, which exceeds the target by 2% for district and 3% for the city.
   - According to the Danielson Framework, for the fiscal school year 2017, 85% of teachers are Effective in component 3b (Using questioning and discussion techniques).

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Strengths:

- Over the course of the past year, we have come to realize that active engagement refers to the joint functioning of motivation, conceptual knowledge, cognitive strategies, and social interactions in all academic activities. Providing rigorous instruction alone is not sufficient for achieving high levels of student engagement. Students who are engaged in their work are driven by four essential goals, each of which satisfies a particular need:
  - **Success** (the need for mastery),
  - **Curiosity** (the need for understanding),
  - **Originality** (the need for self-expression),
  - **Relationships** (the need for involvement with others).

We will continue to push for more student engagement through effective questioning and inquiry by using the Academic and Personal Behavior indicators, implementing Discourse Protocols across all grades and subject areas, and using "PS 295 Updated Classroom Environment Checklist," a set of explicit expectations to foster a supportive environment for classroom management. By using these tools and supports teachers will continue to shift from teacher driven classrooms to student centered classrooms—a fixed mindset into a growth mindset.

According to the Danielson Framework, 76% of teachers are Effective in component 3C (Engaging Students in Learning). We believe that component 3C and 3B are directly related and want to capitalize on 3B to raise the level of
engagement in all classrooms. This can be accomplished through effective questioning and inquiry. It is still our goal to bring inquiry to the forefront this year.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 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 2019, 100% of teachers will have designed and used discourse protocols for their classroom in all subject areas, to foster an increase in independence and engagement which in turn will create a classroom environment that supports the academic and personal behavior indicators as measured by artifacts shared with administration and observations of discourse protocols clearly defined and in use in the classrooms.
### 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)Who will be targeted?</th>
<th>TimelineWhat is the start and end date?</th>
<th>Key PersonnelWho is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>AdministrationTeachersParaprofessionals</td>
<td>Sept. 2018June 2019</td>
<td>Administration</td>
</tr>
</tbody>
</table>

Partner with Teacher’s College, in order to revise the reading and writing units of study with a primary focus on inquiry designed to engage students in high level cognitive activity.

- Staff developers meet with each grade team 7 days per school year. They will meet with individual teachers based on strengths and needs.
- Administrators, Special Educators, ENL Providers, and support staff will attend professional development workshops sponsored by Teacher’s College to help address the needs of SWD, ENL, and high need (at risk) students.
- Depending on results of ongoing assessments, small group work will be planned with both the ENL teachers, special educators, general ed teachers and support staff.
- In the effort to keep our teachers informed with our current and new initiatives, to increase their teaching skills and to support them in becoming more effective at exercising leadership among their colleagues, our teachers will be attending day long workshops at Teacher’s College, turn keying the information to staff.
- All revised unit plans are provided to administration upon creation.
- Administrations' consistent classroom observations will ensure that the work is being implemented properly.
- Data surrounding reading and writing levels are submitted four times a year to administration for data analysis.

With the help of the Professional Learning Catalogue from the Brooklyn North Field Support Center and from Metamorphosis Teaching Learning Communities, we will have staff members attending a series of professional
development days to enhance content knowledge and pedagogical skills in mathematics.

- Teachers who attend workshops will turn key information to staff
- Grade representatives will comprise the math committee who will help foster the inquiry centered study groups.
- Administrations’ classroom observations will ensure that the work is being implemented properly
- Data surrounding Math Levels are submitted four times a year to administration for data analysis.

This year we are implementing Inquiry Centered Study Groups around Mathematics.

- Each staff member will be required to participate in one Inquiry Centered Study Group during the school year.
- Administrations’ classroom observations will ensure that the work is being implemented properly.

- Service Providers and IEP Teacher will provide Professional Development related to the students' academic abilities and/or disabilities and how we will strive to provide them with the tools and services they need as individuals to succeed academically and in society and help foster a classroom environment where every child is part of a community and should be given the opportunity to participate in the same projects and events as every other community member, regardless of any physical or mental limitations they may have.
- Administrations’ classroom observations will ensure that the work is being done.

<table>
<thead>
<tr>
<th>Administration</th>
<th>Sept. 2018-June 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>2018-2019</td>
</tr>
<tr>
<td>Paraprofessionals</td>
<td></td>
</tr>
</tbody>
</table>

Through parent workshops, parent engagement time, teacher feedback on student assignments and class work, parents will be provided with information and guidance on how to promote and support student responsibility, engagement and content area expectations.

- Parent workshops are scheduled 3 to 4 times per year. Topic to be covered over the course of the year will be: School wide expectations for personal and academic behaviors and executive functioning.
- Administration will be holding parent grade meetings twice a year per grade to help facilitate an

<table>
<thead>
<tr>
<th>Parents</th>
<th>Sept. 2018-June 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Teachers</td>
<td></td>
</tr>
<tr>
<td>Therapists</td>
<td></td>
</tr>
<tr>
<td>Administration</td>
<td></td>
</tr>
<tr>
<td>Consultants</td>
<td></td>
</tr>
</tbody>
</table>
understanding of grade specific curriculum, expectations and parental concerns.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

We will use "bagel bits" (2nd Wednesday each month). "Bagel Bits" is a time for parents to first mingle with administration and other parents to informally talk about what is currently happening in instruction. At 8:30 am parents are invited to visit and engage in instruction in their child's classroom. In addition, Administration will be holding "Grade Snapshot" meetings twice a year per grade to open a discourse between administration and parents about grade specific curriculum, expectations and concerns.

Once a month PS 295's PTA meets. The meetings alternate between evening and morning. The Principal and Assistant Principal are in attendance at every meeting to address any questions and share recent curriculum development. In addition, staff members are invited to join the meeting sharing topics that are relevant to the community.

Part 4 – Budget and Resource Alignment

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

- Tuesdays for Parent Engagement work
- Monday Professional Development
- Per Diem – Fund substitute teachers to allow teachers to attend workshops and for inter-visitations
- Per Session – Fund grade level team planning
- Fund Teacher's College
- Fund Academic Coach
- Grade Leaders – Ensure grade team coherence and consistency

Per Session for the Math Committee to meet once a month after school hours

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
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<td></td>
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<td></td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
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<td>In Kind</td>
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<td>Other</td>
</tr>
</tbody>
</table>

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 2019, all teachers will have participated in professional development around tools and methods to enhance student engagement. All teachers will have created protocol guidelines/questions and enacted at least 2 protocol discussions in either Reading, Math, Social Studies or Science. Data from second protocol will show an increase of 35% student participation from original protocol.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Administration and/or representative will collect artifacts from teachers that substantiate the work completed as well as classroom observations/visits to ensure that the work is being consistently implemented.

**Part 5c.** In **February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

Strengths:

- As quoted in InsideSchools.org “[PS 295] takes particular pride in its special education program which serves nearly a quarter of the population.”

We continue the work we began in 2016 when we worked with an ASD Consultant to implement strategies for behavior management to support all learners.

- With the assistance from our Thrive NYC mental health consultant PS 295 continues to utilize her expertise to assist staff with helping develop strategies and awareness of social/emotional concerns for all students.

Needs:

PS 295 believes that a classroom that runs smoothly and functions efficiently is essential to good instruction and high levels of student engagement. Students need to develop coping skills, self-control and confidence to work through challenges. According to the 2017 NYC School Survey, in the category of Social Emotional, 61% of teachers responded that a lot or all of the adults at their school recognize disruptive behavior as social-emotional learning opportunities, whereas 69% of teachers responded that a lot or all of the adults at their school teach students the skills they need to regulate their behavior (i.e. by focusing their attention, controlling their emotions, or managing their thinking, behavior, and feelings).

With this in mind, we need to educate all teachers to understand the importance of supporting all students' social-emotional needs. By reflecting on student work and behaviors we have learned that a high number of students in our school struggle with these challenges, resulting in a lack of independence, work quality and self-motivation. In 2018-2019, 13 out of 15 classrooms will be ICT classes. This growing population of SWD students, as well as our increase in children in temporary housing will need additional classroom and instructional support.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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, 2019, 100% of teachers will have participated in professional development and implemented strategies to build a classroom environment in which students have clear academic and personal behavioral expectations to foster student engagement, independence, and higher levels of achievement, as evidenced by a 25% increase in students meeting and/or exceeding standards.
### Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
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<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
<tr>
<td>All teachers and paraprofessionals</td>
<td>Sept. 2018 to June 2019</td>
<td>Administrators and consultants</td>
</tr>
<tr>
<td>All teachers, paraprofessionals and students</td>
<td>Sept. 2018 to June 2019</td>
<td>Administrators, all teachers, paraprofessionals and related service providers</td>
</tr>
<tr>
<td>Students</td>
<td>Sept. 2018 to June 2019</td>
<td>Administration, Cluster Teacher, Thrive NYC Consultant, Morningside Center for Social Justice</td>
</tr>
<tr>
<td>Parents</td>
<td>Sept. 2018 to June 2019</td>
<td>Classroom Teachers, Therapists, Administration, related Service Providers</td>
</tr>
<tr>
<td>All School Staff</td>
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</tbody>
</table>

**Provide DOE sponsored professional development to support staff in creating a classroom culture of organizational values, conventions, processes, and practices that encourage students to increase knowledge, competence, and performance.**

**Provide consistent behavioral expectations by designing supportive classrooms through the use of PS 295 Updated Classroom Environment Checklist.**

**Provide materials resources to support a range of partner teaching methods to meet the students "where they are" in order to help move them "where they need to be"**

**Continuation of our cluster "Seeds of Kindness" with the incorporation of "mindfulness" and yoga into the current curriculum.**

Staff will receive workshops from Thrive NYC and Morningside Center for Social Justice to help us promote healthy social, emotional and behavioral development of students, as well as address barriers to learning so that the general well-being of students, families and school staff can be enhanced.

**Through parent workshops, parent engagement time, teacher feedback on student assignments and class work, parents will be provided with information and guidance on how to promote and support student responsibility, engagement and content are expectations.**
Parent workshops are scheduled 3 to 4 times per year, Topics to be covered over the course of the year will be: School wide expectations for personal and academic behaviors and executive functioning.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

In September, all Parents will receive and/or have online access to (Parent Choice) PS 295’s Parent Handbook outlining available school and classroom supports as well as school and classroom expectations.

In September parents will attend an evening at PS 295 to meet with teachers and staff to learn about what is happening in the classrooms to support their children and how they can carry over these supports at home.

Over the course of the year, workshops presented by Related Services Providers, Guidance Counselor, Academic Coach, and IEP Teacher.

Workshops with also be presented by Thrive NYC.

Part 4 – Budget and Resource Alignment

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

- Tuesday for Parent Engagement work
- Monday Professional Development
- Per Diem – Fund substitute teachers for attendance at workshops/planning
- Per Session – Fund grade level team planning
- Schedule - Build in multiple common preparation periods each week to provide grade level teams with time for consistent and ongoing planning
- Fund Literacy/Math Coach
Thrive NYC

Per Session for the Math Committee to meet once a month after school hours

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>X</th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th>X</th>
<th>Title III, Part A</th>
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<th>Title III, Immigrant</th>
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<td>C4E</td>
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<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
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</tbody>
</table>

**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 2019, administration/designee will have observed each class 4 to 5 times to ensure 100% of teachers are implementing protocols outlined in the Social/Emotional portion of "PS 295 Classroom Environment Checklist" focusing on strategies to support classroom environment and management in order to meet our end of the year goal of student independence and academic achievement.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Administration and/or representative's classroom observations/visits will ensure that the work is implemented consistently and properly.

**Part 5c.** In **February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Strengths:

● According to indicator 3.4- High Expectations- on our January, 2015 Quality Review, we are Well Developed. “School leaders incorporate various trainings to systematically communicate high expectations consistently to the entire staff. School staff communicates effectively the expectations that promotes a positive partnership with families and engages them in supporting their progress... The communication of high expectations has resulted in a culture of mutual accountability with staff. Feedback to families supports progress towards those expectations.”

● Each week teachers have a 6th period designated for common planning and curriculum development. One 6th period a month will be devoted to meeting with administration for updates and communications regarding expectations and student progress.

● Weekly PD planning, curriculum development, etc.

● Teachers utilize yearlong curriculum maps to plan and implement instruction

● Since 2001 we have been a TC systemic school

Use of Google Apps for Educators as a way to communicate and share resources

Student Performance Data:

In looking at the results of the NYSESLAT for the 2017-2018 school year, out of 50 students tested the students scored as follows:

- Level 1 - Entering 2
- Level 2 - Emerging 4
- Level 3 - Transitioning 8
- Level 4 - Expanding 24
- Level 5 - Commanding 12

Breaking these results down to our SWD subgroup of 20 students tested, the results are as follows

- Level 1 - Entering 0
- Level 2 - Emerging 2
- Level 3 - Transitioning 4
- Level 4 - Expanding 9
From the results of the NYSESLAT the following trend was noted that approximately 25% of the students taking the NYSESLAT were able to reach level 5 and have tested out. Of the remaining, 38 students approximately 66% have reached the 4th level of expanding. In looking at the subgroup of SWD, of the 20 students, 25% have tested out of ESL and approximately 50% has attained level 4 expanding.

In looking at the ELA for the 2017-2018 school year by Grade, SWD and ELL subgroups, the results are as follows:

**Grade 3 - number students tested - 50**

- Mean Score 605
- Level 1 - 3 Level 2 - 22 Level 3 - 18 Level 4 - 7
- Proficiency in ELA for all students Grade 3 is 50%

**SWD - number of students tested - 14**

- Mean Score 602
- Level 1 - 1 Level 2 - 7 Level 3 - 5 Level 4 - 1
- Proficiency in ELA for SWD Grade 3 is 43%

**ELL - number of students tested - 5**

- Mean Score 591
- Level 1 - 1 Level 2 - 4 Level 3 - 0 Level 4 - 0
- Proficiency in ELA for ELL Grade 3 is 0%

**Grade 4 - number students tested - 58**

- Mean Score 611
- Level 1 - 1 Level 2 - 4 Level 3 - 28 Level 4 - 15
- Proficiency in ELA for all students tested in Grade 4 is 74%

**SWD - number of students tested - 17**

- Mean Score 608
- Level 1 - 1 Level 2 - 4 Level 3 - 9 Level 4 - 3
- Proficiency in ELA for SWD Grade 4 is 71%

**ELL - number of students tested - 10**

- Mean Score 600
- Level 1 - 1 Level 2 - 3 Level 3 - 6 Level 4 - 0
- Proficiency in ELA for ELL Grade 4 is 60%

**Grade 5 - number students tested - 76**

- Mean Score 608
- Level 1 - 15 Level 2 - 24 Level 3 - 20 Level 4 - 17
- Proficiency in ELA for all students tested in Grade 5 is 49%
**SWD - number of students 18**

- Mean Score 597
- Level 1 - 8 Level 2 - 5 Level 3 - 4 Level 4 - 1
- Proficiency in ELA for SWD Grade 5 is 28%

**ELL - number of students 8**

- Mean Score 587
- Level 1 - 6 Level 2 - 1 Level 3 - 1 Level 4 - 0
- Proficiency in ELA for ELL Grade 5 is 12 1/2%

From the results of the ELA the following trend was noted that students in Grade 3 are taking the test for the first time and perform average. As they enter fourth grade, there is a more consistent application of the skills and strategies by the students, and there is a notable increase in the percentage of students attaining proficiency. As they reach Grade 5, there appears to be a slide in their proficiency level back to the average range and a complacency in their attitudes toward academics.

In looking at the Math for the 2017-2018 school year by Grade, SWD and ELL subgroups, the results are as follows:

**Grade 3 - number students tested - 51**

- Mean Score 606
- Level 1 - 4 Level 2 - 13 Level 3 - 15 Level 4 - 19
- Proficiency in Math for all students tested in Grade 3 is 67%

**SWD - number of students tested - 14**

- Mean Score 604
- Level 1 - 2 Level 2 - 4 Level 3 - 3 Level 4 - 5
- Proficiency in Math for SWD Grade 3 is 60%

**ELL - number of students tested - 7**

- Mean Score 596
- Level 1 - 1 Level 2 - 2 Level 3 - 3 Level 4 - 1
- Proficiency in Math for ELL Grade 3 is 57%

**Grade 4 - number students tested - 59**

- Mean Score 611
- Level 1 - 5 Level 2 - 12 Level 3 - 16 Level 4 - 26
- Proficiency in Math for all students tested in Grade 4 is 71%

**SWD - number of students tested - 17**

- Mean Score 603
- Level 1 - 5 Level 2 - 2 Level 3 - 4 Level 4 - 6
- Proficiency in Math for SWD Grade 4 is 58%

**ELL - number of students 11**

- Mean Score 602
• Level 1 - 2 Level 2 - 3 Level 3 - 3 Level 4 - 3
• Proficiency in Math for ELL Grade 4 is 55%

**Grade 5 - number students tested - 76**

• Mean Score 608
• Level 1 - 8 Level 2 - 25 Level 3 - 18 Level 4 - 25
• Proficiency in Math for all students tested in Grade 5 is 57%

**SWD - number of students 18**

• Mean Score 595
• Level 1 - 18 Level 2 - 5 Level 3 - 9 Level 4 - 1
• Proficiency in Math for SWD Grade 5 is 56%.

**ELL - number of students 9**

• Mean Score 603
• Level 1 - 1 Level 2 - 6 Level 3 - 1 Level 4 - 1
• Proficiency in Math for ELL Grade 5 is 22%

From the results of the Math the following trend was noted that students in Grade 3 are taking the test for the first time and perform average. As they enter fourth grade, there is a more consistent application of the skills and strategies by the students, and there is a notable increase in the percentage of students attaining proficiency. As they reach Grade 5, there appears to be a slide in their proficiency level back to the average range and a complacency in their attitudes toward academics.

**Needs:**

Despite our past success in this area, we realize we need to take a more consistent and deliberate approach to common planning and professional development. The Professional Development committee will meet every 6 weeks to discuss and determine planning and PD needs for the school, updating the PD/planning calendar at that time. Our major focus during planning and instruction is student engagement. Compliance cannot be viewed as engagement.

**Part 2 – Annual Goal**

Indicate your school's 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019 100% of teaching staff will have participated in planning and/or professional development opportunities determined by the on-going meetings of the professional development committee and/or participated in an inquiry group or lesson study. This work will directly impact students by providing more coherent lessons by a better informed staff.
### Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
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<tr>
<td>All teachers, service providers</td>
<td>Sept. 2018 to June 2019</td>
<td>Administration, Teachers</td>
</tr>
<tr>
<td>All teachers, service providers</td>
<td>Sept. 2018 to June 2019</td>
<td>Administration, Teachers</td>
</tr>
<tr>
<td>Teachers, Parents</td>
<td>Sept. 2017 to June 2018</td>
<td>Teachers, parent coordinator, Administration</td>
</tr>
<tr>
<td>Parents</td>
<td>Sept. 2018 to June 2019</td>
<td>Teachers, Consultants, Parent Coordinator, Administration</td>
</tr>
</tbody>
</table>

**Through the Professional Development committee,** all staff will have access to targeted/requested or menu selected PD. Topics to include: Inquiry Studies, Lesson Study (Mathematics), Social/Emotional, Special Education Topics, Traumatic Brain Injury, etc.

**Via Google drive and school wide teacher Gmail accounts,** teachers and support staff will have access to lessons, ideas and practices across grade levels to address the needs of SWD and ENL students.

**Via PS 295 website,** class social platform accounts, teacher blogs, and e-mail, parents and teachers will share curriculum, assignments and classroom events.

**Through parent workshops, parent engagement time,** teacher feedback on student assignments and class work, parents will be provided with information and guidance on how to promote and support student responsibility, engagement and content area expectations.

### 3b – Parent and Family Engagement

**How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.**

**Through parent workshops, parent engagement time,** teacher feedback on student assignments and classwork, parents will be provided with information and guidance on how to promote and support student responsibility, engagement and content area expectations.
Part 4 – Budget and Resource Alignment

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

- Tuesdays for Parent Engagement work
- Monday Professional Development
- Per Diem – Fund substitute teachers in order for teachers to attend workshops/planning/inter-visitations
- Per Session – Fund grade level team planning and vertical planning
- Fund Literacy/Math Coach
- Schedule - Build in multiple common preparation periods each week to provide grade level teams with time for consistent and ongoing planning
- Provide computer/ipad access to all students

Per Session for the Math Committee to meet once a month after school hours

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

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<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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</table>

|   | C4E      |   | 21st Century Grant |   | SIG       |   | PTA Funded | X | 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 2019, 65% of teachers will have participated in an inquiry group, lesson study or PD planning.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Administration and/or representative's classroom observations/visits will ensure that the work is implemented properly

**Part 5c.** In **February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

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

Strengths:

- Clear protocols for meetings with systems in place to communicate agendas and provide follow-up.

- According to Indicator 4.2 of our January, 2015 Quality Review, we are well developed. “All teachers are systematically engaged in inquiry-based professional collaboration aligned to school goals and opportunities are embedded to empower them to assume leadership roles that directly impact key decisions across the school.”

Established Google Drive and Gmail addresses for all staff through Google Documents to offer transparency and help with accountability

According to the NYC School Survey 2017-2018 under “Instructional Leadership,

- 73% of teachers say that the principal makes clear to the staff his or her expectations for meeting instructional goals
- 97% of teachers say that the principal understands how children learn
- 82% of teachers say that the principal sets high standards for student learning
- 56% of teachers say that the principal sets clear expectations for teachers about implementing what they have learned in professional development.

Needs:

From the data collected from the NYC School Survey though there are clear expectations for meeting instructional goals and high standards set for student learning; teachers’ are not clear on how to implement what they have learned during professional development. They are unclear of what is expected of them.

The questions that arise from this data is as follows:

1. Do teachers’ require more explicit guidelines for implementation?
2. Do teachers’ need more time to try what they have learned with planned time for discussion for what works, what supports they need, what doesn’t work?
• In order to develop the academic and personal behaviors necessary for students to achieve a mindset that supports higher standards, our teachers also need to be given the tools to grow their teaching practices to fully engage all students and shift their mindset from teacher-driven to student-center learning---a fixed mindset into a growth mindset.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 100% of the teachers and paraprofessionals will have participated in one or more professional development opportunities via school supported consultants, Morningside Center for Social Justice, Brooklyn North Field Center, Teacher’s College, Metamorphosis TLC and Inquiry Study Groups, turn keying information and strategies learned to their colleagues.
### Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Evidence-based instructional programs</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development</td>
<td>Staff members, students</td>
<td>Sept. 2018 ending in June 2019</td>
<td>Consultants, Professional Development Presenters</td>
</tr>
<tr>
<td>Systems and structures</td>
<td></td>
<td></td>
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<tr>
<td>Needed to impact change</td>
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- Provide outside consultants and city sponsored professional development to support staff in creating a classroom culture that is student-centered, not teacher driven. By providing this type of environment students will have more choices, be more engaged and demonstrate greater independence.

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- Through ongoing teacher assessment and critical feedback, teacher practice will improve using the Danielson indicators

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</thead>
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<td>Staff members, students</td>
<td>Sept. 2018 ending in June 2019</td>
<td>School leadership, ESL teachers, Classroom teachers, Special teachers, Related Services</td>
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<tr>
<td>Systems and structures</td>
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<tr>
<td>Needed to impact change</td>
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### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Through administration’s presence at PTA meetings and SLT meetings, parent workshops, parent engagement time and grade-specific parent meetings, parents will be provided with information and guidance on how to promote and support their children at home.

### 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.
● Professional development to support teacher leaders.

● Professional development in areas of school focus to allow for a menu of options for teacher to present.

● Funding for planning time for teachers prior to leading sessions for the staff.

● Monday Professional Development

● Per Diem – Fund substitute teachers in order for staff to attend workshops

● Schedule - Build in multiple common preparation periods each week to provide grade level teams with time for consistent and ongoing planning

Per Session for the Math Committee to meet once a month after school hours

<table>
<thead>
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<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
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<tbody>
<tr>
<td>X</td>
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<tr>
<td>C4E</td>
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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 2019, 65% of teachers will have participated in staff led professional development by both presenting and facilitating sessions during professional development time.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Administration and/or representative’s classroom observations/visits will ensure that the work is implemented properly.

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Parental responses on the 2017-2018 NYC School Survey in the category Strong Family-Community Ties provided a score of 4.25. This score is the highest score in comparison to scores for the previous three years. This score is a composite based on parental responses to questions related to Outreach to Parents with 97% positive response and in the second category, Parent Involvement in School, the parents gave a 93% positive response and the resulting Well-Developed from the school's last Quality Review. A strong tie between home and school is critical to the success of our school. Based on data such as the learning environment survey, parent conferences, and teacher-team meetings, we would like to continue to strengthen this connection.

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

Needs:
- More teacher feedback on student assignments and class work
- Supporting parents on understanding content area expectations
- Continue to provide and encourage families to take an active role in their child’s education and the school environment
- Providing families with information and guidance on how to promote student responsibility and engagement, through more PD for families on site

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019, 100% of teachers will participate in focused activities to increase positive relationships with student families and members of the community as measured by Professional Development attendance records.
### 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:

- Evidence-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).

<table>
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<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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<tbody>
<tr>
<td>Teachers, parents, paraprofessionals</td>
<td>Sept. 2018 - June 2019</td>
<td>Teachers, academic coach, Special Education Liaison, SLT members, Administration</td>
</tr>
<tr>
<td>Parents, students</td>
<td>Sept. 2018 - June 2019</td>
<td>School Guidance Counselor, administration</td>
</tr>
<tr>
<td>Parents, staff</td>
<td>Sept. 2018 - June 2019</td>
<td>Parent Coordinator, administration</td>
</tr>
</tbody>
</table>

- Common planning time for staff to prepare for parent meetings. Sign in sheets, agendas and meeting notes are kept available for administration review.

- Teachers and service providers will utilize this time to meet with parents to discuss concerns and develop plans to implement in classrooms across the school for students with disabilities, ENL, and other high needs students.

- Curricula training through professional development so that teachers are able to educate parents on curriculum.

- Staff members will work with a group of parents in conjunction with the School Leadership Team to determine where there is a need for parent education. The SLT meets once a month. Agendas and minutes are posted for all staff and parents.

  Administration and/or their representative will attend any workshops and any relevant meetings.

- School Guidance Counselor, Social/Emotional consultant and Thrive NYC Mental Health Consultant will be available to meet with families and provide workshops relating to emotional support of students at school and at home.

- Parent Coordinator will support dissemination of information via Thursday bulletin, website, School messenger outreach and fliers in backpack mail to advertise workshops.

  Classroom teachers will disseminate information about classroom initiatives, expectations, curriculum, etc. via social media, Classroom Messenger and class blogs.
● Parent Coordinator will be involved in planning and implementation of parent workshops

Through parent workshops, parent engagement time, teacher feedback on student assignments and class work, parents will be provided with information and guidance on how to promote and support student responsibility, engagement and content area expectations.

- Parent workshops are scheduled 3 to 4 times per year. Topic to be covered over the course of the year will be: School wide expectations for personal and academic behaviors, how to support students with executive functioning and explanation of new curricula program (Google Classroom).

3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Our school has joined the NYC Thrive program for Mental Health support. We are also in partnership with WITS (Wellness in the Schools).

Part 4 – Budget and Resource Alignment

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

- Tuesdays for Parent Engagement workshops

- September “Meet the Teacher Night” and May Parent Conference

- Parent Coordinator

- Schedule: Common planning time for teachers to prepare for workshops

- Funds for School Messenger

- Guidance Counselor

Per Diem-Fund substitute teachers in order for teachers to attend workshops

- Funding for printed resources for and correspondence with parents

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
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.

In order to meet our annual goal for parent engagement by February 2019, 65% of teachers will participate in focused activities to increase positive relationships with student families and members of the community as measured by parent feedback forms.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Administration and/or representative’s classroom observations/visits will serve as a vehicle for check in to ensure that the work is implemented properly as measured by the amount of parent interactions recorded on “PS295 Parent Engagement Log.”

Part 5c. In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Students are identified for RTI by their classroom teacher based upon student’s response to instruction, performance on assessments, and classwork.</td>
<td>Students at risk for ELA will be instructed utilizing the following program/strategies: reteach of the mini lesson, guided reading, strategy lessons, prompt writing, graphic organizers, story board paper, checklists to support independence, Shared Reading, oral re-telling Wilson/Fundation support, Recipe for Reading, Rescue Reading and Great Leaps fluency program Computer programs, such as, abcy.com— for literacy games, :HearBuilder Program (phonological awareness, sequencing and auditory memory) Ipad with voice activation for oral story writing Students 1-5 are acquiring the English Language through</td>
<td>Staff will deliver the instruction through small groups and one-to-one Title III instruction is delivered in small groups of 10 or less Students are grouped by language needs in small groups according to the NYSELA</td>
<td>AIS is provided during the school day. The Title III program is offered one day after school.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Students are identified for RTI by their classroom teacher based upon student’s response to instruction, performance on assessments, and coursework.</td>
<td>Students at risk for Math will be instructed using the following programs/strategies: Great Leaps Math, Go Math, Adaptive Mind, as well as abcya.com for math games to build automaticity. Also struggling students are invited to participate in academic intervention facilitated by teachers, supported financially by the PTA. Also by a Title III after school program.</td>
<td>Staff will deliver the instruction through small groups and one-to-one. Title III instruction is delivered in small groups of 10 or less.</td>
<td>AIS is provided during the school day. The Title III program is offered one day after school.</td>
</tr>
<tr>
<td>Science</td>
<td>Students are identified for RTI by their classroom teacher based upon student’s response to instruction, performance on assessments, and coursework.</td>
<td>Students will receive support in science by engaging in grade appropriate reading of targeted non-fiction science texts through shared, close reading, guided reading and independent reading. The integration of the arts provides students with a different modality to acquire skills and content specifically related to science.</td>
<td>Staff will deliver the instruction through small group and one-to-one.</td>
<td>These services will be provided during the school day.</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Students are identified for RTI by their classroom teacher based upon student’s response to instruction, performance on assessments, and classwork.</td>
<td>Students will receive support in social studies by engaging in a multi-sensory approach including, grade appropriate reading of targeted non-fiction social studies texts through shared, close reading, guided and independent reading, computer programs, Smartboard, videos and movies. The integration of the arts provides students with a different modality to acquire skills and content specifically related to social studies.</td>
<td>Staff will deliver the instruction through small group and one-to-one.</td>
<td>These services will be provided during the school day.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>Students are identified for At-risk services by their classroom teacher based upon behaviors that may present as concerning to the teacher and/or staff.</td>
<td>At-risk guidance service and social/emotional cluster supports students in need and provides whole class support. Other types of counseling supports are pulling out/pushing in to support students that are struggling due to either academic or school issues. This service is provided to specific students identified by our RTI team. Identified students are pulled out to work one on one with the psychologist or social worker.</td>
<td>Staff will deliver the instruction through small groups and one to one. Additionally, some of these services will be whole group.</td>
<td>These services will be provided during the school day.</td>
</tr>
</tbody>
</table>
### Section 7: Support for Students in Temporary Housing (STH)

**Directions:**
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website:


#### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

   Families this year were in temporary housing which resulted in 12 of our students being in this situation. In the past the majority of our temporary housing have been in NYC shelters, as opposed to living doubled up with relatives.

2. Please describe the services you are planning to provide to the STH population.
Provide busing as needed so students can still attend our school setting to maintain continuity and structure. Parent Coordinator and other staff members secured referrals for the families to pursue more permanent housing. Continue work with our mental health consultant from Thrive NYC to help support families and teachers in working with these students.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   Not applicable. We are a Title I School.

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

   Not applicable. We are a Title I School.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

   Not applicable. We are a Title I School.
## Section 8: 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(s) where the response can be found.
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

<table>
<thead>
<tr>
<th>X</th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
</table>

### 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.

- According to current DOE policy, only experienced teachers with required certification have been hired with the exception of high needs areas. As indicated by our most recent BEDS report, every teacher receives instructional support in both literacy and mathematics from an on-site academic coach.

- Every teacher has an individualized professional development plan which includes the following supports: TC staff developers; attendance at TC calendar days, on-site coach visits, Metamorphosis Teaching Learning Community; Brooklyn North professional development in the teaching of writing, reading, math and implementing a variety of ICT teaching techniques, PD Monday after school to support staff on a variety of topics and levels. Opportunities to participate in both internal and external inter-visitations are also provided.

- Due to our school's reputation and its level of student achievement we are fortunate to attract a large pool of highly qualified candidates whenever we have a staffing vacancy. Our professional affiliations with Teachers College, Brooklyn College, New York University, Long Island University and College of Staten Island also provide us with potential teacher candidates. All of our teaching vacancies are posted on the DOE “Open Market” system in order to attract the largest number of potential candidates for our vacancies.

- In order to continue attracting highly qualified teachers, we continue to make it a priority to maintain a professional learning community aimed at improving student achievement while providing on-going, high quality professional development and teacher support.

#### 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).
Partnership with TCRWP includes on site staff development days, off-site calendar days, lead teacher groups, teacher study groups, coach study groups and principal study groups

Professional development provided by Metamorphosis Teaching Learning Communities/Math

Professional Learning opportunities provided by the Brooklyn North Field Support Center. Our goal is for these PD days to be adhered to but may be subject to change due to unforeseen circumstances.

Full time coach to support staff with literacy and math instruction

8 period day to provide teachers with a sixth preparation per week for professional planning and development

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

- Support/professional development from the IEP teacher
- Support from Thrive NYC Mental Health Consultant

Part 3: TA Schools Only

3a. Use of Program Resources

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

Not applicable

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).

Not applicable

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
● Pre-Kindergarten teachers are included in all professional opportunities as the K-5 teachers. The expectation for planning units of study is similar in that all units need to be aligned to the CCLS.

● Students in Pre-Kindergarten spend time visiting Kindergarten classrooms in the spring to ease the transition.

● Pre-Kindergarten portfolios are passed to Kindergarten teachers at the end of the school year so they can gain some knowledge regarding the strengths and needs of the students. Kindergarten teachers also have an opportunity to have formal conversations with Pre-Kindergarten teachers in regards to the students’ strengths and needs.

Pre-K Parents are invited to attend all school-wide activities and workshops.

There are 6 Open Houses during the school year for Pre K families to partake in a presentation about PS 295, as well as tour the school and visit classrooms.

PR K students have access to the School Assessment Team, service providers, special education liaison and IEP Teacher to help plan for students at risk for or presenting with special needs.

The Social Worker assigned to the PS 295 Pre K also assists the staff with implementing strategies for and referring students for early intervention services if needed.

● Parents are invited for a Kindergarten Orientation in June to get acquainted with the routines and expectations for Kindergarten.

● PTA Parent Liaison organizes a summer get together for families new to PS 295 before the start of school. PTA members create a Pizza in the Park day on the final day before school starts to create a greater sense of community.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

● A team of teachers volunteered to make our MOSL selections for all staff across the school. Together as a team we expressed that we believe every teacher plays a role in the education of all our students.
Grade teams, administration and academic coach meet during a designated monthly professional development time for analyzing results of all assessments, next steps for meeting student needs and assessment development to CCLS.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>240,850</td>
<td>X</td>
<td>5a, 5b, 5c, 5d, 5e</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>12,366.00</td>
<td>X</td>
<td>5b, 5c, 5d, 5e</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>3,025,418.00</td>
<td>X</td>
<td>5a, 5b, 5c, 5d, 5e</td>
</tr>
</tbody>
</table>

Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity—so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

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

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

**Important Note:** The following funds **may not** be consolidated:

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. P.S. 295, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 295 will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
<tr>
<td>● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>● providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
● 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;

Parental Involvement and School Quality

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, (ESSA)/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 October 18th 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 Elementary and Secondary (ESSA) 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;

Encouraging School-Level Parental Involvement

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, maintaining web publication designed to keep parents informed about school activities and student progress, the use of social media to inform parents of classroom initiatives

• 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)

PS 295, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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 de

I. School Responsibilities: High Quality Curriculum

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

• using academic learning time efficiently;

• respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Elementary and Secondary (ESSA) Act;

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## I. School Responsibilities: Supporting Home-School Relationships

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 October 18th 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, Parent Engagement Tuesdays 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;

---

## I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;
I. School Responsibilities: Providing General Support to Parents

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 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-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

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 2018-19 SY

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

1. **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.
   1. The Title III supplemental instructional services must be based on student need
   2. These supplemental services should complement core bilingual and ESL services required under CR Part 154.
   3. Direct supplemental services should be provided for before school, after school, and Saturday programs.
   4. Teachers providing the services must be certified bilingual education and/or ESL teachers.

2. **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
   1. Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

3. **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
   1. These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

<table>
<thead>
<tr>
<th>Part A: School Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of School: ___________</td>
</tr>
<tr>
<td>This school is (check one):</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: Direct Instruction Supplemental Program Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>The direct instruction component of the program will consist of (check all that apply):</td>
</tr>
<tr>
<td>[ ] Before school</td>
</tr>
<tr>
<td>Total # of ELLs to be served: ______</td>
</tr>
<tr>
<td>Grades to be served by this program (check all that apply):</td>
</tr>
<tr>
<td>[ ] K</td>
</tr>
<tr>
<td>[ ] 6</td>
</tr>
<tr>
<td>Total # of teachers in this program: ______</td>
</tr>
<tr>
<td># of certified ESL/Bilingual teachers: ______</td>
</tr>
<tr>
<td># of content area teachers: ______</td>
</tr>
</tbody>
</table>
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: 

Rationale:

The targets of the direction instruction of our Title III program will focus on meeting the following goals:

- Based on the data/trends in the last three years, we have a large number of EXPANDING progression level students who need additional support to meet the COMMANDING level standards, specifically in the reading and writing modalities.
- With this in mind, focus on moving the EXPANDING level ELLs to COMMANDING level by offering after school ELL programs to support these areas
- Prepare and apply their English language skills and to improve test taking skills in a way that is aligned with the NYSESLAT.

RECORD KEEPING:

Parent permission slips will go out to all ELLs (English Language Learners) in grades 1-5 in English and translated versions (Spanish, Arabic, Chinese and Russian). Once parent consent is received, attendance lists are created for the 15 sessions for each grade band. Teachers are provided attendance folders in their mailboxes on Thursday mornings and are picked up after the start of the after school session by either the ELL Coordinator (L. Pagano) or ENL teacher (Susan Oh). Records are kept in the ENL filing cabinet in room 101 along with Title III materials. The keys to the cabinet are held in the ELL Coordinator’s office RM 117.

Subgroups/Grade Levels:

Grade 1 = 1 Teacher and approx. 6 ELLs
Grade 2 = 2 Teachers and approx. 10 ELLs (5 in each group)
Grade 3 = 1 Teacher and approx. 8 ELLs
Grade 4 = 1 Teacher and approx. 8 ELLs
Grade 5 = 2 Teachers and approx. 14 ELLs

Program Schedule and duration:

We are planning for 15 weeks of Title III after school services.

We would like to schedule classes once a week (on THURSDAYS) for 1.5 hrs beginning at 2:45pm – 4:15pm beginning the first week in DEC 2018, running to the end of MARCH 2019. There will be 15 sessions total because we are planning for a Title III after school program once a week on Thursdays beginning 12/6/18 as a tentative start date. If you calculate 15 Sessions - from 12/6/18, omitting school holidays, the last session will fall towards the end of March 2019 (proposed end date 3/28/19).

Language of Instruction:

We have an ENL program at PS 295. All Title III programs will be English only instruction.
**Part B: Direct Instruction Supplemental Program Information**

### # of Teachers:

We are planning to have 2 ENL certified/licensed teachers working with 7 content area (gen ed/special ed) licensed/certified teachers working with the ELLs in our Title III after school program in the coming year.

### Proposed Instructors:

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>S.Oh</td>
<td>ELL facilitator/instructor</td>
</tr>
<tr>
<td>TBA</td>
<td>ELL Instructor</td>
</tr>
<tr>
<td>Fields</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Alejandro and Carfora</td>
<td>Grade 2</td>
</tr>
<tr>
<td>Namdar</td>
<td>Grade 3</td>
</tr>
<tr>
<td>Guzik</td>
<td>Grade 4</td>
</tr>
<tr>
<td>Adams and Gaisi</td>
<td>Grade 5</td>
</tr>
</tbody>
</table>

Teachers will consult/plan/teach collaboratively and will team teach together with ENL instructors. Due to the limited number number of ELL teachers, the ELL teachers will rotate and visit each grade group during sessions to provide instruction and revisit ELL strategies for specific activities/lessons should the Gen ed teacher need support. During planning sessions, explicit teaching strategies and flexible grouping plans will be reviewed and determined.

### Types of Materials:

For grades 1 – 5 (each grade will have appropriate corresponding grade level materials)

- Various NYSESLAT Prep and skill based printed materials (Continental Press preferred vendor) such as Finish Line NY ELLs / Vocabulary Links / Exploring English Grammar etc. (final selections to be made by the end of October 2018 for ordering of supplies with admin and ELL facilitators)
- Lap Books / Fiction and Non-fiction soft covered books (lower grades for lap books)
- Manipulatives / literacy focused games
- Charts / Posters / visual Aids
- Markers / pens / pencils / scissors / glue sticks (general school supplies)
- Folders / Notebooks
- Copy paper / construction and craft papers
- Markers / paint / other art and craft supplies
- iPad/Smart Board applications - TBA based on approved programs such as Reading A - Z, RAZ kids/ ELLs, ABCya!, Imagine Learning as the top selections

### ACTIVITIES:

We are scheduling at least 2 preparation sessions (1 hour each) to plan specific activities prior to the start of the Title III program so that instructors can have an opportunity to familiarize themselves with the assigned students needs in all modalities and the specific activities that are aligned with the instructional materials listed above.

Some activities will be:

- role play
- various listening activities using iPad and/or smart board
- many games such as running diction (relay the message)
- mock interviews (who would you want to interview)
- following directions (using maps)
- literacy cards - bingo
Part B: Direct Instruction Supplemental Program Information

- song and lyric writing / performing
- pictures - portraits - story maps
- painting
- quiz games
- vocabulary games

**RECORDS:**
The Title III Coordinator will maintain records in the ENL dept room 101. The attendance secretary (S. Caban) checks all attendance/lunch sheets after each session and returns to ENL dept. for filing.
The following documents/records will be filed in the locked ENL filing cabinet in room 101:
- program notification letter to parents - translated into (Spanish, Russian, Chinese and Arabic)
- Signed permission slips for the after school Title III program
- sign-in sheets from teacher PD sessions
- agenda copies
- attendance and snack request sheets

PREVIOUSLY noted above:

RECORD KEEPING:
Parent permission slips will go out to all ELLs in grades 1-5 in English and translated versions (Spanish, Arabic, Chinese and Russian). Once parent consent is received, attendance lists are created for the 15 sessions for each grade band. Teachers are provided attendance folders in their mailboxes on Thursday mornings and are picked up after the start of the after school session by either the ELL Coordinator (L. Pagano) or ENL teacher (TBA). Records are kept in the ENL filing cabinet in room 101 along with Title III materials. The keys to the cabinet are held in the ELL Coordinator’s office (L. Pagano RM 117).
The ENL and content area teachers will work collaboratively to provide direct instruction during the Title III after school program which all ELLs in grades 1 to 5 will be invited to participate. There will be flexible grouping by grade and progression levels depending on the lesson(s). Teachers will team-teach and there will be planning sessions prior to the start of the program to provide teachers an opportunity to plan for the program based on the materials that will be used for the specific grade band. All grades will use NYSESLAT prep materials (stated above).

Part C: Professional Development

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.
- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider
Part C: Professional Development

Begin description here: ______

Rationale/POSITIVE IMPACT:
The professional developments are focused on providing more training and explicit ELL teaching strategies for the gen ed teachers that will be working collaboratively with the ELL facilitators during the title III after school program for the 2018-19 school year. Many of these teaching strategies will focus on improving the four areas of learning that the ELLs will be tested on in the spring (NYSESLAT). These researched based instructional practices are shared from ELL PDs that have been turnkeyed by ELL teachers and other literacy specialists in the building. These collaborative PDs will positively impact not only the process of ELLs but will enhance the teaching quality of all teachers to support their differentiated teaching styles. These PD component is at no cost to the program.

Focus PD agendas to prepare content area teachers for planning and instruction for the Title III program:

Teachers attending PDs for Title III are -
S.Oh – ELL facilitator/instructor
TBA - ELL Instructor
Fields – Grade 1
Alejandro and Carfora – Grade 2
Namdar – Grade 3
Guzik – Grade 4
Adams and Gaisi – Grade 5

Sample topics of Agenda:
- Provide overview of NYSESLAT format
- scoring criteria / modality sample questions
- rationale for NYSESLAT exam and review of rubrics for all modalities
- Academic vocabulary – context
- New Language Progressions, performance standards and indicators

Professional development will be provided by Assistant Principal, Lisa Pagano, certified ENL teacher, Susan Oh and other DOE approved ELL consultants and specialists. Workshops and trainings will incorporate strategies/studies that teachers will turn-key. Topics include but not limited to:

- Text complexity - NYSESLAT test examplars
- Scaffold supports
- Universal Design for Learning – Multiple Entries of Content
- Best ENL practices
- Academic vocabulary and discourse
- Review of NYSESLAT prep materials
- Review of other

Schedule of PDs for 2018-19 (OCT 2018 - APR 2019):

Total number of sessions - a minimum of 6
10/4/18 - duration 50 min
11/8/18 - duration 1 hr
11/15/18 - duration 1 hr
1/21/18 - duration 1 hr
3/7/18 - duration 45 min
3/25/18 - duration 1 hr 15 min

*continuation of session meetings on a needs basis moving forward
### Part C: Professional Development
Records of PD schedules, agendas and attendance will be collected/maintained and filed in the ELL filing cabinet in RM 101.

### 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: _____

#### Rationale:
PS 295 recognizes that parent involvement is crucial in the educational progress and development of a child. With Parent participation, research shows that students perform better and achieve more academically.

We are in the process of piloting adult English language classes with FeLTNYC. They will offer free English classes at our site and invite ELL parents and other parents/families in our school community. These classes are scheduled to begin in September 2018. We are planning various workshops as well to support the parents.

**Update**: An afternoon adult English class will commence by the end of OCT 2018 - initially once a week for 2 hours - scheduled after 2pm

#### Schedule and duration:
Parental Engagement Activities are scheduled for Mondays or Fridays from 9:00-10:30am or 8:30 - 10:00am

- 9/27/18 - Auditorium
- 10/22/18 - RM 116
- 11/12/18 - Auditorium
- 1/18/18 - Science RM 108
- 3/4/18 - RM 116
- 4/8/18 - RM 116
- 5/10/18 - Science RM 108

**Topics to be covered:**
- Supporting your child’s reading through the use of talk prompts and critical questions/thinking
- How to support your child’s learning if English is not your home language?
- Better understand your child’s math homework
- How to use technology as a support tool?
- Resources to help you as a parent
- What is the NYSESLAT and what does that mean for my child?

**Grades 4 and 5 / Middle school selections and applications - changes and procedures (9/27/18) / another session TBA by NOV 2018**
## Part D: Parental Engagement Activities

The workshops will run approx. 90 minutes and will be scheduled approx. once every 1-2 months.

Provider Names (the ENL teacher and Speech therapist are licensed in their fields):
* ELL topics that are scheduled for parent PDs are based on information that has been obtained at DOE approved workshops and PDs that are shared/distributed
  - Susan Oh (licensed ENL Teacher)
  - Sergio Borrero (Parent Coordinator) *not paid with Title III funds
  - Jocelyn Wood (licensed Speech Therapist)
  - Various DOE related facilitators (BK North, Fordham R-BERN division, Office of ELLs etc.)

*The Parent Association is heavily involved with ensuring that all ELL parents are invited and welcome to plan and participate in any parent engagement workshops, PDs and school events. The ENL dept. has access to the PC/PA calendar so that each party can work collaboratively. All planned parent workshops are usually scheduled during school hours. These workshops are at no cost to the program. As of right now, there are no before school, after school or weekend parent PDs that are scheduled. We are also in the process of piloting free English classes for adults at our school with a not for profit organization (FeLTNYC.com) which should commence by OCT 2018 and run throughout the school year.

How Parents will be notified:
*All notifications are distributed in English and in the parent home language (Spanish, Arabic, Chinese and Russian).

Parents will be notified of various workshops and activities in multiple ways:
  - School News Bulletin
  - Fliers
  - Parent letters from School
  - Emails
  - PA notifications
  - Automated school messages to parents

** Should there be a need for translation/interpretation for low incidence languages, the school usually uses proficient staff members for support with translation/interpretation or the DOE's translation and interpretation unit for support. Our largest population of ELL parents are Spanish speakers. Our PC and many staff are Spanish proficient. For the other low incidence languages, we have staff members that support the school when needed for translation/interpretation.

The school keeps all ELL PD records in the ENL filing cabinet in RM 101. Copies are kept digitally on the school's drive and hard copies are kept in the PC's office if it is a parent event that is organized specifically with the PC as the lead. If it is a collaborative ELL parent event, the records are kept in the ELL filing cabinet.
**Part E: Budget**

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

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

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

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.

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Linda Mazza</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Lisa Pagano</td>
</tr>
<tr>
<td>Coach</td>
<td>Christine Ellrodt</td>
</tr>
<tr>
<td>Coach</td>
<td>n/a</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Susan Oh</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Heather Stoelting</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>N/A</td>
</tr>
<tr>
<td>Parent</td>
<td>Tamara Damon</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>N/A</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Sergio Borrero</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Joan Radigan</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>N/A</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>n/a</td>
</tr>
<tr>
<td>Superintendent</td>
<td>n/a</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>n/a</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Certifications</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>1</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
</tr>
<tr>
<td>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)</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics
Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

Bilingual Program Breakdown

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

The formative assessment tools used to guide instructional planning for our ELLs are:

- Reading Assessment Profile
- Teacher’s College Reading and Writing Project (TCRWP) Running Records
- TCRWP Reading – Pre Unit Assessments
- TCRWP Writing on Demand (Pre-Formative)
- Fountas and Pinnell Benchmark
- Pearson - Words Their Way Assessments
Imagine Learning Literacy Software Program for ELLs
CCLS aligned teacher created benchmark Pre-Unit Math assessments
Results of the Spring State Exams (ELA and MATH for grades 4 and 5).
New York State Identification Test for English Language Learners (NYSITELL)
SPANISH LAB (where applicable)
New York State English as a Second Language Achievement Test (NYSESLAT)* see charted data below

2. What structures do you have in place to support this effort?
The school leadership team structure, made up of the administration, academic coach and grade leaders work to support this effort continuously by setting goals and monthly targets to ensure that these formative assessments are implemented. Towards the end of the school year (early June), each grade team collaborates and builds a framework for the pacing calendars for the upcoming school year and forms the units for the grade curriculum and assessments to be administered.

Reading Assessment Profile:
Completed during the month of September (ongoing for those new registrants/transfers) to identify early literacy behaviors and skills such as letter/sound recognition, phonemic/phonological awareness, high frequency word recognition, vocabulary knowledge (grade level concept vocabulary and in context), mechanics, etc.

TCWRP Running Records:
TCWRP reading level assessments are completed (five times per year) to identify and document the initial reading level and ongoing progress throughout the school year. Also, at this time the formative literacy behaviors and analyzing their learning styles, comprehension strategies and structure application will drive instruction and support the formation of guided reading/strategy groups.

Pre-Unit Reading Assessments:
Before the start of each unit of the TCWRP reading program, students are assessed formatively based on unit/genre area of study.

TCRWP - Writing on Demand:
Completed before the start of each writing unit of the TCWRP writing program to assess writing skills for different genres of writing (narrative, opinion, argumentative, historical fiction, etc.

Fountas and Pinnell Benchmark:
Used as an additional formative assessment dependent on the specific need(s) of the ELL that requires a benchmark, pre-guided reading cycle assessment, at risk/RTI selected student, etc.

Pearson - Words Their Way Assessments:
Used periodically throughout the year as one of the formative assessments to drive instruction for building vocabulary, writing mechanics (spelling) and overall academic word study

Imagine Learning Literacy Software Program for ELLs/ELL-SWDs:
Used as a Title III literacy supplemental software program for those ELLs participating in our afterschool Title III program. This program commences with a formative assessments which creates the individual literacy activities based on the student’s benchmark assessment results. This program commences in the winter and ends in the spring but the students are able to access this software at home during the school year. The data is reviewed to drive instruction on a monthly basis or as needed by classroom teacher.
Benchmark CCLS aligned pre-unit assessments:
At the beginning of each school year, there are teacher created, formative pre-unit assessments that are used to supplement the main Math curriculum which is TERC Investigations (Main Math program) and the GO MATH supplemental math program. Teachers also review the previous year’s data as a source of initial assessment profiles.

NYSITELL:
Administered throughout the year for newly eligible registrants who may be potential ELLs. This assessment will provide initial data to plan instruction and programming based on the results in all modalities (speaking, listening, reading and writing) and to identify overall progression level in all areas of learning.

SPANISH LAB:
Administered throughout the year for those eligible ELLs whose home language is Spanish. This assessment will provide further data regarding native language literacy skills (reading, writing and comprehension skills).

NYSESLAT:
Administered every Spring, the results of this assessment drives instruction and programming for the upcoming academic school year based on the results of progression level and individual modalities.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

The following summative assessments are used to identify benchmarks, student academic progress and key areas of need:

TCRWP Running Records:
The 5th TCRWP Running Records’ cycle’s assessment (from the previous school year) is used to identify initial benchmarks in reading comprehension and progress in reading levels as well as targeted reading strategies. TC Running Records was also used as the school’s MOSL assessment tool for the 2016-17 academic school year, and was administered as a benchmark, summative assessment and ongoing assessment tool for student progress and one of the main school performance evaluation tools.

TCRWP Reading – Post Unit Assessments & Writing on Demand Post Assessments
The TCRWP post-unit assessments and Writing on Demand post assessments are used to drive instruction for each unit of study in reading and writing. The post unit assessments provide a summative assessment and implications of instruction as well as areas still in need of review and support.

Fountas and Pinnell Benchmark:
This assessment is used as one of our summative assessments especially for post guided reading cycles and to verify progress.

Pearson - Words Their Way Assessments:
This assessment is also used as a summative assessment tool, to identify areas of need and provides specific data on what vocabulary development skills that need to be implemented. This is a tool to assess writing mechanics such as spelling developmental stages and to implement as a grouping and placement tool.

Imagine Learning Literacy Software Program:
This assessment is specifically tailored to students’ language needs and supports the progress and stage of overall language development. Since this is an ongoing assessment tool to identify areas of progress, there are stages of this program targeted for summative assessment of each ELL equipped with this language learning tool

GO MATH Unit Assessments:
The Go Math end of unit assessments is used as a summative assessment tool.
NYSESLAT:
This assessment is not only used to drive instruction as a formative tool but is also used as a summative assessment tool used to identify progress in all areas of learning within the four modalities and is the main formal assessment that guides instruction to support all ELLs from Entering-Commanding proficiency on the language and literacy continuum.

4. What structures do you have in place to address interventions once the summative data has been gathered?
The following structures are in place to address interventions once the summative data has been collected:

- Targeted small group or one to one support sessions with the classroom teacher(s)
- Academic coach (C. Ellrodt) and IEP Teacher (J. Radigan) provides additional integrated and/or small pull-out group support sessions
- Additional ENL service time especially for those students who are newcomers or significantly below grade level standards provided by ENL teachers (S. Montoya and S. Oh)
- Bilingual Parent Coordinator (S. Borrero) provides numerous opportunities to welcome and acculturate all new ELL students and their families who require special support in all areas
- Counseling sessions for those in need provided by the Guidance Counselor (H. Stoelting)

5. How does your school use 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 295 uses both informal and formal data to guide the instruction for our ELLs within the RTI framework. Based on the main data assessment tools selected for the school, the classroom teacher(s) documents the interventions implemented with the results of the data. Next, if the Tier 1 strategies are unsuccessful, the teacher consults with the RTI team for possible Tier 2 intervention strategies/methods. Then, the RTI team will confer and the assigned lead for the case will observe the student in various learning environments and will inform/contribute to the initial steps for the Tier 2 plan. These plans are scheduled for 6-8 week programming and upon completion, it is assessed and if a Tier 3 intervention is necessary with specialty instruction and specialist. The RTI team will adhere to the following protocol:

- Determine whether ELLs are benefiting from the instructional program selected during the 6-8 week time frame of intervention plan with teacher and/or other support staff
- Consult with member(s) of the School Based Support Team (SBST) depending on specific case(s)
- Build more effective instructional programs for students who are not benefiting from current tiered group
- Compare and implement different forms of instruction based upon the learning style of the student and whether those teaching strategies are effective
- Design more effective, individualized instructional programs based on need
- Increase educational opportunities for linguistically and culturally diverse populations
- Flexible grouping protocols in place should intervention plans are not meeting the individual needs/goals of the student

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)

The following outcome assessments data are used to evaluate and inform our ELL program (ENL Freestanding only):

- NYSESLAT
- ELA
- MATH
- TCRWP - Running Records

The comprehensive data results of the formal assessments listed are used for programming our ENL program in terms of grouping, scheduling and instructional needs.
NYSITELL / NYSESLAT 2017 RESULTS- (statistics based on current ELL student population of 16% inclusive of Former ELLs that are being serviced)

PROGRESSION LEVEL

DATA

ENTERING – 6%
Grade K = 0
Grade 1 - 2
Grade 2 - 0
Grade 3 - 1
Grade 4 – 0
Grade 5 - 1

EMERGING – 4.5%
Grade K = 0
Grade 1 - 2
Grade 2 - 0
Grade 3 - 0
Grade 4 – 1
Grade 5 - 0

TRANSITIONING – 7.5%
Grade K = 0
Grade 1 - 2
Grade 2 - 1
Grade 3 - 0
Grade 4 – 1
Grade 5 - 1

EXPANDING – 45%
Grade K - 2
Grade 1 - 6
Grade 2 - 6
Grade 3 - 5
Grade 4 – 11
Grade 5 - 7

COMMANDING/PROFICIENT per ELA (score 3 or higher)- 26%
Grade 1 - 2
Grade 2 - 2
Grade 3 - 2
Grade 4 – 6
Grade 5 - 5

CURRENT ELLs – (tested to higher progression level) / 28.5%
GRADE 1 = 6
GRADE 2 = 1
GRADE 3 = 0
GRADE 4 = 2
GRADE 5 = 5

FORMER ELLs – (tested CM or Proficient per ELA score 3 or 4) / based on 2017 NYSESLAT results = 32%
GRADE 1 = 1
GRADE 2 = 0
GRADE 3 = 1
GRADE 4 = 2
Based on the 2017 NYSESLAT results, PS 295 has reached all AMAO targets with a 28.5% number of ELLs who have made gains in at least one progression level and overall 32% of our ELLs made progress including those who have tested proficient. At the beginning of every school year, the members of the ENL department and administration examine NYSESLAT, NYSITELL, and STATE EXAM data to evaluate data for programming and not only informs but drives instruction for all ELL teachers.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

At the start of the academic school year, the ENL team works closely with the administration to ensure that the following structures are in place, make adjustments to our ELL program, and follow up on necessary changes. We disseminate findings based on:

- The results of the Spring NYSESLAT / ELA / MATH / TCRWP Running Record
- Newly identified ELLs per results of the NYSITELL exam
- The results of the SPANISH LAB exam (based on eligibility)
- Applicable ATS ELL reports
- Conferencing with current and previous grade/classroom teachers
- Flexible grouping based on learning styles, socioemotional and special needs

The ENL team administers all NYSITELL and SPANISH LAB exams for those eligible students while compiling all data/findings to create ELL programming. All the data is reviewed and analyzed per grade (K - 5) and the number of eligible ELLs who require language support services are identified. Once all students are identified with their progression level and mandated minutes of services, the ENL team begins to schedule the ELL programs for the year. All guidelines, procedures and protocol for this work is supervised and reviewed by the Assistant Principal/ELL Coordinator (L. Pagano).

**Part IV: ELL Programming**

**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.
      
      PS 295 implements a heterogeneous organizational model, with at least one ICT class on each grade. Our ENL program is a Freestanding English as a New Language Program as per the CR Part 154 with a combination of integrated and stand-alone ENL services. There are ENL students in every class at PS 295. At PS 295, our ELLs are grouped heterogeneously for the most part in the general education classrooms for all grades (K to 5), but at times there may be a need to group homogeneously for the ENL students specifically. In many cases, a student is grouped by his individual language acquisition needs as an ELL. As an example, a Newcomer might participate in several ENL classes per week with other ELLs from his class, as a block of students within a mix of progression levels. In addition, he/she may be serviced in several classes per week with a separate Newcomer’s ENL group or one to one session, to ensure that we are supporting the building of communicative competence, schema, social/academic vocabulary, foundational skills, and language learning strategies. These goals are to support acculturation within a multicultural focused learning and social environment.

   b. TBE program. *If applicable.*
      
      n/a

   c. DL program. *If applicable.*
      
      n/a
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

   Our Freestanding English as a New Language (ENL) Program services students whose progression levels range from Entering (mostly Newcomers) all the way to Commanding levels where the instruction is provided in English. Depending on their progression levels, student receives anywhere from 90 minutes to 360 minutes per week of ENL services. All ENL services are provided as either a stand-alone model (in groups no larger than 12) and/or integrated services in their classrooms from certified pedagogues (TESOL certified), as per CR Part 154. Entering and Emerging progression level students receive 360 minutes of ENL instruction from certified ENL pedagogues and 450 minutes (225 min in Reader’s workshop and 225 min in Writer’s workshop) of ELA instruction from their main classroom teachers, while Transitioning and Expanding progression level students receive 180 minutes of ENL instruction from certified pedagogues, and 450 minutes of ELA instruction from their main classroom teachers. Commanding progression level students receive 90 minutes of ENL instruction from certified pedagogues in their main classroom. Entering level students receive 180 minutes of standalone ENL services and 180 of integrated ENL services in their main classroom; Emerging level students receive 90 minutes of standalone ENL services, 180 minutes of integrated ENL services, and 90 additional minutes of ENL services of either standalone or integrated instruction; Transitional students receive 90 minutes of integrated ENL services and an additional 90 minutes of either standalone or integrated ENL services; Expanding students receive 180 minutes of integrated ENL services from their certified pedagogues in their main classroom; and Commanding level students receive 90 minutes of integrated ENL services in their main classroom. Presently, there are no Transitional Bilingual programs or Dual Language programs at our school; therefore Native Language instruction is not delivered. However exceptions are made on an as needed basis, home language (Spanish, Chinese, and Arabic) is used occasionally for additional support by ENL or ELA pedagogue and bilingual paraprofessionals to support English language acquisition.

   There are no instructional minutes delivered in a TBE or DL program model since the school currently has no program in either model.

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.

   The ENL instructional program for all grades (K-5) adheres to the grade level core content based on the curriculum for the grade and Common Core Learning Standards (CCLS). Currently, our school has implemented the Teacher’s College Reading and Writing Project (TCRWP) curriculum for the main English Language Arts content area and TERC Investigations curriculum for the main Math content area. The ENL program services students using school’s curriculum framework (pacing calendar, units of study, assessments, etc.), but many of the learning tools, methods, materials, and strategies are aligned with ENL best teaching practices, which are governed by CCLS.

   ELLs’ home language(s) and culture(s) are regarded as assets and are used by ENL and content area teachers in bridging prior knowledge to new knowledge, and in making content meaningful and comprehensible. Teachers use knowledge of the students' native language structures and informally assess students' prior knowledge to inform instruction. Our only program model is Freestanding ENL. The main goal of our ENL program is to foster full English language proficiency in a supportive classroom environment. Both the content area and ENL teachers who work with our ELLs in the ENL program are fully certified. In order to support students’ progress, we utilize the following practices:

   Collaborative planning between ENL and content area teachers for units of study including implementation of Common Core curriculum
Scaffolding as an essential part of the instructional delivery of content areas, such as modeling, bridging (text to self-connections), schema building, contextualization, text representation and meta-cognition.

Assisting Newcomers or those who require interventions with additional service sessions during professional per periods or rescheduled periods

Scheduling conferences with students in and out of class, informal/formal assessments such as TCWRP Running Records, Words Their Way, Post unit assessments, etc.

Additional small group/RTI intervention sessions for those students not meeting grade standards across content areas to focus on literacy and academic language development using the Wilson Fundations literacy program and Flying Start to Literacy program

Supplemental Title III program (based on approved funding) to support ELLs with the focus of fostering English language development and acquiring more academic language using the Imagine Learning literacy software program for ELLs

NYSESLAT test prep workbooks (Getting Ready for the NYSESLAT), teacher made materials/assessments and various ENL focused activities.

Beyond explicit ENL instruction, collaboration between teachers means that there is a consideration for all of the language needs of our ELLs. Some aspects and goals of this policy include: a. Both ENL and content area teachers are monitoring the understanding of linguistically challenging material, domain-specific vocabulary, and CCLS, by using a variety of teaching strategies and multiple entries to clarify meaning (visuals, interactive games and activities, song, videos, field trips, etc.) b. Math teachers (in collaboration with ENL teachers) devote extra class time to provide various strategies to help dissect challenging word problems, focus on developing domain-specific/academic content based vocabulary, present real-life problems in various ways to ensure comprehensible input with the use of multiple learning tools and manipulatives. There is a focus to clarify misconceptions using the constructivist approach. c. social studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

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

PS 295 offers an ENL program where the instruction is in English only. The school uses the SPANISH LAB (for those ELLs who have Spanish as a home language only) to evaluate the home language literacy skills initially for those applicable. This formal assessment of Spanish literacy skills is administered within the first 10 days of school entrance by one of our ENL teachers, S. Montoya, with support at times from Spanish bilingual paraprofessional M. Pineda. Besides the SPANISH LAB, the school does not evaluate ELLs in their home language throughout the year. Currently we do not have a TBE or a Dual Language program. Should there be a need to evaluate home language other than Spanish for an ELL, the ELL’s initial evaluation of native language skills is done through a formal interview by the ENL teachers, S. Montoya or S. Oh, with parent(s) along with other staff members fluent in those languages (as available on-site such as M. Pineda in Spanish, S. Dian in Chinese, V. Bittner in Russian and M. Boshro in Arabic), as well as support from school leadership and the support of several DOE offices such as the Translation and Interpretation Unit. Formal evaluation of English language proficiency is provided by the ENL teacher using the NYSITELL for Newcomers within the first 10 days of their entrance to school and the NYSESLAT for continuing ENL students.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status
Based on the 2017 NYSESLAT/NYSiTELL results:

There are a total of 50 (not including 17 former ELLs) ENL students. The breakdown is as follows: 0 - SIFE, 43 - Newcomers, 7 - ELLs in years 4-6, N/A - Long Term ELLs. Out of these numbers, 19 (25 including former ELLs) are Special Education ELLs.

a. SIFE

Although we currently do not have any SIFE students on register, we have the following instructional procedures and plan in place for any identified ELLs in the near future:

These students will be provided the full range of academic based intervention services once an initial individualized needs assessment is completed based on the DOE’s SIFE identification tool framework. There would be an academic intervention plan with a focus on literacy and math content. Based on the framework and assessment tools to verify current levels in the main content areas, SIFE students would be offered the following intervention/instructional plans outside of their ENL instructional time:

Differentiated instruction and support will be implemented during intensive-small group instructional time, especially with support from bilingual paraprofessional

Mentoring sessions (scheduled as necessary)

Lunchtime clubs

After school tutoring and clubs

Additional language acquisition opportunities using the technological support of the Imagine Learning ELL literacy software program on the computer and Books-on-CDs for audible support for leveled books

Flying Start to Literacy Intervention book series for guided reading comprehension and academic vocabulary development

iPads and laptops are used throughout the school day for all content area classes to provide access to language learning tools/materials and provide visual support

b. Newcomer

When a new student has been identified as an ELL as well as being new to the country and US school system, we provide the following resources to facilitate the transition and acculturation to the school culture and environment:

Offer informal student orientation, with translation if necessary, and implement a needs assessment plan for instruction once all formal assessments are completed

Differentiate instruction by implementing the Total Physical Response (TPR) approach, varied role-playing, nonverbal learning cues, language frames in writing, offering the use of bilingual glossaries/picture dictionaries for all content areas, creating and implementing use of thinking maps/visual organizers, charts, intense guided reading and thematic content vocabulary development materials/tools, technology based instruction, additional small group and one on one ENL sessions as necessary

Scheduling of peer models and bilingual paraprofessionals partnering are scheduled during the week

c. Developing

Once ELL student data is assessed, instruction is differentiated in various ways for developing ELLs such as heterogeneous/homogeneous grouping, differentiated thinking maps/organizers (varies by project/lesson/activity/metacognitive skills), access to technology based support programs such as Imagine Learning literacy software program, collaborative peer project leads and mentoring sessions. Since they are provided with a combination of stand-alone and/or integrated ENL services to support their work in the content areas, the ENL teachers collaborate with the content area teachers to differentiate instruction such as: developing academic vocabulary within context in all four language
modalities and in alignment with the CCLS; provide small group explicit instruction in word study within context such as prefix and suffix work to help decipher longer, complex vocabulary; support in dissecting complex texts for reading comprehension; development of figurative language such as idioms; provide explicit instruction of the writer’s process in all writing genres.

d. Long Term

Our ELLs are examined closely at the start of the year. Our research indicates that our long term ELLs are having the most difficulty with the reading and writing modalities on the NYSESLAT exam and in the ELA content area. There will be an initial needs assessment that will provide specific instructional plans for those ELLs who require targeted SMART goals for each marking period. The instruction for these long term ELLs are differentiated with a myriad of explicit teaching strategies with a focus of fostering academic vocabulary development such as content based thinking maps/organizers, word study logs, explicit teaching model, community based learning approach, etc. Content area and ENL teachers meet weekly to ensure students’ language acquisition and content area goals are being supported. These ELLs receive targeted individual reading comprehension development sessions with the Flying Start to Literacy program and the Imagine Learning literacy software program which provides data to drive instruction and support the skills in learning modalities requiring the most support.

e. ELLs up to two years after exiting ELL status

Students who have achieved a Commanding progression level score on the Spring 2016 and 2017 NYSESLAT exams will continue to receive a minimum of 90 minutes of ENL instruction per week for two years. They will continue to receive differentiated instruction (per individual needs) and will be entitled to ELL testing modifications on all New York State assessments for up to two years. They will continue to participate in all ELL targeted academic intervention, RTI-based and intensive small group enrichment activities if needed. The instruction is 100% integrated in a collaborative learning model. Students are invited to participate in all after school and Title III programs.

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

The instructional strategies and grade-level materials that teachers of ELL-SWDs use that provide access to academic content areas and accelerate English language development are the following (38% of our ELL population are Students with Special Needs with IEPs):

Instructional strategies and grade-level materials:

- Flexible grouping (small group instruction) / cooperative learning models
- TPR and Community Language Learning Approach
- Collaborative teaching between all service providers and ENL teacher
- IEP goals and recommendations provide overarching instructional guidelines for individualized needs (assigned bilingual paraprofessional where eligible)
- Wilson Language Fundations Intervention program
- Various appropriate technologies, Smartboard and iPad-based programs such as TV Teacher, Me Moves, Brain Pop, Go Noodle, teachertube.com based instructional lessons, Imagine Learning literacy program, Go Math, Khan academy and Applications such as Hearbuilder/Super Duper “WH” Questions/Story Builder, etc.
- Scaffolding/modeling strategies/bridging/contextualizing
- Use of manipulatives and other tactile learning materials
- Flying Start to Literacy Program

7. 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 295 uses the following curricular, instructional and scheduling flexibility plan/flexible grouping (planning four times per week) among all service providers to enable all ELL-SWDs to achieve their IEP goals and attain English language proficiency within the least restrictive environment:

Each student’s mandated services per IEP and assessed language progression level is examined and scheduled collaboratively with all service providers to ensure no conflicts in scheduling so that all services are received.

ELLs-SWDs are provided homogeneous stand-alone and/or heterogeneous integrated ENL sessions per progression level mandates and service providers as per IEP classification(s) and recommendations.

All ELLs-SWDs follow the school’s curriculum but are supported by differentiated content based programs to support the CCLS attaining language proficiency such as Flying Start in Literacy and Imagine Learning software program.

Inclusion in all after school and Title III programs with other non-SWD ELLs across the grade which provides additional opportunities for attaining academic achievement in the least restrictive environment.

Where necessary, inclusion in ICT classes, with heterogeneous grouping of students to scaffold/model grade level language usage and developmental to increase language acquisition across the content areas.

All related services (SPEECH, OT and PT) and Counseling, are conducted using a combination of integrated and pull-out services to attain academic achievement in the least-restrictive environment per IEP mandates, recommendations and goals.

8. 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.

For PS 295 - We currently have an ENL program in place (No TBE or Dual Language program at present). We follow numerous targeted intervention programs for ELLs in all applicable content areas once a needs assessment such as the Flying Start to Literacy program, Imagine Learning literacy software program for ELLs, Words Their Way program, etc., is completed. All activities and supports offered to our ELL population are focused on their acquisition of language proficiency and academic progress. We also have a behavioral management program in place which is the Positive Behavior Intervention & Supports (PBIS) program which spans all subject and content areas.

The targeted intervention programs/plans for ELLs in English Language Arts:

Develop and implement additional academic support to be integrated during Title III and other after school programs

Implement a small group phonics program, using Wilson Literacy Fundations program (primarily targeting ELLs-SWDs in lower grades K-1) and Words Their Way program (primarily targeting ELLs-SWDs in 2nd grade)

Collaboration between classroom teacher(s) and ENL teacher to create a RTI based plan to support the learning community which is knowledgeable and experienced in researched based Instructional Strategies

Analyze ELL data (such as TCRWP - Running Records, other classroom performance tasks and tests, NYS ELA exam and NYSESLAT results), to become well-informed about the performance of each ELL in order to make sound and individually-planned educational decisions

Provide explicit opportunities for students to be involved in purposeful conversations and to engage in accountable talk while incorporating all language modalities during the lesson, e.g. group discussions, journals, debates, share-out, etc.
Ensure that teachers analyze student data to identify strengths and weaknesses and utilize the findings to drive and differentiate instruction.

Provide Professional Development and supports for teachers with ELLs and Special Ed students in mind: IEP Teacher, J. Radigan, Academic Coach, C. Ellrodt, TC Literacy Coaches, M. Hargrave and C. Holley, Imagine Learning Instructional support rep, E. Taub, Google Media Spot Consultant, E. Wells

Ongoing collaborative planning Academic Literacy coach, C. Ellrodt works closely with ENL teachers and classroom teachers to ensure rigorous ELL instruction aligned with CCLS.

Implement a print-rich environment with visual support planning/scheduling time for Make and Take (after inter classroom visitations and workshops from L. Hough, ASD-NEST program/NYU)

Use of specific language learning tools such as bilingual dictionaries/glossaries, individualized plan for google.classroom submissions especially for those ELL-SWDs with executive functioning issues, and other online language learning resources in the ELA classrooms.

The targeted intervention programs/plans for ELLs in Mathematics Content Area:

Target math content-specific academic language and terminology to support ELL-SWDs in building stronger background knowledge while providing foundational frameworks for comprehension of specific concepts and various real-life scenarios in math problems.

Analyze ELLs data (classroom performance tasks and tests, NYS Math exam, post unit assessments, etc.) to incorporate all data to assess the performance of each ELL in order to implement effective intervention plans as needed.

Implement interactive word wall activities, journal keeping, self-assessment tools, individualized checklists, and self-reflection tool.

Incorporating writing as a component of the mathematics lesson, e.g. Response/Thinking maps and other tools for problem solving, math journals, math vocabulary log, apply math content specific word for word translation dictionaries/tool, etc.

Provide opportunities to convey problem solving strategies during peer/group work sessions and projects, share-outs and the rationale of their thinking.

Re-examine the identification and analysis of student strengths, weaknesses and goals to drive and differentiate instruction for specific intervention plan.

Collaboration between content area and ENL teachers to map out student specific needs while receiving guidance from the Academic coach who supports rigorous instruction aligned with CCLS.

The targeted intervention programs/plans for ELLs in Science and Social Studies Content Areas:

Integrated and collaborative teaching between classroom teacher(s) and ENL teachers to create a learning community which is knowledgeable and experienced in research-based differentiated instructional strategies especially for those students who require academic interventions.

Specialized instructional and intervention support strategies provided by L. Hough (ASD-NEST support project staff) within the classroom by providing teachers with training and other workshops to support organized visuals in the learning environment.
Analyze ELLs data (classroom performance tasks and tests, NYS Science exam (grade 4), pre and post unit assessments -
teacher created and formal, etc.) to incorporate all data and assess the performance of each ELL in order to implement
effective intervention plans as needed to drive instruction.

Provide ample opportunities for students to be involved in purposeful conversations and exchange specifically for project-
based learning, such community-based investigative walks, observation studies, peer/group experiment exchanges, etc.

Incorporate reading interventions with the use of selective nonfiction texts, which are multi-leveled and tiered to support
content-specific language acquisition based on various topics and thematic units of study in Science.

Collaboration between content area Science/Social Studies teacher and ENL teachers to map out student specific needs while
receiving guidance from the Academic Coach who supports rigorous instruction aligned with CCLS.

Incorporate content area writing intervention plans specific to learning styles of ELL-SWDs as a component of science and/or
social studies curriculum

Provide professional development opportunities focusing on ELL instructional needs to science and social studies teachers such
as ELL best teaching practices and strategies for quality teaching resources and implementing differentiated approaches such
as TPR method and Community Language Learning Method (CLL)

Opportunity to receive additional support in all academic afterschool programs, such as the Title III after school and the
Homework Help programs which focus on content area support especially with reading/writing skills

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

Based on our review of data and trends, the following new programs and improvements are being considered for the
upcoming school year (based on available funding):

Plan/implement targeted listening and writing activities/lessons which are specific to the needs of many of the ELLs per data results

Continue with the new grade 5 programming schedules by departmentalizing the grade to prepare students for a typical
middle school academic class structure.

Scheduling concrete weekly sessions (4 - 20 to 30 min sessions) of the Imagine Learning literacy program for ELLs during
literacy block and/or independent study time

Integrate supplemental writing programs to support writing/mechanics during specified ENL instructional time and Title III
after school programs

Re-examine and plan improvements for specialty needs during academic sessions for ELL-SWDs per IEP recommendations (e.g.
fidgets, work environment, organization/writing supports, etc.)

More planned professional development opportunities for those teachers of ELLs/ELL-SWDs implementing Sheltered
Instruction Observation Protocol (SIOP) model strategies and methods

Upon needs assessment, the consideration for enhancements of the PBIS program are implemented depending on
observations, feedback and query

Our unofficial soccer league lunchtime club warrants an urgency to plan for an official after school soccer or sports league

10. If you had a bilingual program, what was the reason you closed it?

PS 295 has never had any bilingual program model due to the numbers based on the Parent Choice surveys and orientation
11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All students at PS 295 have equal access to all school programs regardless of designation status and/or classification. All ELLs are afforded equal access to all regular scheduled “specials” within school programming such as visual arts, drama, seeds of kindness, creative movement and supplemental services (if applicable) throughout the school year and are welcome to participate based on availability. ELL parents are encouraged to join the Parent Association (PA) and provided opportunities to participate/volunteer in all PA and school sponsored events. Some of the terms for supplemental programs and activities are dependent on yearly funding (programs subject to change). PS 295 offers the following after school and supplemental services throughout the year:

Cultural After School Adventure (CASA) program (available per funding) provides opportunity for all students to participate in music, digital media, dance/movement, song writing/composition and visual art related workshops after school (grades 2 to 4 / duration 14 weeks)

African Dance/Drumming program (grade 3/ duration 18 weeks - 100 minutes per week) funded by the Matisse Foundation, provides opportunities for students to participate and learn about various African dance styles and rhythmic movements. African Drumming sessions provides opportunities for students to participate and learn African drumming which aligns with the grade’s African study unit and have more access to a multicultural education

Wellness In The Schools (WITS) program (entire school) - all year term that provides opportunities for students to participate and learn about wellness/health, nutrition and cooking skills, science etc.

Fit Bit program (entire school) - all year term that fosters movement breaks in the classroom throughout the day to stimulate higher academic processing that are supported through smart board programs which is in addition to the enhanced organized play time during recess

Align Brooklyn (grade 2 only / once a month) - fitness partner with our school focusing on health practices, mainly Yoga with some Pilates and some meditation.

Contemporary Dance (entire school) 10 week program provides opportunities for students to participate and learn about contemporary dance models, music and choreography, funded by PA

Homework Help program (grades K to 5 /duration 12 weeks) provides opportunities for students to participate in an after school academic homework support program for all content areas

Brooklyn Conservatory Music program (grades 4 and 5/ approx. 12 weeks) provides opportunities to participate in the school band (band instruments)

PS 295 has a parent relations and parent participation for all school based decisions and programming. The school has a Language Access Coordinator (LAC - S. Borrero) who ensures that all Translation and Interpretation Services are in place so that access to any language is made available to those families who may require these services. Additionally, interpretation services are made available on a daily basis with the support of in-house interpreters who aid the communication between school staff and parents.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Besides the instructional materials that are used based on the school's academic curriculum; TCWRP curriculum and unit study
guides/text (all grades K-5), TERC Investigations and GO Math curriculum guides/text, the following supplemental instructional
materials and technology tools are used to support ELLs in the core content areas and language acquisition needs:

Flying Start to Literacy Program
Imagine Learning Literacy software program for ELLs and ELL-SWDs
Wilson Fundations Literacy Program (Grades K -2)
Words Their Way Program
Word Study Games: Flash cards/ Phonics games/ Bingo/ Vocabulary Match, etc.
Audio usage (books and poems) on CD/DVD - listening centers
Smart Board access for various ELL related learning sites
iPad access for ELL-SWDs during Speech and OT sessions as well as during independent study time and/or reading for ELLs
Getting Ready For The NYSESLAT program to support Title III programs
Ready New York CCLS English Language Arts Practice
Access to bilingual glossaries and picture dictionaries/traditional dictionaries in all classrooms

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

Currently, PS 295 does not have a TBE or Dual Language Program. We offer a Free-standing ENL program where the
instruction is provided 100% in English. Home language/literacy assessment is usually completed for newly identified ELLs who
have a home language of Spanish using the SPANISH LAB. Other than that assessment, we have access to the Translation and
Interpretation Unit should there be a needs assessment required in the home language. Occasionally (as needed especially
with newcomers arriving from other countries for the first time), support is provided in native languages by the ENL
pedagogues, classroom teachers, or bilingual paraprofessionals, when and where appropriate, in accordance with the CR Part
154 regulations. In addition, our diverse staff members support many native languages, including: Spanish, Portuguese,
Chinese, Arabic, Russian and French. Word-to-word glossaries and bilingual glossaries are available as well as access to
technology-based language learning tools such as google.translate for added support, for those students with native language
literacy in the content areas.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

PS 295 has a comprehensive IEP team of specialists, ENL department team and Academic Coach who work closely to ensure
that all required services/resources support and correspond to ELLs’ age and grade levels. At initial registration, all students
are assigned classes according to birthdate and corresponding appropriate grade level. We also take into consideration the
grade level completed in the home country (upon verification of documents when available), any IEP designations for those
ELL-SWDs. Many ELL-SWDs are also considered for many of the ICT classes on the grades since the trends show more schools
are following ICT teaching models as we are following suit. Small group include Fundations phonics and Wilson reading
programs for those ELL students presenting these difficulties. Classroom scaffolding and differentiation of instruction for ELLs
is planned cooperatively with ENL teachers and content area teachers across the grades.

Each student’s mandated services per IEP and assessed language progression level is examined and scheduled collaboratively
with all service providers (S. Campbell/ OT, L. Goeringer/ OT, Bernard Pamilar/ PT, J. Wood/ Speech, V. Botin/ Speech,
J. Radigan/ IEP Teacher, H. Stoelting/Guidance Counselor) to ensure there are no major conflicts in scheduling so that all
services are received. All ELLs are provided homogeneous stand-alone and/or heterogeneous integrated ENL sessions per
progression level mandates and support services as per IEP classification(s) and recommendations in the least-restrictive
learning environment.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the
ELLs’ needs (academic, linguistic, socioemotional) are met?
PS 295 shares a building (collocation) with MS 443 (New Voices School of Academic and Creative Arts). MS 443 is a middle school for grades 6, 7 and 8; therefore we do not collaborate or have a shared ENL program with the school. We are separate schools and only co-locate.

Since our school co-locates with MS 443, we ensure that all students in both schools have access to shared spaces such as the auditorium/cafeteria/physical education space/outdoor black top areas/directionality in hallways and usage of the main office.

16. 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).

For newly enrolled ELLs that are registered and identified before the beginning of the school year, families are provided the opportunity to schedule a school tour and informal orientation with the Parent Coordinator (S. Borrero), IEP Teacher (J. Radigan), ENL Teachers (S. Montoya and S. Oh) and ELL Coordinator/AP (L. Pagano) where translation is available in the home language either by an interpreter in-house or via the DOE Translation and Interpretation Services Unit. In addition, yearly Kindergarten orientation for the incoming Kindergarten class is presented by the school’s administration team and Kindergarten teachers. These tours/orientations are offered to familiarize themselves with the school’s curriculum, space, programs, departments and culture and are scheduled on an ongoing basis throughout the school year (outside of the mandated ELL Parent Orientation for newly identified ELLs). During this time, we can organize Q & A sessions and/or necessary events depending on need and the number of newly enrolled ELL population or potential newly identified ELL population in the fall.

Prior to the beginning of the school year, families of newly enrolled ELLs have access to our school’s website (includes introduction to school’s mission/goals, staff and ongoing events), which is also available in Spanish. For other languages, PS 295 will offer translation services from the DOE T&I Unit. A plethora of school/DOE-related literature and materials are provided, such as the Parent Handbook, “The Bulletin” (school based newsletter), Achieve NYC (guide to NYC public schools), and DOE discipline code manuals, families are informed and encouraged to join the PA and provided information about all after school program/activities, school clubs, unofficial soccer league for inclusion and participation in the PS 295 community. After school enrichment and Title III literacy programs are available and encouraged especially for the ELL population. All programs and events scheduled at the school are made available to new ELLs who are registered throughout the school year.

17. What language electives are offered to ELLs?

N/A

Currently, PS 295 does not offer foreign language electives at this time.

18. 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)?

N/A

Currently, PS 295 does not offer a Dual Language program at this time.
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 and non-pedagogic staff.) 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?

The school adheres to the mandated professional development time required as per the enhanced CR part 154.2 (15% total hours ELL-specific PD for all teachers/ 50% of total hours for ENL teachers receive ELL-specific professional development). These professional development sessions are planned during prep periods, grade team meeting periods, Monday PD time from 2:45 pm - 4:00 pm, morning sessions, afternoon sessions and/or all day sessions.

The professional development plan for ENL department personnel and teachers of ELLs is the following:

Professional developments supporting CCLS and ELL content area instruction organized/presented by the Borough Field Support Center (BFSC) - Brooklyn North (including borough wide and school specific scheduled PD workshops/sessions) - continuous throughout the year

Professional developments supporting ELL content instruction integrated with the TCRWP curriculum organized/presented by Teacher’s College (Columbia University location and school specific scheduled PD workshops/sessions lead by C. Holley (Grades K-2) and M. Hargrave (Grades 3-5) - continuous throughout the year

Professional developments supporting specific ELL content instruction in Math for grade 5 teachers (Algebra 4 All) where teachers receive additional support from DOE initiatives since the departmentalization for all subject areas

Professional developments supporting ELL and ELL-SWDs content area instruction organized and presented by Fordham’s NYS/NYC Regional Bilingual Education Resource Network (RBE-RN) - continuous throughout the year

Professional developments supporting ELL and ELL-SWDs including support for SIFE students instruction/interventions organized/presented by the DOE’s Division of English Language Learners and Student Support (DELLSS) - continuous throughout the year

Professional development sessions supporting specific ELL instruction presented in-house by school’s ENL department personnel - continuous throughout the year including turn-key sessions from workshops attended outside the building

Professional development sessions supporting specific ELL-SWDs instruction presented in-house by school’s IEP Teacher leader, J. Radigan - at least twice a year

Professional development sessions supporting ELL instruction presented in-house by School Leadership and Academic Coach, C. Ellrodt - continuous throughout the year

Professional developments supporting ELL instruction organized/presented by various academic consultants and specialists in the field of education such as; Imagine Learning Company, Google.com affiliations such as Media Spot, E. Jones - Wellness/Fitness, L. Nielson - Sustainability

Planned Instructional Support Topics include:

Academic language development for ELLs
Strategies for scaffolding supports for ELLs and ELL-SWDs
Best ENL practices (e.g. SIOP, TPR)
Text complexity for guiding ELLs during literacy especially reading blocks/sessions
Universal Design for Learning (UDL) - multiple entries to content
Collaborative Co-Teaching strategies and models during integrated ENL sessions
Incorporating ENL best teaching practices (thematic units within the TCRWP model) and connecting to content area curriculum as well as with other school programs such as WITS and Seeds of Kindness
Engage ELLs in student lead/centered discourse in the classroom (all content areas) based on debate/Socratic Method/accountable talk strategies
Incorporating technology and fostering language acquisition using technologically supported learning tools

Please see the proposed PD calendar (2017-18 school year):

PROPOSED PD CALENDAR – 2017-18
PD TOPICS
PRESENTER(S)
LOCATION/DATE(S)
Targeted PD topics:
Various DELLs, BFSC- BK North (monthly meetings for ELL Coordinator), RBERN – Fordham/NYC Support Staff/Specialists
PS 295 admin, grade team leaders, ELL Coordinator, ENL Team, RTI Team and MOSL Team
PS 295
9/11/17 – RM 101
9/18/17 – Library
9/25/17 – Library
10/2/17 – Library
10/3/17 – Rm 103
10/30/17 – Library (@3:20)
12/11/17 – Library

BFSC-BK North
11/2/17 – P. Vazquez & A. Harden

DELLs presenters
11/7/17 – TKC NYC Conference Center
12/14/17 – location TBA
Check specific calendar dates with DELLs for 2018

RBERN
11/20/17 – location TBA
Check specific calendar dates with RBERN for 2018

Monthly TC PDs on site (PS 295) and off-site (TC Manhattan)
TC Specialists: C. Holley (K-2)
M. Hargrave (3-5), PS 295 Turn-key delegate(s)
PS 295 or TC Manhattan Location
TC Support topics for literacy instruction
PS 295
9/11/17 – (K-2)
10/16/17 – Library (K-2) – A. Harden & M. DiSpirito
(3-5) – E. Brockman & D. Thompson RM 102
10/17/17 – (3-5)
11/1/17 – (3-5)
11/3/17 – (3-5)
11/13/17 – (K-2)
11/20/17 – (K-2)
Check specific calendar dates with admin for TC on site visitation for 2018

TC Manhattan Location
9/26/17 – J. Higgins
9/27/17 – L. Santos/P. Vazquez
10/2/17 – N. Phillips
10/3/17 – E. Guzik, C. Adams
10/4/17 – V. Vanderpujije
10/6/17 – A. Harden
10/17/17 – E. Fallon
11/6/17 – D. Alejandro
11/7/17 – S. Montoya
11/20/17 – A. Breen
11/28/17 – M. Namdar
12/7 – A. Gaisi
12/14 – C. Calo
1/12/18 – C. Ellrodt/L. Pagano
1/26/18 – J. O’Hagan
2/14/18 – D. Hecklinger/J. Mitchell
        N. Meade

Algebra for All
Algebra 4 All team
10/18/17, 12/1/17, 1/31/18/ 3/14/18, 5/16/18 – C. Amaro
ELs / SIFE / Special Needs (IEP)
BFSC- BK North, DELLs support specialist or guest presenters
Fordham’s RBE-RN dept.
10/31/17 – J. Radigan (Session I)

BFSC – BK North PD calendar not posted per web site

Fordham – Manhattan and Bronx Campuses
RBE-RN has not posted specific dates as of yet for 2018
IEP Writing
Executive Functioning
Special Education updates - Turn-key to ENL team members
IEP Teacher – R. Radigan, Special Education Therapists(s), Special Education Teacher(s)
Special Ed Liaison - C. Calo
PS 295
12/18/17 – Library/ J. Radigan and OT therapists (S. Campbell and L. Goeringer)

15K839 - Special Ed Liaison Mtg.: 9/19/17, 10/18/17, 11/14/17, 12/13/17, 1/17/18, 2/15/18, 3/15/18, 4/19/18, 5/17/18, 6/13/18

RTI Plan for the school
*framework overview (turn around time)
*changes/student identification/action plan

RTI Team (members)
Admin
Academic Coach – C. Ellrodt
PS 295
11/14/17 – RM 117 / RTI team

*ongoing based on scheduling

SPECIALS:
Drama
Art/Dance/Music/Movement/Drama

Theater:

Music/Dance:

   BAC (Brooklyn Arts Council)

Technology: Imagine Learning Program
Media Spot
E. Taub – Imagine Learning
E. Wells - Media Spot

Onexa Lafontant- BAC
Asma Feyijinmi - BAC
PS 295
11/2/17– Rm 103- BAC- (grade 3 teachers)

12/4/17 – Library / E. Taub

12/1/17 – grade 3 (104/105) – N. Meade/ N. Phillips/C. Calo/A.Gaisi

Offsite Locations
11/7/17 – District Wide Theater/C. Barton-Landfield
Check specific calendar dates with admin for 2018

11/20/17 – E. Wells (K-5) / all day sessions
Check specific calendar dates with admin for 2018

Wellness and sustainability

PJ Cody, L. Nielson, Laurielle Clark
BFSC – BK North Specialists
PS 295 – Turn-key delegates

PS295
10/10/17 – Library
10/23/17 – Library- Suicide Prevention - H. Moffatt

10/30/17 – RM 103 – D. Wohlleb, M. Holland, Parent – rep, Admin rep, and WITS rep
10/30/17 – Library 2:45/ K. Desfosse

Sustainability Mtg: Rm. 103 -10/30/17. 11/20/17, 12/18/17, 1/22/18,2/12/18, 3/26/18, 4/23, 5/14/18, 6/4/18- L.. Nielsen, PJ Cody

11/27/17 – Library/ S. Weseen
12/12/17-12/15/17 WITS lab Rm 108

5/22/18- 5/25/18Wits Lab/Rm 108

ELL instructional support topics – Academic language
Quinn Simpson/Graydin

PS 295: C. Ellrodt
PS 295
9/18/17 – Library- Graydin

11/07/17 – Library Graydin
11/17/17- Library Graydin

1/16/18 - Library - C. Ellrodt

3/ 12/18 - Library - C. Ellrodt
2. 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.

PS 295 provides (off-site PDs included) professional development to all staff including Assistant Principal, Guidance Counselor, ENL teachers, Special Education Teachers, Academic Coach, Occupational and Physical therapists, Speech Therapists, School Psychologist, Paraprofessionals, Secretaries, and the Parent Coordinator that specifically addresses the needs of the ELLs in the building. At the beginning of each school year, there is a professional development calendar template that is created by School Leadership which provides a framework for the planned workshop sessions for the staff that is shared with all personnel. This is a working document that is amended throughout the school year. Professional development sessions are also noted in the Newslink which is a newsletter/events notice which goes out to all staff.

A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by pedagogical mandate is dedicated to support language acquisition instruction, including strategies of best practices for collaborative team teaching strategies and integrating language learning and content area instruction for all ELLs. For all ENL teachers, a minimum of fifty percent (50%) of the required professional development hours is dedicated to language acquisition instruction and is in alignment with core content area instruction, targeting best practices for collaborative team teaching strategies and integrating language and content area instruction for ELLs.

SCHEDULED TOPICS:

DATE(S)
SCHEDULED TOPICS – specific for 15% hrs for gen ed teachers
9/25/17
10/30/17
1/8/18

Support language acquisition instruction
11/2/17
2/26/18

Strategies for best practices collaborative team teaching
12/11/17
2/12/18
3/12/18

Integrating language learning in content area instruction for ELLs

SCHEDULED TOPICS – specific for 50% hrs for ELL teachers
11/20/17
1/22/18
3/19/18
4/9/18

Dedicated to language acquisition instruction in alignment with core content area instruction
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?

PS 295 schedules annual individual meetings with the parents or guardians of ELLs at least once a year which is separate to the yearly parent-teacher conferences, initial ELL parent orientation meetings, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals our ENL program, their child’s language development progress, English language proficiency assessment results including NYSITELL and/or NYSESLAT exams where applicable, and language development needs in all content areas. This additional meeting includes school staff necessary to sufficiently inform the parents or guardians about their child’s language development in all content areas in English. The parent meetings are conducted with a qualified interpreter/translator in the language or mode of communication the parent/guardian’s home language. Our school schedules many of these meetings during the Tuesday parent engagement times (2:40 pm - 3:20 pm), in accordance with the collective bargaining agreements. We record attendance by using a parent sign-in template that the ENL department has created which documents date, student name, parent name, teacher name(s), contact info and signatures.

The agenda for the parent engagement meetings are planned to cover the following areas of concern:

Role of the ENL Teacher
ENL vs. ESL - What are the differences?
NYSITELL vs. LAB-R - What are the changes in ELL identification testing?
SPANISH LAB (for those eligible students only)
Yearly mandated state exams (NYSESLAT/ELA/MATH/SCIENCE (grade 4)
Language development goals and progress (progression levels)
Data and assessment results
Review of DOE language support programs (where applicable)
Goals/market (aligned to the school’s mission) of the school’s ENL program
Language acquisition needs and supports in all content areas
Reading/Writing and Math CCLS

ONE to One Meetings:
ENL teacher schedules one to one meetings with their grade teacher (both teachers if ICT classroom) throughout the year to
discuss English proficiency, language acquisition progress, areas of support, specific needs within the student’s progression level – modality specific if necessary, data/assessment results and conference exchanges. These meetings are usually scheduled 3-5 times a year and many before parent-teacher conferences or parent engagement meetings.
Meetings for TURN-KEY of information to teachers or PD offerings from ENL teacher to Classroom teacher(s):
At least once a month, ENL teacher will join grade meetings or other student specific meeting where there will be an opportunity to provide training of ELL specific teaching strategies and/or turn-key information acquired at off-site PD sessions.
PROTOCOL of scheduling meetings:
Scheduling of meetings are made throughout the year, and are requested via email or verbally and all required teacher/specialists are invited to attend.

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

PS 295 recognizes that parents are the first and best teachers of their children. Research shows that students who have involved parents perform better and achieve more academically. We work closely with the Community-Based Organizations (CBOs) to provide our parents with education classes, health programs and other services (needs assessments are conducted yearly and ongoing). All parents are encouraged to attend and participate in all school and parent specific events and activities/workshops that foster parental involvement for parents of ELLs so that may better support their child’s learning. We also have a Parent Association that promotes diverse membership and community service.

The following school and parent specific events and activities/workshops are offered at PS 295 throughout the school year:

Events to be planned
Bagel Bits monthly event - parents are invited every month during period 1 (8:30am - 9:10 am) to observe and engage in their child’s class
PA organized events such as Cupcake Friday, Touch-a-Truck annual event, Dance-a-thon event, Brooklyn Boogie Brunch etc. Opportunities to participate and volunteer in community celebrations such as Publishing Parties, Field Day, Annual Spring Arts Festival, Harvest Festival, Seasonal school plays and concerts and the Cultural Dance Festival.
Informational events for those needing support with continuing education classes, health care/wellness, social service needs and English language learning
Opportunities to join School Leadership (SLT), Executive Committee (EC) as well as to become a member of the PA

Planned Activities/Workshops

How to engage your child in conversation that promotes critical thinking through talking prompts and critical questioning techniques?
How to better understand your child's math CCLS and homework?
How to use technology to support your child’s learning?
The importance of reading (English and home language) and what it means to be a good reader?

These events and activities/workshops will provide access and encourage parent involvement/participation at our school in all ways. The school community and all families come together during these times to recognize student achievements. All parents are invited and informed about school happenings and all information/flyers/letters are distributed in English, Spanish, Arabic, Russian and Chinese (which are the main home languages represented at our school). In addition, once workshops/activities and/or events are scheduled, the Parent Coordinator (S. Borrero) sets up phone message and texts through our school’s communication system as another form of communication.

PROPOSED PARENT WORKSHOPS
TOPIC(S)  
PRESENTER(S)  
DATE/LOCATION  
-City Wide ELL Parent Event: Road to College and Career  
-Know your RIGHTS as a Parent!  
NYSED/DOE sponsored with NY University  
10/24/17 – NYU  
11/10/17 – PS 295 Library  
Critical Thinking and Talking  
J. Wood and ENL Teacher(s)  
1/29/18 - PS 295 - Library  
Math – CCLS / homework support  
C. Ellrodt and ENL Teacher(s)  
2/6/18 - PS 295 - Library  
Technology support – Imagine Learning Program  
E. Taub and S. Montoya  
12/12/17 - PS 295 – Library or Cafeteria space  
Reading / Literacy support  
J. Wood and ENL Teacher(s)  
2/27/18 - PS 295 Library  
Bullying Awareness  
C. Perrier, NYC Thrive Mental Health Counselor  
10/27/17 – PS 295 Library  
Parents Know Your Rights  
C. Perrier, NYC Thrive Mental Health Counselor  
11/10/17 – PS 295 Cafeteria

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.

no additional info
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Linda Mazza, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
### Part VI: LAP Assurances

**School Name:** PS 295  
**School DBN:** 15K295

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linda Mazza</td>
<td>Principal</td>
<td></td>
<td>11/15/17</td>
</tr>
<tr>
<td>Lisa Pagano</td>
<td>Assistant Principal</td>
<td></td>
<td>11/15/17</td>
</tr>
<tr>
<td>Sergio Borrero</td>
<td>Parent Coordinator</td>
<td></td>
<td>11/15/17</td>
</tr>
<tr>
<td>Susan Oh</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>11/15/17</td>
</tr>
<tr>
<td>Tamara Damon</td>
<td>Parent</td>
<td></td>
<td>11/15/17</td>
</tr>
<tr>
<td>N/A</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>11/15/17</td>
</tr>
<tr>
<td>N/A</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>11/15/17</td>
</tr>
<tr>
<td>Christine Ellrodt</td>
<td>Coach</td>
<td></td>
<td>11/15/17</td>
</tr>
<tr>
<td>NA</td>
<td>Coach</td>
<td></td>
<td>11/15/17</td>
</tr>
<tr>
<td>Heather Stoelting</td>
<td>School Counselor</td>
<td></td>
<td>11/15/17</td>
</tr>
<tr>
<td>Anita Skop</td>
<td>Superintendent</td>
<td></td>
<td>11/15/17</td>
</tr>
<tr>
<td>NA</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>11/15/17</td>
</tr>
<tr>
<td>Joan Radigan</td>
<td>Other NA</td>
<td></td>
<td>11/15/17</td>
</tr>
<tr>
<td>NA</td>
<td>Other NA</td>
<td></td>
<td>11/15/17</td>
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<tr>
<td>NA</td>
<td>Other NA</td>
<td></td>
<td>11/15/17</td>
</tr>
</tbody>
</table>
**2018-2019 Language Translation and Interpretation Plan for Parents**

*Requirement under Chancellor’s Regulations A663 for all schools*

<table>
<thead>
<tr>
<th>DBN:</th>
<th>15K295</th>
<th>School Name:</th>
<th>PS 295</th>
<th>Superintendent:</th>
<th>Anita Skop</th>
</tr>
</thead>
</table>

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Primary)Sergio</td>
<td>Borro</td>
<td>Parent Coordinator</td>
<td>yes</td>
<td>yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

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

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td></td>
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</tr>
<tr>
<td>Chinese</td>
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<td></td>
<td></td>
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<tr>
<td>Arabic</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Russian</td>
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</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

NONE

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
</table>
| Parent handbook, Welcome letters, curriculum overviews calendars, permission slips (trips, videos, photos), weekly bulletin, bi-monthly newsletter, monthly calendars, permission slips (trips, videos, photos), Parent-teacher conference letters, New York State testing dates, after-school program information, letters from school leadership, PTA outreach. All DOE communications (HLIS, Parent Brochures, Entitlement letters, Non-Entitlement letters, etc.) already are available translated and are provided in the appropriate languages. We are utilizing the Stars report cards which are available in all of our preferred languages. We are working to ensure that any additional comments added to the report cards can also be translated. The formatting of the STARS report card has made it a challenge. All translation request to the Translation and Interpretation Unit will be sent at least two weeks in advance. | 9/25/17 | }
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Meet the Staff evening - September 13th ,</td>
<td></td>
<td>At large meetings, we provided staff who are multi-lingual to provide translations.</td>
</tr>
<tr>
<td>• Parent-Teacher Conferences- November 16 th, March 15th, May 23rd</td>
<td></td>
<td>At small meetings, if staff is not available at all times, teachers use translation services via phone.</td>
</tr>
<tr>
<td>• January parent promotion-in-doubt conferences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Monthly Bagel Bits parent meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Monthly PTA meeting and other school activities. We have a school messenger service that sends phone messages home to parents in their preferred language. This is used for class or grade announcements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• All events are listed on a paper version of school calendar and distributed monthly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Events are listed on the school Google calendar.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Teachers send reminders the first week of school for Meet the Staff. All reminders are printed in all languages spoken by our parents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• School messenger sends a message to each family in their preferred language the evening before</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Meet the Staff Night.

- Before any parent event or meeting, we send translated letters.
- In addition, we use the school messenger service to send messages in their preferred language about absences, latenesses, meetings and other events to parents.

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Our school has multiple ways to reach our limited-English proficient families. On staff, we have several people who have multi-linguistic and speak the languages of our students. In addition, we subscribe to a phone service referred to as School Messenger. All messages that go out through this system are delivered to each family in their language of choice. These messages can be rolled out as soon as we need distribution.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

This information will be provided during a faculty conference on September 18th. It will be provided by both administration and the LAC.
Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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

In addition, we are scheduling a focus group of parents inclusive of all cultures and languages represented in our school to help us gather feedback.